2025-26

Pupil premium strategy statement – Woodfield Primary School

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	634
Proportion (%) of pupil premium eligible pupils	166/634
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr S Arnold, Headteacher
Pupil premium lead	Mr Jane Cattell, Deputy Headteacher
Governor / Trustee lead	Sarah Jassal, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,185
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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

Is it our intention that disadvantaged pupils at Woodfield Primary School will make accelerated progress across all subject areas to ensure that gaps are closing between themselves and their peers at school and at national level. High quality teaching is at the heart of our strategy alongside an evidence-based approach taking into account the specific barriers faced by our disadvantaged pupils. Pupil attendance has a high priority in our pupil premium strategy plan along with other factors such as using digitalised personalised learning, language acquisition and writing improvement strategies to impact upon the ability of our pupils to raise standards. Included within the strategy, our approach is to meet the needs of pupils with SEND support, EHCPs, LAC, young carers, EAL and those known to social care. Additionally, children with identified social, emotional and behavioural needs are supported through our pupil premium strategy.

Our strategy is integral to our wider School Development Plan for this academic year but also considers longer-term objectives to secure sustainability. The accompanying pupil premium implementation plan is designed to ensure that there is rigorous monitoring of the impact of this strategy on pupils' attainment and it is reviewed termly to promote the best possible outcomes, which are shared with staff and governors. Supporting our strategy further, parent and pupil voice responses are collected annually and analysed to inform future strategic planning.

The key principles of our pupil premium strategy plan are as follows:

- To ensure consistency of high quality CPD and coaching to ensure quality-first teaching (based upon the EEF research informed 'Five-a-day' principles)
- Securing quality first teaching of writing through the BRANCH approach, leading staff in quality CPD to ensure pupils build upon their skills throughout the writing journey
- Securing quality first teaching of arithmetic and problem solving and reasoning, to develop and improve pupils' skill development, fluency and rapid recall
- Use of digital technology to support individualised learning in reading, writing and mathematics (OLEXAI, Spelling Shed, MagmaMaths, Reading Plus and Time Tables RockStars)
- Early and accurate identification of pupils' strengths and learning needs upon admission to Woodfield Primary School, with particular emphasis on children who are new to the country, have no English or have English as an additional language. Pupils with identified special educational needs or disabilities, or further protected characteristics are identified through this process also.
- Recognising the individual needs within disadvantaged pupil groups and that not all children in receipt of free school meals will be socially disadvantaged. Also, recognising that not all pupils who are socially disadvantaged are registered (or

	qualify) for free school meals. We reserve the right to allocate funding to support any child (or groups of pupils) the school has legitimately identified as being socially disadvantaged
	• Targeted interventions (using evidence-based programmes) to develop communication and language, literacy and numeracy as soon as children start school
	• Effective deployment of teaching assistants to those year groups that are most in need to support high quality provision within the classroom as well as deliver targeted interventions
	• Timely and systematic analysis of attendance data and patterns to enable early intervention and support
	• Embedding a trauma-informed approach to pupils with social, emotional and behavioural needs to ensure early-intervention and build protective factors, working together with specialist agencies with appropriate targeted interventions.

Challenges

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

Challenge number	Detail of challenge
1	Assessment analysis has shown that by the end of KS2, our disadvantaged pupils achieve slightly below non-disadvantaged pupils in Maths and Reading but significantly below in Writing
2	74.7% of pupil premium pupils attending Woodfield Primary school come from minority ethnic backgrounds. This is significantly higher than the 38.4% national proportion of pupil premium children from minority ethnic backgrounds
3	27.1% of pupil premium pupils attending Woodfield Primary School have EAL, which is 3.7% higher than the proportion of children with English as an additional language nationally.
4	Pupil mobility is significantly higher than other schools nationally 73.5% of our pupil premium pupils have been at Woodfield Primary School since Reception.
5	Our attendance data indicates that persistence absence amongst our pupil premium children is higher than non-pupil premium pupils.
6	A larger proportion of our pupil premium children are also identified as requiring special educational needs (SEND) 22.9% (38 children) compared with national figures of 14.8% (8.1% difference). Of the 38 pupil premium children with SEND, 7 have an educational health care plan.
7	Ensuring that teachers new to school and those who are early career teachers (ECTs) have the subject knowledge and pedagogy to close the disadvantaged gap through high-quality coaching and professional development.

