

Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu. All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

This statement details our school's use of pupil premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodside Primary School
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	31.7% (132 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Iman Atwal
Pupil premium lead	Arzu Deveci
Governor / Trustee lead	Andrew Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent:

At Woodside Primary School, we believe that every child deserves the opportunity to succeed, regardless of their background. Our **Pupil Premium Strategy** is designed to provide targeted support that helps close the achievement gap and ensures all children have the resources they need to thrive academically, socially, and emotionally.

This year, we will continue to focus on the key areas that help us achieve our goals:

- **Improving Attendance:** We are dedicated to ensuring every child is in school and ready to learn.
- **Developing Oracy Skills:** We want to help our pupils find their voice, building their confidence and communication skills.
- **Minimising the Impact of Additional Barriers to Learning:** We provide extra support to help pupils overcome any obstacles that might hinder their progress.
- **Providing Enrichment and Growing Aspirations:** We offer a wide range of activities to broaden horizons, spark curiosity, and help children dream big.
- **Developing Good Community Relationships:** We work closely with families and the wider community to create a supportive network for our pupils.

Through our continued focus on these areas, we are committed to helping all our pupils—especially those who are eligible for Pupil Premium funding—reach their full potential. Our ultimate goal is for every child to leave Woodside Primary as a

confident, capable, and compassionate individual, ready to engage in a lifetime of learning and opportunities.

Challenges:

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance remains a significant challenge, with a notable gap between Pupil Premium (PP) children and their non-Pupil Premium peers. Data shows that the attendance rates for PP children are consistently lower, highlighting the need for targeted interventions to address this disparity and ensure all pupils have equal access to learning opportunities.
2	Oracy skills is a key challenge, particularly noticeable from the early years. Many Pupil Premium (PP) children begin school with lower language proficiency than their non-Pupil Premium peers. This gap affects their ability to articulate ideas, engage confidently in learning, and succeed across the curriculum, highlighting the importance of targeted early interventions. Without intervention, the gap increases the further up into KS1 and KS2
3	Additional barriers to learning significantly impact some pupils' progress and achievement. Factors such as poor learning habits and attitudes, challenges in family life, behavioural issues, low attendance, and Special Educational Needs and Disabilities (SEND) create obstacles to engagement and success.
4	Some of our pupils eligible for PP funding have not had the opportunity to experience meaningful and relevant life experiences. This can result in reduced aspirations and a lack of belief in their own potential, as they have little knowledge of the many life opportunities available to them.
5	Community relationships and low parental engagement can sometimes hinder pupil successes. Some parents may have poor educational experiences, and as such, struggle with consistent communication, trust, physical and/or mental wellbeing and parental involvement. Strengthening relationships with parents and the local community is essential to creating a supportive environment where families feel empowered to contribute positively to their children's education and development.

Intended outcomes:

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce the attendance gap between Pupil Premium (PP) and non-Pupil Premium children, ensuring all pupils attend regularly and benefit from consistent access to learning opportunities.	<p>The overall attendance rate for Pupil Premium (PP) pupils improves and aligns more closely with that of non-PP pupils. This gap has decreased compared to last year.</p> <p>The percentage of persistent absentees among PP pupils decreases significantly. There has</p>

	<p>been improvements seen from last academic year.</p> <p>Families engage more proactively with school attendance initiatives.</p> <p>Whole school PPG children's attendance is exceeding those who are non-PPG nationally.</p>
<p>To enhance pupils' communication skills, enabling them to articulate their ideas confidently and engage effectively with the curriculum, thereby closing the language development gap between PP and non-PP children.</p>	<p>PP pupils demonstrate measurable improvement in their language skills, as evidenced by assessments and teacher observations.</p> <p>Pupils participate confidently in classroom discussions, group work, and presentations.</p> <p>There is no gap in oral communication skills between PP and non-PP pupils..</p> <p>The confidence or oral articulation and participation of wider school events shows no difference between non-PPG children.</p>
<p>To provide targeted support to address issues such as poor learning habits, behaviour, attendance, SEND needs, and family challenges, ensuring all pupils can fully access and benefit from the curriculum.</p>	<p>Pupils receiving targeted support show measurable progress in academic performance, behaviour, and engagement.</p> <p>SEND pupils within the PP group achieve personalised learning targets.</p> <p>Families report increased access to resources and support to address home challenges impacting learning.</p> <p>PP children's engagement and enjoyment of learning is evident through attendance inline with national.</p>
<p>To broaden pupils' experiences and raise their aspirations by offering diverse enrichment opportunities, helping them envision and pursue ambitious goals for their futures.</p>	<p>PP pupils participate in a wide range of enrichment activities, with improved engagement and enthusiasm for learning.</p> <p>Pupils demonstrate a broader understanding of potential career paths and future opportunities.</p> <p>Surveys and pupil feedback indicate increased ambition and self-confidence.</p> <p>School trips cater to broaden pupil experiences and raise aspiration. The quality of written work improves since pupils have a better insight to the world around them and can relate.</p>
<p>To strengthen relationships with families and the wider community, creating a supportive network that enhances pupil well-being, increases parental engagement, and fosters a positive environment for learning and development.</p>	<p>Parental engagement in school events, meetings, and initiatives increases.</p> <p>Families report feeling more supported and connected to the school community.</p> <p>Strong partnerships with local organisations and community groups are established, enhancing resources and support available to pupils and their families.</p>

