

# Woodlands Primary School Pupil premium strategy statement 2023-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. It also includes long term aims to be achieved by the end of the 2025-26 and 2026-27 Academic Years.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2024-25) and the effect that last year's spending (2023-24) of pupil premium had within our school.

## School overview – January 2025

Detail	Data
School name	Woodlands Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	53% (101 pupils) - £1480 per child
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	January 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Matthew Kitley (HT)
Pupil premium lead	Matthew Kitley
Governor / Trustee lead	Paul James

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (£1480 pp)	£149,480 (101 pupils)
Pupil Premium – Service Pupils (£340 pp)	£2040 (6 pupils)
Pupil Premium – Adopted from Care (£2570 pp)	£2570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,090

### Statement of intent

At Woodlands Primary School, our ambition for Disadvantaged Learners is to ensure high quality education for all by prioritising our funding on strategies that make a difference to the academic lives of children who experience disadvantage. We endeavour to use our Pupil Premium Grant to maximum effect, to secure the best teaching for every child in receipt of pupil premium. We seek to secure carefully monitored interventions to meet the specific needs of our children and aspire to provide opportunities in all aspects of life so our children can develop a lifelong love of learning that leads to high aspirations and ambitions for their future. In this way, we ensure that children who experience disadvantage have equal chances to be challenged to achieve their full potential through our relentless pursuit of excellence in progress and attainment, driven by the collaborative work of all staff and governors. We offer our Disadvantaged Learners an exciting curriculum, inspiring a passion for lifelong learning, where the highest priority is placed on reading, writing and mathematics, whilst still providing children with the best possible opportunities in sport, drama, art and music. Through this, we expect them to thrive academically, socially, emotionally and physically.

To provide our Disadvantaged Learners with the best possible opportunities and outcomes, and to improve their personal development, there are eleven things that children will have done on leaving the school in Year Six, which we call **11 before 11**.

### PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended 'tiered' approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies**.

Area of Principles	School Practice
<b>Whole-school ethos of attainment for all</b>	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
<b>Addressing behaviour and attendance</b>	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families
<b>High quality teaching for all</b>	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice

<b>Meeting individual learning needs</b>	Identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs.
<b>Deploying staff effectively</b>	Devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
<b>Impact driven and responsive to evidence</b>	Effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. Have manageable Assessment for Learning systems, which provide clear feedback for pupils. Use evidence to make decisions about support strategies.
<b>Ambitious leadership</b>	Have high aspirations and lead by example. Hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. Be aware of best practice within, and beyond, the school and invest in staff training.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low and inconsistent attendance and lack of parental engagement for several children eligible for Pupil Premium causes learning sequences to be fractured. Eg. Reading surveys and analysis of school Reading Records shows that DL Learners do not receive as much support with their reading at home as non-DL.
2	The lack of cultural capital evidenced by some disadvantaged pupils across the school resulting in limited verbal skills, vocabulary gaps and a lack of the everyday contextual underpinning needed to access learning.
3	The 2022, 2023 and 2024 Reception Baseline indicated that a large percentage of our 2022-23, 2023-24 and 2024-25 FS2 DL cohort started the year well-below national expectations in Maths, Literacy, Communication and Language.
4	Poor spelling prevents some Disadvantaged Learners from achieving the expected standard in writing.
5	Some of our disadvantaged children are not engaging fully with times tables both in school and at home.
6	Some of our disadvantaged children struggle with self-regulation when faced with a challenge. The emotional well-being of some children is low and means they are not always in a leaning frame of mind, ready to learn or be resilient. Family support and Social Service Involvement is greater for a higher percentage of our Disadvantaged Learners.
7	Some of our disadvantaged children are showing poor skills and confidence in oracy. High speech and language support needs in EYFS, children are entering EYFS with lower levels of speech and language than previously seen and a more limited vocabulary. Difficulties listening, understanding and communicating which impact on all areas of children's progress and development.

