

Woodborough CE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	Woodborough CofE Primary
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	2.5 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026 Equa 3 year plan
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs Katie Scaplehorn
Pupil premium lead	Mrs Cheryl Johanson
Governor / Trustee lead	Mrs Clara Hickman
Pupil premium strategy to be read in conjunction with Equa Equality Statement 2023 - 27	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16, 210
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	£16, 210

Part A: Pupil Premium strategy plan

Statement of intent

At Woodborough CE Primary School, our intention is to provide a broad and balanced curriculum, delivered through high quality teaching, which will give all of our pupils the cultural capital they need to succeed in life.

Our intention is to provide Quality First Teaching (QFT), through the Five a Day Approach, which will make a positive difference to the lives and educational outcomes of all of our pupils, including those who are disadvantaged and vulnerable. Our Pupil Premium Grant (PPG) will be used to strategically tailor our curriculum to best support our most disadvantaged and vulnerable pupils to make consistently good progress from their starting points. We aspire for all of our pupils, regardless of their socio-economic background and myriad challenges they face, to achieve at least the expected standard of attainment.

Central to our approach is delivering QFT, with a focus on early reading, developing oracy and vocabulary using sentence stems, providing a purpose for writing. We will embed our 11 by 11 initiative, which will give our disadvantaged pupils the same opportunities as their non-disadvantaged peers to be able to participate in a wide range of extra-curricular activities. QFT is proven to have the greatest impact on closing the disadvantaged attainment gap as well as improving the attainment of all our pupils.

Our approach will be responsive to the common challenges and individual needs, and supported by robust diagnostic assessment. To monitor the effectiveness of these goals we will:

- adopt a whole school approach where all staff are aware of who our disadvantaged pupils are and take responsibility for their outcomes and raise pupils' expectations of what they can achieve.
- ensure that all pupils receive QFT.
- be pro-active in identifying what pupils' needs are and provide support/intervention at the earliest opportunity.
- follow the 'Five a Day' principles.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of identified pupils. This low attendance is rooted in mental health challenges.
2	50% of our disadvantaged pupils are currently working towards the expected standard in writing and reading but whilst 25% are working towards the expected standard for mathematics, 50% of our disadvantaged pupils are achieving the expected standard in reading, writing and maths combined.
3	Our disadvantaged pupils may have limited access to resources to enable them to engage with home learning.
4	Our disadvantaged pupils have poor oracy skills, which directly impacts on their writing skills.
5	Our disadvantaged pupils have fewer opportunities to engage in a wider range of life experiences. Accordingly, they have lower aspirations for themselves and are not exposed to the opportunities and increased life changes that are available.

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
Progress in Reading	We aim to narrow the attainment gap between our disadvantaged and non-disadvantaged cohorts and will aspire to achieve 100% EXS and increase the number of disadvantaged pupils achieving GDS by the end of KS2..
Progress in Writing	We aim to narrow the attainment gap between our disadvantaged and non-disadvantaged cohorts and will work towards exceeding the national average expected standard in Writing by the end of KS2. We will aspire to achieving 100% EXS and increase the number of disadvantaged pupils achieving GDS by the end of KS2.
Progress in Mathematics	We aim to narrow the attainment gap between our disadvantaged and non-disadvantaged cohorts and will work towards exceeding the national average expected standard in Mathematics by the end of KS2. We will aspire to achieving 100% EXS and increase the number of disadvantaged pupils achieving GDS by the end of KS2.
All children will receive daily QFT based on the Five a Day principles	Internal and external monitoring will show that teaching is consistently good. Teachers and support staff will know, use and talk about the guiding principles of the Five a Day approach as outlined by the Education Endowment Fund, 2020.
The attainment of our disadvantaged children is at expected levels or higher in writing,	Data shows that accelerated progress is made over the three years. Attainment shows that at least 100% of our disadvantaged children are working at the expected standard or higher, by the end of Key Stage 2. By focusing on QFT, we aim to increase this to 100% of our disadvantaged pupils achieving the expected standard in reading, writing and mathematics

mathematics and reading.	combined by the end of Key Stage 2. We aspire to increase the number of disadvantaged pupils achieving GDS.
Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they are successful.	Pupil voice data will show that our disadvantaged pupils can use talk for learning during feedback. Pupils will begin to use modelled sentence stems to articulate themselves in order to talk about their learning and successes.
All children will have access to a wide range of experiences that will improve their personal development and cultural capital.	All of our pupils will take part in a range of wider experiences as part of our 11 by 11 initiative. These experiences will include, but are not limited to, residential trips, schools trips, singing, dancing and performing to a live audience and taking part in sports events. Y6 Residential

