

Pupil premium strategy statement – Woodgate 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	401
Proportion (%) of pupil premium eligible pupils	58% (231)
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)	25 – 28 (Currently year 1 of the 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Mrs D Colley (HT)
Pupil premium lead	Mr P Jones (DHT)
Governor / Trustee lead	Mrs S Barratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£380,180
Pupil premium funding carried forward from previous years	£15,981
Total budget for this academic year	£396,161

Part A: Pupil premium strategy plan

Statement of intent

At Woodgate Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their potential and become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Reduce the barriers to learning created by poverty, family circumstances and issues with well-being.
- Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils within school and nationally
- Develop the children's readiness to learn so they can achieve their full potential now and in their future learning.

How the strategy helps achieve our objectives:

- Ensure all pupils receive 'quality first' teaching.
- A whole school initiative to ensure all pupils develop a wide vocabulary both spoken and written.
- Children have high quality phonics teaching, to support with early reading skills.
- Appropriately targeted interventions are planned to support children's individual needs. These will encompass interventions aimed at academic needs, supporting development of social skills, work on behaviours for learning and mental health.
- We support children so they have a readiness and enthusiasm for learning.
- We enable pupils to look after their social and emotional wellbeing and to develop resilience.

We provide a safeguarding culture which puts the child at the centre and is breaking down individual's barriers to engaging with their education.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills for PP pupils when children enter school in Reception. This has a detrimental impact on all areas of learning.
2	Lack of life experiences which impact on vocabulary and general knowledge which also reduces pupils' ability to apply their learning.
3	Groups of vulnerable pupils facing emotional and social wellbeing challenges which impacts considerably on their learning engagement and that of their peers.
4	Children struggle with higher order reading skills such as inference and deduction and are not answering with sufficient depth when reading. Also, some lack technical and specific vocabulary.
5	High indication of deprivation which impacts on pupils' emotional wellbeing.
6	Attendance rates and punctuality for PP pupils are historically poor (pre-pandemic) and this reduces their time in school, which can cause them to not achieve.
7	Barriers to ensuring children arrive at school regularly and on time (sometimes involving distance), which can cause them not to achieve.
8	Increased number of children experiencing mental health and wellbeing difficulties. Some PP pupils live with the toxic trio of mental health, domestic abuse and substance misuse in their lives. This can impact on attendance, concentration and being ready to learn.
9	Lack of parental support developing reading skills.
10	Lost learning due to Covid-19 Pandemic
11	A wide variety of Special Educational Needs, some very complex

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
Improve understanding and expressive use of language in EYFS and Key Stage 1.	PP pupils in these classes make good progress making ARE by the end of Key Stage 1.
- Children are identified via RCAD profile and invited to attend WRAP Room for the necessary amount of time required. - Groups of vulnerable pupils facing emotional and social wellbeing challenges which impacts considerably on their learning engagement and that of their peers will make at least expected progress as will their peers.	Increased attendance and achievement in school. Less disruption to learning. At least expected progress.
Improved reading especially inference, deduction, and understanding of technical and specific vocabulary, and being able to answer questions with sufficient depth.	PP pupils improve their inference, deduction and understanding/use of technical and specific vocabulary thus closing the gap to their peers' ARE and increase % at greater depth
Identified PP pupils have their emotional wellbeing supported through WRAP, Counselling and therapeutic support and Psychotherapist.	Pupils make good progress in class. Less disruption to learning.
Attendance rates are improved in line with national requirements and pupils spend more time in class. Lateness is reduced	Pupils make required progress and there are less interruptions to the rest of the pupils' learning.
Children and parents are supported to come to school every day.	Pupils have a positive attitude towards school and want to attend every day.
A child Psychotherapist to support children, parents and staff in devising strategies to reduce the impact of mental health and emotional needs.	Pupils make good progress in class. Less disruption to learning. Improved emotional resilience.
Increased parental engagement and involvement in their child's learning.	Pupils are supported at home to access home learning, including reading.
Progress is accelerated for pupils not yet at ARE	% of pupils at ARE will increase in reading and writing
All children to have access to breakfast on entering school.	Children will be able to concentrate and make good progress.

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: £ 83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language Therapist (Karen Green) – to work with school staff and to work on 1:1 basis with children with significant language needs. Specific trained TA delivering planned programmes to specific children.	The number of children entering EYFS who are behind in their speech and language is increasing – as is the gap between their assessed language age and their chronological age. This is identified through Wellcomm Screening. To close this gap (and catch up by the end of KS1) this needs to be addressed early.	1 Language improvement for EYFS Key Stage 1
Employ an extra TA for Reception (am only) to support basic skills.	The number of children entering EYFS who are behind in their speech and language is increasing – as is the gap between their assessed language age and their chronological age.	1 Language improvement for EYFS Key Stage 1
Maintain the learning areas in EYFS	Language based provision and activities will target those children who enter school with below expected age related expectations in communication, language and literacy. Welcomm data shows improvements after language based provision and activities.	1 Language improvement for EYFS Key Stage 1
Standardised assessments used termly in Reading, writing, maths and GPaS.	By comparing individuals and cohorts to other schools nationally we will get a good picture of our attainment. Progress will be evidenced and next steps identified.	2 Gaps in understanding/ learning are identified early and addressed.