8	Pupil premium pupils baseline assessments in Early Years are significantly low, with 0% of pupils entering at age related expectations. The exception to this is the prime area of physical development (gross motor) at 17% at ARE.
9	Parental engagement is limited for many disadvantaged pupils due to time constraints, language barriers, and differing cultural attitudes towards education. These factors reduce opportunities for effective home-school partnerships, impacting pupil progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2025 - 2026**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved vocabulary acquisition and language comprehension among disadvantaged pupils.	Outcomes of WellCom end of reception assessments show improved word acquisition and language comprehension for disadvantaged pupils and this is at least in line with GLD attainment nationally (all pupils GLD 68% in 2024-25).
Improved reading fluency for children in EYFS and KS1	KS1 reading outcomes show that more than 80% of disadvantaged pupils meet the expected standard in reading and that all disadvantaged pupils meet the required standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils	Phonics Screening Check outcomes in Year 1 show that disadvantaged pupils perform at least in line with national average. This is translated into improved reading fluency in Years 2 and 3, evidenced by standardised reading ages and triangulated with other sources of evidence, including outcomes of Reading Plus from Year 3 onwards. KS2 reading outcomes show that disadvantaged pupils meet the expected standard and higher in line with national averages.
Improved writing attainment for disadvantaged pupils at the end of KS2	KS2 writing outcomes show that most disadvantaged pupils meet their individual Fischer Family Trust target.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes show that most disadvantaged pupils meet their individual Fischer Family Trust target.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrates that: • the overall unauthorised absence rate for all pupil premium pupils is no more than 3%, and absence rates are below or at least in line with national figures • the percentage gap of pupil premium pupils, who are persistently absent, is lower than national
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of mental health and wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and analyses
To ensure that all pupils have access to the technology needed for online learning	All children access online learning and engagement with this is the same as their non disadvantaged peers.
To ensure that all children have equal access to enhancement opportunities in school	All disadvantaged children have access to extracurricular clubs and enrichment activities in school and are able to attend school visits.

Activity in this academic year (2025 – 2026)

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

Teaching

Budgeted cost: £138,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our core curriculum planning and adaptive teaching in line with DfE and EEF guidance. *Weekly monitoring and training* *Targeted coaching for teachers*	According to the EEF, the best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This includes curriculum adaptation. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1high-quality-teaching	1, 7, 8
Discrete teaching of reading, adhering to reading journey approach, providing opportunity for pupils to practise and embed	The EEF Guidance report for KS2 literacy promotes developing reading fluency and the teaching of reading comprehension strategies building towards independent practice:	1, 2

their reading skills and improve fluency and comprehension. *Teachers planning time to implement key elements of guidance in school and to access resources and training linked to reading fluency, the reading framework, and arithmetic - following high quality training from leaders.*	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 This is also underscored in the DfE non-statutory Reading Framework The Reading Framework – Teaching the Foundations of Literacy [gov.uk]	
Develop and embed the BRANCH approach to writing. *Leaders release time to work alongside identified members of staff using a coaching approach to ensure alignment to school's writing approach linked to writing transcription and composition.* *Support from Central Team member to further enhance staff training and coach leaders to develop the approach to writing and subsequent outcomes.*	The EEF Guidance report for KS2 literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 This is also underpinned in the DfE English subject report: Telling the story: the English education subject report - GOV.UK (www.gov.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 6, 7.

Develop mathematical fluency, problem solving and reasoning skills. *Leaders' release time to embed key elements of guidance in school and analyse data to identify strengths and areas for improvement.*	The DfE non-statutory guidance also recommends building in ample opportunities for pupils to practice Mathematics to ensure fluency and automaticity. https://www.gov.uk/government/publications/subj ect-report-series-maths/coordinatingmathematical-success-the-mathematics-subjectreport	
Professional development to support the effective implementation of DfE-approved systematic-synthetic phonics provider *RWI training from RWI adviser, Early Reading leader support and coaching, online portal and RWI development days*	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading for strong foundations, particularly for disadvantaged pupils ensuring outcome are in line with national data: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2, 3.
Monitoring of teachers' implementation of the 'five-a-day' principles providing coaching and mentoring as appropriate. *Leaders' time to evaluate and coach teachers as required.*	The EEF guidance based on research evidence suggests that there is a set of five core practices that support all pupils, including those with SEND, to succeed academically. https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/send/Five-a-day-poster_1.1.pdf It is further recommended that the ABCD of Effective Professional Development below can be used to bring teaching practice closer to the Five-a-day principle. EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3, 6
Specific training on metacognition and self-regulation strategies of our CUSP and 1,2,3 approaches to ensure that pupil premium spending supports eligible students to meet their aspirational FFT targets and have	The EEF Teaching and Learning toolkit indicates that developing metacognition and self-regulation has 'very high impact for very low cost based on extensive evidence' (+7 months). And the guidance recommends 'providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy'. https://educationendowmentfoundation.org.uk/ed ucation-evidence/teaching-learningtoolkit/metacognition-and-self-regulation	1, 3, 6, 7, 8

