

Pupil premium strategy statement

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	Wood End Primary
Number of pupils in school	172 (156 without nursery)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Moira Cross
Pupil premium lead	Joanne Smith
Governor / Trustee lead	Trevor Turnbull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660
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	£66,660

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal.

We have considered the challenges faced by our disadvantaged children when identifying how to allocate the money effectively. The activities we have outlined in this statement are also intended to support the needs of any children who have a social worker or who are a young carer regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils impacts their participation in lessons. 38% of disadvantaged pupils have been identified as having Social and Emotional difficulties and additional support has been sought by teaching staff or parents. Discussions with pupils and families have identified social and emotional issues for many pupils with a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been inconsistent, they are still lower than the national target of 95% Last year the average attendance of disadvantaged children was 93.1%, lower than that of the other children. Unauthorised absences were greater than their non-disadvantaged peers. Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

4	Our assessments, observations and discussions with staff indicates that disadvantaged pupils have lower attainment in Maths. Last year, with the exception of Y5, the attainment of PP pupils was lower than their non PP peers, this is particularly significant in Y4 with only 33% expected standard compared to 76% of non PP. National data indicates that disadvantaged children are significantly lower than their peers in maths.
5	Our assessments indicate that the attainment of disadvantaged pupils for English in KS2 is a barrier to learning. Internal assessments indicate that attainment in reading and writing for all children is low and PP children are below their non-disadvantaged peers. English skills are a cornerstone of a broad academic and knowledge rich curriculum which is impeding the progress of PP pupils across the curriculum.

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
Disadvantaged children feel safe and are supported to express their needs in an appropriate way.	Observations indicate an improvement in self-regulation for all pupils. Disadvantaged children will understand who they can ask for help and how to express their needs in a safe way.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high expectations of attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, with no attendance gap between disadvantaged and non-disadvantaged pupils the % of unauthorised absences to be reduced to within 1% of their peers
Children have an engaging curriculum which builds skills progressively throughout their learning journey.	Planning, assessments and work trawls show clear progression of skills across the curriculum. The attainment of disadvantaged children is within 5% of their non-disadvantaged peers.
Children speak confidently and effectively in a variety of situations.	Purposeful talk is an embedded feature of all lessons. Children are able to perform to an audience in assemblies.
Improved maths attainment for disadvantaged pupils	Maths outcomes in 2025/26 show that the gap in attainment between PP and non PP pupils is within 10%
Improved attainment in spelling and reading for disadvantaged pupils through KS2	GL assessments will indicate that 85% pupils make at least expected progress in spelling and reading.

	Attainment in Y6 SATs will meet National Average of 62% in reading, writing and maths.
Children build their confidence and skills in oracy to support writing outcomes	Observations of public speaking demonstrates skills. Writing outcomes for PP children will be within 15% of their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

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: £ 22,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Maestro planning and assessment tool. Training for staff to ensure progress of pupils is assessed accurately.	The DfE statutory guidance has been produced drawing on evidence-based approaches which required children to have a broad and balanced curriculum: https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4	3, 4, 5
Bespoke training for teachers and teaching assistants through access to the National College.	Evidence suggests that quality professional development is effective in narrowing the disadvantaged gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-	1, 3, 4, 5

	reports/effective-professional-development	
<p>To develop and enhance quality first teaching through a coaching approach for staff.</p> <ul style="list-style-type: none"> - Use of growing great people using Flourish to support recording. - Bespoke support for staff with SLT members 	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 3, 4, 5
<p>To develop and enhance quality first teaching through lesson observations.</p> <ul style="list-style-type: none"> -Use of Iris Connect for teachers to record their own lessons and be given feedback -Training for SLT and staff in the use of Iris Connect 	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 3, 4, 5
<p>To develop oracy skills across the curriculum</p> <ul style="list-style-type: none"> -training for staff led by the Writing Lead -embed expectations across the curriculum 	<p>Improving literacy in KS1 research recommends that schools “Develop pupils’ speaking and listening skills and wider understanding of language”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759684309</p> <p>Improving literacy in KS2 states that schools should “Develop pupils’ language capabilities”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1759684309</p>	1, 4, 5
<p>Embedding Spelling Shed to support the teaching of spelling across KS2</p> <p>Training for staff</p>	<p>Improving literacy in KS2 research indicates that children must secure spelling and handwriting skills to enable them to focus their working</p>	3, 5

