

Pupil Premium Strategy Statement - Woodborough Wood's



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	17/12/25
Date on which it will be reviewed	1/12/26
Statement authorised by	Duncan White
Pupil premium lead	Ashley McIlwaine
Governor / Trustee lead	Damian Painton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP funding: £16,665 (11 @ £1515) 1x Service child: £350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17,015

Part A: Pupil premium strategy plan

Statement of intent

At Woodborough Wood's Foundation C of E Primary School, our motto of '*Growing Together*' means for all. Every child, every family and every member of staff.

We want to ensure that every person in school feels valued and respected and that they are given the chances they need to succeed and flourish. Our exciting curriculum enables all children to be writers, scientists, mathematicians, athletes, artists and more; this is all developed through an engaging series of units and themes delivered by exceptional staff, a wide range of clubs and opportunities and through links with the community. Our children will be ambassadors for change, wanting to create a better, safer and more charitable community. And so, we firmly believe that children receiving the Pupil Premium deserve the same life chances as their peers - excellence for all.

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 that goal, including progress for those who are already high attainers. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, 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	<p style="text-align: center;">Attendance</p> <p>Pupil premium attendance is below non-pupil premium data. Attendance of Pupil Premium children is 88% compared to non-pupil premium children whose attendance is 96%.</p> <p>Attendance of pupil premium children at Woodborough Woods is lower than pupil premium nationally than other pupil premium children in England.</p>
2	<p style="text-align: center;">Attainment</p> <p>36% of Pupil Premium children in Y1 – Y6 are working at the expected standard in reading.</p> <p>36% of Pupil Premium children in Y1 – Y6 are working at the expected standard in writing.</p> <p>57% of Pupil Premium children in Y1 – Y6 are working at the expected standard in maths.</p>
3	<p style="text-align: center;">Wider curriculum opportunities</p> <p>Observations, pupil and parent voice have identified a number of children receiving Pupil Premium who have a narrow experience outside of school or may need financial support to allow these children to access wider educational experiences. Under resourced leads to low levels of cultural capital which impacts on children's long-term schema development.</p>
4	<p style="text-align: center;">Communication and Language in Early Years</p> <p>On entry, baselines assessments indicated that 61% of all Reception children were expected in Speaking and 36% in Listening, Attention and Understanding. Assessments, observations and discussions with new pupils indicate low levels of speech, language and communication development.</p>
5	<p style="text-align: center;">Aspiration</p> <p>Raising aspiration, levels of engagement and participation with disadvantaged pupils and their families in securing their future ambitions and ensuring they feel part of the Woodborough Woods community and feel a sense of belonging.</p>

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
<p>1. To reduce the percentage of persistent absence in Pupil Premium children.</p>	<p>Attendance of pupil premium children will be better than those nationally of pupil premium children.</p> <p>The gap will close, year on year, of pupil premium attendance compared to non-pupil premium children.</p> <p>Decrease in persistent absence of pupil premium children.</p>
<p>2. To increase the percentage of Pupil Premium children achieving the expected standard in reading, writing and maths.</p>	<p>Pupil premium children to perform in line with national in the Year 1 phonics screening test.</p> <p>Pupil premium children to perform in line with national in the KS2 SATs test.</p> <p>Pupil premium children to perform in line with non-pupil premium children in the Year 4 Multiplication Check.</p>
<p>3. To provide Pupil Premium pupils with wide opportunities for rich life experiences.</p>	<p>All pupil children will attend school's trips and residential in all year groups.</p> <p>Attendance of pupil premium children at school clubs, breakfast club, after-school club will increase year on year.</p> <p><i>(Pupil premium children will receive a 50% discounted price for all school trips and residential.)</i></p> <p>The representation of pupil premium pupils will be in line with demographic across enriching provisions: e.g.: school council, playleaders, House Captains</p>
<p>4. To increase achievement in communication and language in Early Years.</p>	<p>ELG in communication and language will be at least in line with national and Nottinghamshire averages for children in Reception.</p>
<p>5. To insure all pupil premium children and their families feel a sense of belonging at Woodborough Woods and have positive future aspirations.</p>	<p>Pupil and parent voice will indicate a positive experience of attending Woodborough Woods.</p> <p>Pupil premium children will have high aspirations for their future selves and have the means, skills and knowledge to achieve this.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed.' EEF	2,4
Introduce a new writing system from YR – Y6 to further improve quality first teaching and provide a consistent approach to the teaching of writing	High quality first teaching (adaptive teaching) is the most effective way of targeting the needs of all pupils. EEF, SEND Code of Practice. This approach is supported by Rosenshine's principles of effective instruction (which is one of the focuses in the school's Teaching and Learning Policy): <ul style="list-style-type: none"> • Present new material in small steps with student practice to support cognitive load theory. • Provide models to support connections in learning • Guide student practice • Check for student understanding to ensure they have a secure foundation before moving on • Provide scaffolding for difficult tasks • Require and monitor independent practice <p style="text-align: center;"> Early literacy approaches EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF </p>	2,4
Ensure with new staff across school that all phonics teaching is of an exceptional standard. Continue to ensure Monster Phonics is embedded and	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <p style="text-align: center;"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics </p>	2,4

partake in continuing CPD with the scheme		
To improve consistency in teaching number sense and fluency and outcomes for children in number, by further Maths CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	2,4
CPD for EYFS staff. EYFS lead to attend training and feed information to the staff	Evidence from Education Endowment Foundation – EYFS Teaching and Learning Communication and language approaches EEF	2,4
Whole school focus to embed Assessment and Feedback, including time invested in SLT monitoring and evaluating including pupil voice	Having a robust assessment framework will allow teachers to confidently assess and feedback to the children about their learning and future targets. Subject Leaders and PP Lead liaise to help signpost needs for targeted intervention. Feedback EEF	2,4