strong foundations of learning. *Teacher training, coaching and monitoring by leaders to ensure effective quality first teaching.*		
Effective use of standardised diagnostic assessments *Administration of NTS/end of KS2 termly tests including question level analysis of scripts and identification of key strengths and areas requiring improvement through leaders' analyses*	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	1, 4, 6
Developing teachers' pedagogical expertise implementing effective 'assessment for learning' strategies *Teacher training, coaching and monitoring by leaders to ensure effective quality first teaching.*	EEF Teaching and Learning Toolkit indicates that feedback has 'very high impact for very low cost based on extensive evidence' (+6 months). Effective feedback and marking will also link to reducing workload School workload reduction toolkit - GOV.UK (www.gov.uk)	1, 3, 4, 7.
Professional Development of key members of staff to enhance teaching and learning including Early Career Teachers. Access to Trust LEAD days and webinars for all.	Investment in Continuous Professional Development opportunities for staff are proven to increase standards and quality first teaching as well as improving staff retention. EEF-Effective-PD-Recommendations-Poster.pdf	7

Provide cover time for staff to undertake National Professional Qualifications, the ECT programme of study and attend the MAT LEAD conference days.		
Use of digital technology to support pupil progress in core subjects in KS2. Lead teacher development in the use of AI and digital software to support and enhance learning journeys and pupil outcomes. *Annual subscriptions to:* *1) Reading Plus* *2) OLEXAI* *3) Magma Maths* *4) Times Tables Rock Stars* *5) Spelling Shed Leaders to deliver effective staff training and time to analyse the impact upon pupils' increased standards of attainment*	Although the EEF's cost impact analysis indicates that this is an expensive strategy, this is negated by the high impact of providing tailored high-quality teaching that is matched to pupils' needs. EEF guidance recommends that technology can be used effectively to improve outcomes for pupils with the following considerations: EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Reading Plus has been selected as a digital programme to impact upon reading standards, evidenced here: https://www.readingsolutionsuk.co.uk/casestudies/page/3/	1, 7
Use of digital technology to support modelling, scaffolding, recall and accessibility to tasks to increase retention of key ideas and knowledge. *Purchase of a further 100 ipads to continue the school's quest to embed and improve the digital strategy.*	EEF guidance recommends that technology can be used effectively to improve outcomes for pupils with the following considerations: EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Furthermore, the EEF metacognition and self regulation toolkit recommends the use of 'digital technology' for 'intelligent tutoring systems that scaffold learning' as having 'particularly high impact on pupil outcomes'. https://educationendowmentfoundation.org.uk/ed ucation-evidence/teaching-learningtoolkit/metacognition-and-self-regulation	1.

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

Budgeted cost: £ 69,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition (Freshstart) targeting KS2/ EAL pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. *School-led tuition provided by* *HLTAs linked to National Tutoring Programme*	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, especially when it takes place over an extended period of time 8-20 weeks to see impact. Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 3, 6
One-to-one phonics tutoring to support improved phonics outcomes and reading fluency, particularly for disadvantaged pupils. *Read Write Inc. daily tutoring*	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	1, 3, 6
Targeted deployment of Teaching Assistants to years 3 and 4.	EEF guidance suggests that where TAs are used effectively to enhance classroom provision and deliver linked interventions that build on or prepare for classroom learning, that this can add value to what teachers do and build pupil independence https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teachingassistants The EEF's TARGET approach will be following	1, 3, 6

	to ensure the effectiveness of targeted interventions to support language development, literacy and numeracy	
Delivery of oral-language interventions *TA ongoing assessment and delivery of Wellcomm interventions across Early Years (subsidised by National Tutoring Programme).*	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: [Oral language interventions	EEF (educationendowmentfoundation.org.uk)](#) In addition, EEF Early Years Toolkit indicates that Communication and Language approach has 'very high impact for very low cost based on extensive evidence' (+7 months).	1, 2, 3.