<p>Login codes issued to pupils to access learning at home</p> <p>Parental workshop to introduce home learning support</p>	<p>memory on composition rather than transcription when writing</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1727109312</p>	
<p>Little Wandle phonics program and decodable books to promote early reading.</p> <ul style="list-style-type: none"> - Training for staff - Assessments to identify targeted children - Tracking of children to quickly identify gaps and provide catch up. 	<p>There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3,5
<p>Times tables rock stars to promote fluency in times tables.</p> <ul style="list-style-type: none"> - Login codes sent home to support learning - teachers to set challenges for pupils - resource available and used during curriculum time 	<p>There is evidence that children require fluency in basic facts to build their understanding in maths, particularly when solving problems:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1696484709</p>	4
<p>Continue partnership with a Maths Hub and participation in:</p> <p>Mastering number at Reception and KS1</p> <p>Teaching for Mastery Readiness Programme</p> <p>CPD for subject leader and staff</p> <p>Implementation of a mastery approach based around automaticity</p>	<p>The guidance on improving early maths recommends that teachers identify the ways children learn and understand maths from an early age and create opportunities for extended discussions of mathematical ideas.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-</p>	4

	maths/EEF Maths EY KS1 Guidance Report.pdf?v=1698843944	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide social and emotional support in 1:1 sessions or small group nurture groups	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3, 4, 5
Maths tutoring for disadvantaged pupils in upper KS2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
English tutoring for disadvantaged pupils in upper KS2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5

<p>Small group intervention for 1 afternoon each week to provide targeted catch-up support for phonics learning</p>	<p>Research indicates that TA who provide 1:1 or small group targeted intervention have stronger outcomes for children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3, 5</p>
<p>Maths intervention for Year 4 to target multiplication facts, one afternoon a week, small group intervention</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small group tuition:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4</p>
<p>Daily 1:1 reading for least able children, including disadvantaged.</p> <ul style="list-style-type: none"> - focus on use of phonic knowledge for reading - develop reading comprehension through effective questioning. - Use of Fonetti reading app to support additional reading for targeted KS2 children in class and at home 	<p>There is extensive evidence that phonics and reading comprehension skills are a crucial component of being a successful reader:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3, 5</p>
<p>Online learning resources to support children to extend their learning at home and provide support for parental subject knowledge</p> <p>Workshop for parents on how to access spelling shed and the activities they can engage in</p> <p>Logins sent home to KS2 pupils</p> <p>Staff to allocate appropriate activities for home learning</p>	<p>There is extensive research that parental engagement can have a moderate impact on progress, particularly when parents are supported with their own subject knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5</p>

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

Budgeted cost: £ 21, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop and embed a restorative approach to behavior management.</p> <p>Staff training and work with children around relationship.</p> <p>Develop a leadership role for children to promote happier playtimes through restorative approach.</p> <p>Training with SEL advisor on the restorative approach</p> <p>Implementation of the restorative approach with children at breaktimes</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2</p>
<p>Develop emotional literacy and support for children to identify and regulate their emotions.</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Attendance admin staff to track and follow up absences</p> <p>Training for attendance lead and admin staff, working with Local</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-</p>	<p>1, 2, 3, 4, 5</p>

Authority regarding unauthorised leave	full-attendance-actions-for-schools-and-local-authorities	
Supporting the cost of Outdoor Adventurous weekend camp	<p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2
To provide opportunities for children in KS2 to learn an instrument	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1

Total budgeted cost: £ 66,660

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 2025 to 2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that in the Y6 SATs the attainment of disadvantaged pupils was below that of their non-disadvantaged peers and was below the national average. 50% of the PP children attained the expected standard across all areas. Of the remaining 3 children, 2 also had SEN needs. There was an increase of the PP children who attained greater depth, 3 for VGPS, 2 for reading and 1 for writing. No children attained greater depth for maths.

Attainment for the Year 1 Phonics screen shows that 80% of PP children attained the expected standard. The one PP child who did not pass is SEND.

Attainment in the Multiplication check shows that 80% achieved the expected standard. The one PP child who did not achieve is also SEND.

Attainment of disadvantaged pupils at the end of the EYFS was broadly in line with their peers with 75% of the children attaining a Good Level of Development.

Attendance data demonstrates that attendance of disadvantaged children in 2024-25 is lower than the previous year. For the year 2023-24 the attendance of disadvantaged pupils was better than their non-disadvantaged peers. The attendance of disadvantaged pupil this year is 91.3%, this is within 1% of the national average. A higher percentage of disadvantaged pupils had unauthorised absences than their non disadvantaged peers. This was due to term time holidays and keeping children at home without reason.

Based on all the information above, the performance of our disadvantaged pupils shows that pupils who are not on the SEND register met attainment targets in national tests. The attendance target of being within 5% of their peers has been maintained. Disadvantaged pupils have not met expectations in maths and we are at present not on course to achieve these outcomes.

Our evaluation of the approaches delivered last year indicates that reading intervention and curriculum progression have been particularly effective. A focus on tracking and intervention for attendance has had a positive impact on identifying barriers and targeting pupils accurately to improve attendance for disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This is closely linked to progress and attainment in KS2.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.