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	Woodland Primary
Number of pupils in school	183 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Simon Harris (Head)
Pupil premium lead	Simon Harris
Governor / Trustee lead	Claire Donnely (Inclusion Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,339
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	£178,339

Part A: Pupil premium strategy plan

Statement of intent

Woodland Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals remains high. 90% of pupils live in the 20% most deprived households nationally with 43% living in the 1% most deprived (IDACI 2021).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.

2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school

3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers.

4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment

5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	<u>Language and communication</u> Baseline entry assessments of children entering FS2 indicate that many children have limited oral language skills and vocabulary and have had little opportunity to enjoy books. In-house evaluation shows that this continues into KS1 and beyond. This is particularly prevalent amongst our disadvantaged pupils.
2	<u>Progress and attainment</u> Statutory assessments show that there are gaps in attainment in almost all areas between our disadvantaged pupils and non-disadvantaged pupils nationally. Our in school assessments show that there are gaps in attainment in year groups in phonics, reading, writing and mathematics between our disadvantaged pupils and non-disadvantaged pupils, particularly at the 'greater depth' standard.
3	<u>Attendance and punctuality</u> Although our overall attendance for 2025/26 was only slightly below National Averages (-0.7%), there are disparities between our disadvantaged pupils and non-disadvantaged pupils, particularly in terms of persistent absenteeism • Overall attendance 2025/26 Disadvantaged: 93% Others: 94.2% • Persistent absence 2025/26 Disadvantaged: 23.2% Others: 11.94% Our assessments and observations indicate that absenteeism negatively impacts the progress of our disadvantaged pupils in some areas.
4	<u>Parental capacity to support learning</u> Many of our parents have a limited capacity to support their children's learning due to a range of factors, including having poor experiences of education and not achieving a high standard in their own education. We have high numbers of one parent families and families facing adverse circumstances receiving external agency support, reflected in the numbers of children who are subject to child protection plans and being supported by Early Help services.
5	<u>Experiences beyond school</u> Many of our pupils have limited experiences out of school due to the availability of limited financial resources. The vast majority do not attend out of school activities or visit places of interest with their families.

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
Improved outcomes in GLD, reading, writing, mathematics and phonics	**By the end of 2026-27** • % of disadvantaged pupils achieving **GLD** is within 5% of national average for 'other' pupils nationally • % of disadvantaged pupils reaching required standard in **Phonics Screening Check** by the end of Year 1 is within 5% of NA for 'other' pupils nationally • % of disadvantaged pupils achieving 100% in the Year 4 multiplication times table check is at least in line with NA for 'other' pupils nationally • At end of KS2 % of disadvantaged pupils reaching **Expected Standard** in reading, writing, mathematics and RWM combined is in line with other pupils nationally **On an annual basis we will aspire to:** • Reach targets agreed with Trust at EXS and GD/HS at the end of each Key Stage • Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school • Narrow the gap between % of disadvantaged pupils and others passing the Phonics Screening Check • Narrow the gap between disadvantaged pupils and others when compared with previous year's outcomes across all measures
Improved attendance and punctuality	**By the end of 2026-27** • The overall **absence rate** for all pupils is at least in line with national average • The attendance gap between disadvantaged pupils and others in school is narrower than gaps seen nationally • The % of all pupils who are classed as persistently absent is in line with national averages • The persistent absence gap between disadvantaged pupils and others in school is narrower than gaps seen nationally **On an annual basis we will aspire to:** • Narrow the absence gap between disadvantaged pupils and others in school • Narrow the persistent absence gap between disadvantaged pupils and others in school • Reduce the number of pupils late after close of registration
Improved well-being, social and emotional development and inclusion	**By the end of 2026-27** High levels of **inclusion/well-being** exemplified by: • Qualitative data from pupil voice surveys and a range of parental surveys • Reduction in number of behavioural incidents recorded in CPOMS • CPOMS data shows positive impact of school's support and signposting to external partner agencies • High levels of engagement in out-of-school activities by disadvantaged pupils • High levels of parental engagement in activities and workshops

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **during this academic year (2026 to 2027)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,400

Activity	Evidence that supports this approach	Challenge number/s addressed
Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum which responds to the needs of pupils • Support good phonics provision by deploying trained TAs to maintain small group provision following regular diagnostic assessment as per fidelity to the SSP • Support good phonics provision by sustaining subscription to online resources related to the delivery of RWI and purchase additional resources as needed to ensure sustainability of RWI • Support good reading fluency/stamina assessment and provision by implementing revised reading curriculum with high-quality texts. • Support good spelling provision by sustaining subscription to online resources related to the delivery of RWI Spelling • Support good maths provision by subscribing to online resources related to the delivery of White Rose Maths • Support good science provision by subscribing to online resources related to the delivery of White Rose Science £22,000	Evidence indicates that high-quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the use of purposeful assessment. This could include the selection of high quality materials or the use of standardised assessments. • https://evidencebased.education/great-teaching-toolkit-cpd/ • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-science-ks1-ks2	
Professional development to support implementation approaches, for example, training provided by a DfE validated systematic synthetics programme, mastery-based approaches to teaching or feedback • Build expert teacher knowledge in Reading, Maths and SEND by releasing key staff to attend Trust training and communities of practice events. They will then adapt materials to meet the needs of our school and cascade to the wider team during INSET (HK x3 SEND, KW x3 R & x3 M) • Secure consistently good **phonics** provision by sustaining access to accredited Ruth Miskin RWI Training and development • Release Phonics and Early Reading Lead to coach and mentor reading	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development EEF state that the teaching of **systematic synthetic phonics** has a positive impact on early reading skills (+5 months additional progress), particularly for disadvantaged pupils • DfE Reading Framework - Teaching the foundations of literacy	