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: £1,500

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group, 1:1 Tuition and teacher led pre-teach/ intervention sessions. These will be targeted primarily for the lowest 20% with a specific focus on writing.	The average impact of the small group tuition is four additional months progress. Evidence shows that additional tuition is most beneficial in small groups. We aim to target those children identified to be at risk of falling behind, those who have poor attendance and those who come from time-poor families. Evidence shows that increasing the personalised nature of education can have a positive impact on attendance.	1, 2, 3, 4
Additional reading for the lowest 20%	Children identified to be in the lowest 20% receive regular 1:1 reading tuition sessions. This intervention is carried out by phonics trained TAs and reading volunteers who have also been trained by our phonics and early reading lead. Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has an average progress score of four months.	1, 2, 3, 4
Redistribution of Teaching Assistants to enable the provision of TA interventions	When deployed in a meaningful and purposeful way, teaching assistants can provide a positive impact on educational outcomes. Targeted deployment, where teaching assistants are trained, by well-qualified teachers, to deliver an intervention to small groups or individuals has a high impact.	1, 2, 3, 4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
11 x 11 initiative	Additional non-academic activities can provide free of low-cost alternatives to sport, music and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to afford. Having the option to attend these after school activities, can also have a positive impact on attendance due to the requirement to be in school in order to attend.	1, 5
Breakfast Club and After School Club	The EEF evaluation of school breakfast clubs, found that a model of free, universal before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they are hungry. There is also evidence that it improves attendance.	1, 5

Funding support for extra curricular opportunities.	Payment plans, discounted rate.	
---	---------------------------------	--

ELSA to support mental health and well-being of targeted individuals.	EEF Social and Emotional Learning.pdf	
Forest School Leader CPD	Our Forest School provision supports disadvantaged pupils by promoting engagement, confidence and emotional wellbeing through regular inclusive outdoor learning experiences. Pupils develop resilience, teamwork and communication skills which positively impact their readiness to learn and engagement in the classroom.	1,5
OPAL	OPAL supports all pupils by improving social interaction, confidence and emotional wellbeing through high-quality, inclusive play opportunities. The structured approach to play develops communication, cooperation and problem-solving skills leading to improved self-regulation and positive behaviour for learning. As a result, pupils are more engaged, settled and ready to learn in the classroom.	

Total budgeted cost: £17,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Year 6 cohort in summer 2025 included three disadvantaged pupils. Their outcomes were as follows:

	WTS	EXS	GDS
Reading	0%	100%	0%
Writing	33%	67%	0%
Mathematics	0%	100%	0%

Outcomes for our disadvantaged pupils across the school were below our expectations and results for this cohort are as follows:

	WTS	EXS	GDS
Reading	0%	100%	0%
Writing	25%	75%	0%
Mathematics	0%	100%	0%

These figures are based on a combination of summative assessments that took place in the summer term and formative teacher assessments that are informed by the teachers’ understanding of these pupils across the academic year. Our key areas for development are to ensure that 100% of pupils reach the expected standard (EXS) in writing and to further increase the proportion of disadvantaged pupils achieving greater depth (GDS) in reading and mathematics. This will be achieved through consistent high-quality teaching, targeted support and increased opportunities for pupils to apply and refine their writing skills across the curriculum.

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Use of ELSA support for identified pupils.

The impact of that spending on service pupil premium eligible pupils

Guided by our vision of “*A love for learning, life and one another*”, we are committed to ensuring that our service pupils feel valued, supported and included. Through high-quality teaching, a broad and balanced curriculum and strong pastoral care, we aim to meet their academic and emotional needs so they can thrive and succeed in life.

Service Pupil Check-In and Transition Support

A named adult (Cheryl Johanson) checks in with service pupils at key points (on entry, during deployment periods, after absences). Transition support when pupils join or leave (buddy system, welcome pack, class tour, taster days).

Flexible Academic and Pastoral Support During Deployment

Staff awareness of deployment periods so expectations and support can be adjusted when needed. Short, targeted support such as catch-up time, flexible homework expectations or access to pastoral space when pupils need it.

Dandelion Day - whole school are invited to wear a yellow item to recognise the incredible role that children play in the Armed Forces Community.