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

Budgeted cost: £ 293,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a personalised programme delivered in our WRAP Room	To reduce the impact of attachment and trauma difficulties which prevent pupils being successful in the main stream classroom.	3,4,5+8 To ensure PP pupils are emotionally able to access learning and social school life.
Provide 1:1 emotional support through Counselling and	By providing support and long-term strategies underlying issues can be identified and addressed.	5 To identify children who need to receive emotional support, deliver this immediately

therapeutic support and where necessary include work with parents to ensure sustainability.		and monitor the positive impact.
Employ a specialist SENTA	A specialist in ASD but to work in wider capacity to write SSPPs and EHCPs, liaise with outside agencies, deliver wave 3 interventions, support parents and children on dyslexia pathway and ASD, and running a Nurture Group to support with social and emotional difficulties.	11 Pupils receive the correct level of support to thrive and progress.
Utilise services of Attendance Officer to establish root causes of poor attendance and support where necessary. Offer incentives as appropriate. Early support using 3 houses to identify and overcome barriers for attendance.	PA is higher than national. Improved attendance will result in greater improvements for individual pupils and the class as a whole. Incentives to raise the profile for the children.	6+7 Attendance % is improved, meaning that more pupils attend school and arrive on time.
Child Psychotherapist to be on site 2 days a week to work with children, parents, and staff on emotional health.	School has identified an increasing number of children who are experiencing mental health difficulties and who are unable to get immediate support from health agencies.	8 Enable good progress from pupils experiencing mental health and wellbeing difficulties.
Continue with 2 TAs as GR Squad During afternoons. High quality/high focus GR and reading activities for classes (4/5/6) Use Accelerated Reader to motivate pupils (Y3 upwards)	% of pupils attaining ARE at end of Y6 not close enough to NA. Evidence based research shows that teaching in a VIPERS way improves reading skills. We have adapted it to focus on the content domains – those identified from question level analysis.	4 Increase the % of pupils at ARE for reading
Employment of Parent Link Worker, to raise aspirations of parents and to skill parents up to support their children. Increased involvement of parents.	Many parents lack the confidence or skills to help their children succeed. By increasing their positive experiences of school and education, through skills workshops, we should see greater engagement with their children and more positive interactions with school and staff.	9 Increased parental engagement and involvement in their child's learning.
Continue with reading ambassador home reading scheme that will increase the amount of reading children are doing at home. Reading Vending Machine.	Extrinsic rewards for children who participate and are successful. Badges/prizes given to the pupils as they read a certain amount of books. A reward token given to children who can then use the vending machine for a book of their choice.	9 Increased parental engagement and involvement in their child's learning.
2 TAs employed	Small group work on interventions for basic skills such as phonics and reading across the school.	4+10 Lost learning due to Covid-19 Pandemic

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club. Providing bagels and juice (and games, social time, homework opportunities) from 8:15 am every day. Grab and Go bagels – bagels at the doors every morning for any pupils who would like one.	Having a breakfast club will mean that pupils who are regularly late can be invited to come. Pupils who we know may not be getting breakfast can be targeted to attend. Bagels can be kept back for pupils who do not attend but who are not getting breakfast at home. Set up with help from Magic Breakfast who provide the bagels.	6+7 Attendance and punctuality rates for PP pupils will increase towards NA. Children will not be hungry in the morning – so will be able to concentrate (raising attainment).
Access the REP theatre drama outreach workshops.	Targeting the younger children will develop their oracy and vocabulary acquisition.	2 Greater life experiences and improve attainment
Green Topic boxes from Library Services for key units for each class in each term.	Each class will receive a box termly which contains books and artefacts for a given topic for that term. The children can browse them and use them for research purposes.	2 Greater life experiences and improve attainment
Year 1 resources to improve transition from EYFS	Continuous provision will continue as long as necessary for those who it is necessary for. Language based provision and activities will target those children who are still below expected age related expectations in communication, language and literacy. Welcomm data shows improvements after language based provision and activities.	1 Language improvement for Key Stage 1

Total budgeted cost: £ 398,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Attainment 2025						
EYFS	All Pupils	PP	Non-PP	National Gap	Woodgate Gap	PP %
GLD	57.4% (68.3)	53.3% (NA)	62.5% (NA)	NA	-9	60%
	All Pupils	PP	Non-PP	N Gap	W Gap	PP %
Y1 Phonics	81.4% (79.8)	73.0% (NA)	92% (NA)	NA	-18.5	57%
Y2 Phonics	81.4% (89)	75.8% (NA)	88.5% (NA)	NA	-12.7	57%
KS2	All Pupils	PP	Non-PP	N Gap	W Gap	PP %
Reading	55.9% (75.1)	47.8% (NA)	84.6% (NA)	NA	-36.8	80%
Writing	50.8% (72.3)	41.3% (NA)	84.6% (NA)	NA	-43.3	
Maths	49.2% (74.1)	39.1% (NA)	84.6% (NA)	NA	-45.5	
RWM	37.3% (62.2)	22.7%(NA)	84.6% (NA)	NA	-60.7	
National PP figure - 25%						
Woodgate PP figure - 63%						

Externally provided programmes

Programme	Provider
Wellcomm language and communication assessment	Wellcomm
Counselling and therapeutic support SEMH and Therapeutic mentoring	Focuss Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Not Applicable
The impact of that spending on service pupil premium eligible pupils
Not Applicable