teachers to ensure high quality of provision in Read, Write, Inc • Continue to embed knowledge of the most **effective approaches to teaching** by releasing AHT for T&L to plan and deliver half termly INSET to teachers • Ensure new and returning members of staff share our understanding of the most **effective approaches to teaching** by releasing AHT and staff to train in the HET Teacher Development Programme. • Ensure TAs develop an understanding of the most **effective approaches to teaching** by releasing the DHT to plan and deliver half termly training for TAs £24,000	• Education Endowment Foundation T&L Toolkit - Phonics	
Mentoring and coaching for teachers • Trained staff (AHT and KS2 Lead) to deliver responsive coaching programme to support teachers to further improve the quality of teaching by using the most *effective approaches to teaching* highlighted in educational research £14,850	Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach. EEF state that supporting high quality teaching is pivotal in improving children's outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 & 2
Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as NPQs • Release time to complete NPQSENDCo course & assessments • Additional hours for key TA to complete SEND Teaching Assistant apprenticeship £4,550	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1727198411	
Support SEND/vulnerable pupils by enhancing staff capacity and expertise in delivering inclusive, high quality education • Release Deputy Headteacher with responsibility for SEND to support staff in meeting the needs of all pupils through quality first teaching and bespoke interventions by coaching and mentoring staff delivering QFT (0.2 FTE) £18,000	EEF state the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers and pupils with SEND are also more than twice as likely to be eligible for free school meals. EEF recommends key principles underpinning **effective teaching of SEND pupils** in mainstream education based around – positive and supportive environments; understanding needs; high quality teaching; use high quality interventions; effective use of TAs. • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 & 2
Subsidise educational visits by approximately 50% so that voluntary contributions are kept to a minimum. £2,000	Educational visits are carefully planned to both compliment learning in the foundation subjects and support the wider curriculum. They offer children the chance to visit places and experience things they may not have had the opportunity to do otherwise. They enrich the curriculum experience and make learning more meaningful.	5

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

Budgeted cost: £47,449

Activity	Evidence that supports this approach	Challenge number/s addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND • Communication and oral language interventions for targeted / identified pupils in EYFS delivered by trained teachers • Communication and oral language interventions for targeted / identified pupils delivered by a trained teaching assistant £6,909	EEF state that **communication and language approaches** consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds • Education Endowment Foundation Early Years Toolkit - communication and language approaches EEF state that **Oral language interventions** can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. Education Endowment Foundation - T&L Toolkit - Oral Language Interventions	1, 2, 4
Teaching assistant deployment and interventions, for example, by supporting high quality provision with the classroom or delivering evidence based, structured interventions • Strategically deploy **teaching assistants to support high-quality provision** within the classroom so that children can keep up with learning with a focus on reading, writing and maths £40,540	Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should complement (rather than replace) high quality provision from the class teacher https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £45,490

Activity	Evidence that supports this approach	Challenge number/s addressed
Supporting pupils' social, emotional and behavioural needs • **ELSA** intervention for targeted / identified pupils delivered by trained teaching assistant • **Behaviour Support Assistant** to help manage and improve student behaviour, particularly for those with challenging behaviour x10 hours weekly £14,500	Evidence suggests that children from disadvantaged backgrounds have on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored. • Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning	2,3,4
Supporting attendance **Attendance Officer** • Work with Attendance Lead (HT) and DDSL to analyse weekly attendance and implement agreed actions • Action daily attendance concerns to provide immediate support (DB 0.5 FTE) **Deputy Designated Safeguarding Lead** with clear job description, role and responsibilities including: • Work with Attendance Lead (HT) and Attendance Officer to analyse weekly	DfE guidance based on case studies with school with high levels of attendance. Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE) • DfE – School attendance guidance • DfE – Improving school attendance – support for schools and local authorities EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions.	3

attendance and implement agreed actions • Action daily attendance concerns to provide immediate support **Attendance Awards** to recognise and encourage consistently good pupil attendance, thus supporting a positive attendance culture: Attendance streaks, 100% prize draws, badges and class rewards for 6x100% weeks in the year. £17,500	• EEF attendance intervention rapid evidence assessment	
Extracurricular activities, including sports, outdoor activities, and arts and culture, for example music lessons and school trips • Free after school **extracurricular activities** available to all pupils, removing potential barriers of affordability and accessibility • **Music lessons** and Festival of Carols provided free to pupils through SLA with Hull Music Hub £5,800	Extracurricular activities are an important part of education. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved outcomes. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Breakfast clubs and meal provision • Free breakfast club provision for all pupils to prepare for learning and support school attendance. Staffing only funded through Pupil Premium Grant. £7,690	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.	