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD across the school focussing on adaptive practice and how to develop strong outcomes for all children		3
CPD on quality first teaching to improve outcomes for pupils		2, 3
Instructional coaching is used to develop all teachers	Research shows that instructional coaching makes high-quality professional development for teachers. It helps teachers address issues they face in the classroom.. It can be aligned to curriculum and assessment. And its goal is twofold: improved teaching practice and improved student learning.	2,3
Continue to implement Little Wandle phonics programme across EYFS and KS1, extending support to KS2 for identified pupils.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF Teaching and Learning Toolkit, Phonics).	2,3
Utilise assessment data to identify gaps and provide targeted instruction in reading, writing, and maths through structured support in classrooms - through PIXL leadership.	Using data effectively to monitor and inform decisions is key to understanding the needs of disadvantaged pupils and ensuring progress (EEF Guide to the Pupil Premium, 2024).	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement specific catch-up programmes (Pixl Therapies) for Pupil Premium pupils lagging behind age-related expectations, using structured resources and trained teaching assistants.	Catch-up programmes, especially when aligned with classroom learning, are particularly beneficial in ensuring progress for those who have fallen behind (EEF Guide to the Pupil Premium, 2024). https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2,3,4
Increased SEND services (Speech and Language and access to Educational Psychologist) to support PP children with SEND needs, including those with complex SEND	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3
Before or after school booster groups	Intensive small group tuition is effective for lower attaining groups	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:£45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the range of therapeutic interventions provided by highly skilled professionals on offer across the school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 4
Increased Educational Welfare Office time and employ an attendance officer to identify barriers to	https://www.n8research.org.uk/media/CotN_Attendance_Report_10.pdf	1

attendance and address persistent absence	https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1702317638	
Development of the role of family link worker to support families with social and economic challenges and signpost parents and carers to key services and support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://www.edt.org/research-and-insights/improving-school-attendance-by-fostering-a-sense-of-community-belonging/	5
Continued Magic breakfast subscription to ensure all pupils have a healthy breakfast every day Activities and events to encourage parental engagement with the wider school community	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 5
Workshops and coffee mornings to support parents provided by the mental health in schools team (MHIS) Individual parenting sessions with a MHIS support worker	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Increase enrichment and cultural capital opportunities for children, including through the development of clubs as well as the use of trips and visitors	https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/	4

Total budgeted cost: £188, 975

Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle Letters and Sounds revised	Wandle Learning Trust
Times Table Rock Stars	Maths Circle Ltd.
Purple Mash	2Simple
Charanga	Wise Music Group
Century	Century-Tech Limited
Real PE	Create Development
White Rose Maths	White Rose Education

Externally provided programmes:

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Play therapy Counselling Speech and Language Education Psychologist	Revive Therapy Mental Health in Schools Team Love to Communicate Psychology First

Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional):

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Quality teaching for all

- End of year summative data identify the gap between PP children and non-PP children are closing with minimal gaps in most circumstances. Leaders have identified which key individuals need to be targeted and what interventions need to be put in place to close the gap.
- Staff CPD throughout the year has focused on closing the gap for vulnerable pupils and removing barriers.

Statutory Assessments:

- Little Wandle had a positive impact on phonics attainment. Year 1 Phonic Screening Check: 92% of pupil premium children passed upon ex screening and they outperformed none pupil premium children. The outstanding attainment results in phonics strongly suggests the impact of Oracy and Little Wandle interventions have led to significant improvements in communications and literacy.
- MTC: PP children outperformed non-pp children in the multiplications check by 9% in 20+ and 25+ and 2% in 25 score
- Year 6 Statutory Data: Pupil premium children attainment across reading writing and maths combined increased by 7% year on year, with 69% of all PP children achieving expected plus which is higher than the national average for all children in Key Stage 2 (65%)

Targeted support

- Targeted disadvantaged children across Year 6 were a key focus for the DHT/AHT in ensuring gaps are minimised
- Additional SEND services were brokered, including Speech and Language and Educational Psychologist support for key children

Wider strategies

- The Family School Worker established strong relationships, enabling the school to identify and support 'harder to reach' families.
- Strong ties with the Mental Health in Schools (MHIS) team and the Emotional Wellbeing Practitioner (EWP) were forged, helping to build positive parental relationships and support with boundaries/behaviour at home.
- The gap between attendance in PP and Non-PP children has closed significantly with a 4% gap. The EWO and Attendance Officer worked to support and challenge families.

- Increased enrichment opportunities including use of a Sports Coach to provide additional sports support and lunch time play and an increase in number of trips and clubs on offer, where all children attended trips (including paid for trips where PP funding was funded for vulnerable children) and more attending clubs on offer.
- The Magic Breakfast subscription continues to provide daily healthy breakfast bagels, which pupils and parents report is an important part of the day and a good incentive for school attendance.