Wider strategies
Budgeted cost: £63,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's [Pupil attendance in schools - GOV.UK (www.gov.uk)](#) advice. *Appointment of Attendance and Medical Officer.* *Targeted support from EWO (2 hours per week).*	The DfE guidance: [Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)](#) Is the legal guidance for all schools to follow to improve school attendance.	2

Adapting our behaviour model to include a SEL approach *ELSA training and targeted support. Approach led by the Senior Mental Health Wellbeing Leader.*	The EEF Teaching and Learning Toolkit states that a Social Emotional Learning approach could be implemented for low cost and could yield four months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning The guidance report supports us to plan protective factors for children who have Adverse Childhood Experiences to embed a traumainformed approach.	6
Early intervention and referral to mental health support *SLA with Reflexions Mental Health Support Team, initiative led by the Senior Mental Health Wellbeing Leader.*	Adopting a whole school approach to social, emotional and wellbeing in primary school alongside the importance of early intervention is supported by NICE guidance July 2022: https://www.nice.org.uk/guidance/ng223/resources/social-emotional-and-mental-wellbeing-inprimary-and-secondary-education-pdf66143833987525	6
Effective implementation of behaviour policy and behaviour monitoring system to enable early intervention for all pupils and close monitoring of disadvantaged pupils.	This is supported by the EEF recommendations for Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 7.

Total budgeted cost: £ 271,154

Part B: Review of the previous academic year (2024 – 2025) Outcomes for disadvantaged pupils

The school continues to face challenges of rising SEND and EAL, with many pupils entering Early Years with no English and significantly low baselines. At the end of EYFS, 51% of pupils achieved a Good Level of Development compared to 68% nationally. Strategies focused on early language development and vocabulary acquisition remain a priority.

- **Improved vocabulary acquisition and language comprehension**
  WellCom assessments and EYFS outcomes indicate progress, though GLD remains below national. Continued focus on oral language and vocabulary development is essential.
- **Improved reading fluency for EYFS and KS1**
  Year 1 phonics screening check: 76% of pupils passed, slightly below national

(80%). While disadvantaged pupils performed broadly in line with peers, the success criterion of 80% was not fully met. Strategies for phonics and fluency will continue.

- **Improved reading attainment among disadvantaged pupils**
  KS2 Reading: 73% of disadvantaged pupils achieved the expected standard—11% above national disadvantaged and 12% higher than last year. 46% of all pupils achieved the higher standard, 13% above national and 25% higher than 2023–24. This exceeds success criteria and reflects the impact of targeted reading interventions and Reading Plus.

- **Improved writing attainment for disadvantaged pupils**
  KS2 Writing: 69% of disadvantaged pupils achieved the expected standard, up from 55% last year, meeting the success criterion (65–79%). Non-disadvantaged achieved 79%. Writing remains a relative priority compared to reading.

- **Improved maths attainment for disadvantaged pupils**
  KS2 Maths: 89% of disadvantaged pupils achieved the expected standard, compared to 61% nationally. Non-disadvantaged achieved 93%. This significantly exceeds success criteria and demonstrates the effectiveness of strategies such as targeted interventions and fluency practice.

- **Improved attendance for disadvantaged pupils**
  FSM6 attendance: 93.9% (national 92.4%). SEND attendance: 93% (national 92.4%). Persistent absence reduced significantly. Success criteria met, reflecting strong impact of attendance strategies.

- **Improved wellbeing and access to enrichment**
  Qualitative evidence from pupil voice and surveys indicates sustained wellbeing. All disadvantaged pupils accessed enrichment activities and school visits, meeting success criteria.

- **Access to technology for online learning**
  All pupils, including disadvantaged, accessed online learning when required, ensuring parity with peers.

Additional Highlights

- Year 4 MTC: 48% of pupils scored full marks, above national (37%), showing strong impact of times table strategies.
- Combined RWM for disadvantaged pupils at the end of KS2: 67%, significantly above national disadvantaged (47%) and up from 42% last year (2023-24).

The Pupil Premium Strategy continues to emphasise the importance of consistently high-quality teaching as the foundation for closing attainment gaps. Building on the successes outlined above, the identified strategies will remain central to our approach. This includes sustained investment in staff training and coaching to embed key pedagogical principles across all phases. Additionally, we will further develop the use of digital technologies to provide intelligent tutoring and extended opportunities for personalised learning. These enhancements aim to accelerate progress, deepen skills and ensure disadvantaged pupils continue to close gaps with their peers. Our evaluation of last year's approaches confirms that these priorities are having a measurable impact and will be strengthened in 2025–26.