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

Budgeted cost: £4253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre – teaching and same day interventions for maths, reading and writing</p> <p>Wrap around time used to address needs</p>	<p>Providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas, can be effective in raising attainment.</p> <p>Teaching Assistant Interventions EEF Reading comprehension strategies EEF</p>	1,2,3,4
<p>Targeted group interventions for Maths, reading and writing</p>	<p>Providing targeted maths interventions allows pupils to rectify misconceptions. Identifying gaps in children’s learning can raise attainment as well as improve self-esteem.</p> <p>Teaching Assistant Interventions EEF Improving Mathematics in Key Stages 2 and 3 EEF</p>	1,2,3,4
<p>Additional one to one support following pupil progress meetings</p>	<p>This high impact approach allows teachers and TAs to deliver intensive individualised support where needed. This is within and outside of the classroom.</p> <p>One to one tuition EEF</p>	1,2,3,4
<p>Additional afternoon phonics boost time for fixed period</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Phonics EEF</p>	1,2,3,4

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

Budgeted cost: £4253

Activity	Evidence that supports this approach	Challenge number(s) addressed
School mental health lead in place. Training accessed.	As a school we encourage staff to discuss mental health and well-being. Having a lead in place, promotes positive conversations to aid support. This work runs alongside the support offered in school by the Mental Health Support Team. Senior mental health lead training - GOV.UK https://www.england.nhs.uk/mental-health/cyp/trailblazers/	1,3,4,5
Attendance and wellbeing support.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A Tiered Approach to Spending Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. Parental engagement EEF	1,3,5
Behaviour Hub	Woodborough Woods have been working closely with the DFE on a project led by the Behaviour Hub Team. What Is the Behaviour Hubs Programme? Behaviour interventions EEF Self-regulation strategies EEF	1,2,3,4,5
Emotional Literacy Support Assistant in place	1 highly trained TA to provide emotional and social skills support to children. All staff to access Emotion Coaching. Self-regulation strategies EEF https://www.emotioncoachinguk.com/	1,2,3,4,5

Total budgeted cost: £17,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

With the small number of disadvantaged pupils in this school, data should be treated with caution. Below you will find a review of the 5 intended outcomes based on a variety of data sources including national, county, area and school data, pupil voice and monitoring from various sources.

Intended Outcome 1 - The progress in children's reading and writing will increase as a result of our waves of intervention. High quality teaching and learning will drive this.

In Year 1, 100% of FSM6 children (2) passed the Phonics Screening in comparison to 64.4% of FSM6 children nationally. These children received Monster Phonics quality first teaching and also additional interventions targeting the gaps in their knowledge. No FSM6 pupil re-sat the phonics screening in Year 2 and passed.

In the reading end of KS2 assessment, 50% of FSM6 (1 child) children achieved the national average in Woodborough. This was lower than the national FSM6 children of 63.3% in reading. In writing, at Woodborough, 100% of FSM6 children achieved the national average compared to 59.9% nationally. 50% of FSM6 children achieved the expected standard at the end of KS2 in Reading, Writing and Maths. This bettered the 47.6% national figure.

Intended Outcome 2 - To increase the attendance of disadvantaged children in line with remainder of school.

The whole school attendance data for Woodborough Woods in academic year 2024-2025 was 94.85% for all groups compared to 83.56% for FSM6 children. Nationally across schools, attendance for FSM6 children was 94.2% compared to 83.56% in Woodborough. In school, attendance of FSM6 continues to be an area of concern and a main priority in next year's school improvement plan. In autumn term 2025, early reports show an improvement for Pupil Premium attendance at Woodborough at 94%.

Intended Outcome 3 - For disadvantaged pupils to have an aspirational opportunity for the Key Stage 1 & 2 Curriculum, in line with their non – disadvantaged students.

Ofsted visited the school recently and were impressed with the curriculum offer to all children – including disadvantaged children. FSM children's books were used in every book look and for every pupil voice with inspectors, a pupil premium child was included to hear about the curriculum and school from their perspective. Ofsted 2024, 'The school is ambitious for all pupils to achieve well. Pupils love school and take pride in their work. They enjoy the engaging lessons the school provides. Pupils concentrate and work hard. Those pupils with special

educational needs and/or disabilities (SEND) achieve well alongside their peers.’ Pupil voice sessions with pupil premium children received some of the following comments:

“School is my favourite place, I really enjoy the lessons my teacher makes for me.”

“The trips this year have been so much fun.”

“I want to on and become a nurse after one visited my class last week.”

Intended Outcome 4 - To increase student articulation of their learning and its placement within the wider curriculum and the world around them. To achieve and sustain improved well-being within school, particularly for our disadvantaged pupils.

The school-based ELSA priorities FSM children when meeting for sessions throughout the academic year. Mrs Gough will meet children on a regular weekly basis, check-ins or for one off sessions depending on need and circumstance. Children and parents know that we take the well-being of all children seriously and as a school this will continue further next year with the introduction of the Mental Health Support Team. This team have already booked in staff meetings for CPD, parents’ evenings and begun analysing data for all KS2 children in order to book in workshops and whole class support. 50% of pupil premium children were discussed in consultations with the Mental Health Support Team. 65% of pupil premium children access ELSA sessions in school time.

Intended Outcome 5 - All children will have the access to all curriculum opportunities.

Pupil Premium children attended 100% of trips and residential across the academic year 2024-2025. Further support is needed in order to allow them all to attend wider curriculum opportunities such as after-school clubs even though these have been shared with parents and children. All FSM children in Year 6 attended the Booster Sessions after school run by staff members.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information (optional)

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