## Intended outcomes September 2024-2027

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
<b>The attendance of our disadvantaged children is at least in line with the rest of the school and meeting the set target of 95%.</b>	<ul style="list-style-type: none"> <li>Attendance is at 95% or greater by the end of the 3-year period.</li> <li>Attendance is the same or greater than non-pp children by the end of the 3-year period.</li> </ul>
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved confidence with oral language and effective use of subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (demonstrated through use of oracy skills) and ongoing formative assessment.</li> <li>Early Talk Boost language assessments, on start and completion of the programme in EYFS, evidence an increase in scores for disadvantaged pupils in identified areas of oral communication.</li> <li>Blast or Talk-Boost in FS1 (Oaktree Nursery) improves pupils oral language skills as early as possible.</li> <li>The Cracking Communication Education Endowment Foundation (EEF) Project is designed to help FS2 and Y1 pupils improve their oral language skills.</li> <li>Learning walks, book-looks and staff feedback demonstrate oracy and subject-specific vocabulary developments in pupils eligible for Pupil Premium because of quality first teaching across the curriculum.</li> </ul>
<p><b>Increase opportunities for cultural capital for disadvantaged pupils to achieve greater equality</b></p> <p><b>The Woodlands 11 by 11</b></p>	<ul style="list-style-type: none"> <li>All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular Music or sports tuition.</li> <li>85% of children eligible for PPG, for at least one term across the year, attend a suitable, quality extra-curricular club in 2024-25. 85% in 2025-26. 90% in 2026-27.</li> <li>80% of children eligible for PPG attend the Y6 residential school trip in 2024. 85% in 2025 and 90% in 2026.</li> <li>Ensuring that every child leaves Woodlands having experienced at least 11 of the experiences in the 11 by 11 scheme.</li> <li>From 2025 Every child in Y5 &amp; Y6 has the opportunity to visit a local theatre (a visit to the Salisbury Pantomime).</li> </ul>
<p><b>Exceptional CPD leads to a supported and successful PPG strategy championed by all staff.</b></p> <p><b>All children will be able to get access to daily high quality teaching.</b></p>	<ul style="list-style-type: none"> <li>PPG Leader and Subject Leaders will engage whole staff body through training, coaching, sharing good practice and using resources strategically.</li> <li>PPG children will be additionally tracked as part of the assessment schedule (Pupil Progress Meetings) and SEND reviews.</li> <li>Minutes of Governing Body and Finance / Curriculum Committee meetings will demonstrate robust overview of PPG and service premium.</li> <li>Internal and external monitoring will show that teaching is improving. Teachers will know, use and talk about the guiding principles of QfT (EEF 2020).</li> </ul>
<b>Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful.</b>	<ul style="list-style-type: none"> <li>Pupil voice data (including the results of interviews with Subject Leaders and Lead Governors) will show that our disadvantaged pupils are able to confidently talk about their learning and their future targets.</li> <li>Pupil Behaviour surveys will also have a specific focus on DLs.</li> </ul>
<b>Continue to raise standards in Phonics in EYFS and KS1.</b>	<ul style="list-style-type: none"> <li>Increase PP GLOD to 50% in 2024 and to ensure 50% in the Literacy ELGs (Early Learning Goals) – Exceeded 60% GLOD and 60% Literacy ELGs</li> <li>Increase GLOD to 55% in 2025 and to ensure 55% in the Literacy ELGs (Early Learning Goals)</li> </ul>

<p><b>The attainment of our disadvantaged children is at expected levels or higher in phonics / reading.</b></p>	<ul style="list-style-type: none"> <li>Data shows that accelerated progress is made over the three years.  <b>70% or better DLs pass the phonics test in Y1 in 2023 – Exceeded 82.4%</b>  <b>75% or better DLs pass the phonics test in Y1 in 2024 – Exceeded 81.3%</b></li> </ul> <p>80% or better DLs pass the phonics test in Y1 in 2025</p> <p>2024 KS2 Pupil Premium Reading is at least 50-55% - target not met (33.3%) as the data is skewed by 9/12 pupils who were in the SEND category.</p> <p>2025 KS2 Pupil Premium Reading is at least 70-72.5% and PP Reading progress is at least 0.5+.</p> <p>2026 KS2 Pupil Premium Reading is at least 72.5-75% and PP Reading progress is at least 0.5+.</p>
<p><b>The gap between our DL and non-DL is significantly narrowed in Spelling.</b></p>	<ul style="list-style-type: none"> <li>End of KS2 Spelling attainment is the same or greater than non-pp children by the end of the 3-year period and it is at or better than the expected level.</li> </ul>
<p><b>Our disadvantaged children have strategies to help them self-regulate.</b></p>	<ul style="list-style-type: none"> <li>Monitoring data will show that levels of engagement across a lesson have improved. Our disadvantaged children will be able to complete a broader range of application and reasoning activities.</li> <li>Further reduce Fixed Term Exclusions.</li> </ul>
<p><b>Our disadvantaged children are engaging with mastering early number and times table practise.</b></p>	<ul style="list-style-type: none"> <li>Times table tracking data will show increased progress over time for our disadvantaged children. 75% of our children in Year 4 will pass the Multiplication Tables Check</li> </ul>

## 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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality teaching of Phonics</b></p> <p>The Phonics Lead, Reading Lead and Headteacher will ensure the following happens throughout EYFS, KS1 and KS2:</p> <p>All staff involved in Phonics will teach with fidelity to an SSP Programme (RWI).</p> <p>FS2 staff will ensure all pupils make a strong and quick start in Reception.</p> <p>Staff will ensure cumulative progression of sounds and books.</p> <p>All staff are committed to building a team of expert Reading teachers.</p> <p>There will be a key focus on reaching the lowest 20% of pupils.</p>	<p>A high-quality systematic synthetic phonics programme of proven effectiveness is followed with rigour and fidelity and children are taught consistently to use phonics as the route to reading unknown words.*</p> <p><i>To ensure all pupils make speedy progress in phonics and reading</i></p> <p>Pupils' progress in reading is dependent upon both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p><b>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</b></p> <p><b>"The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust, whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years' worth of learning."</b></p>	<p><b>2, 3, 4, 7</b></p> <p>£27,000</p>

<p>Staff will build talking and listening into all activities across the whole school day.</p>		
<p><b>High Quality Teaching of Reading</b></p>	<p>All KS2 Reading sessions are based on high quality class texts from the Woodlands Reading Spine / Writing Curriculum and high quality texts linked to the afternoon curriculum.</p> <p>A continued investment in high quality and exciting Reading resources with a particular focus on improving inference and deduction for our PP children. All classes to use</p> <p>Classes to focus on a key skill for each Reading session following a whole school plan:  Vocabulary  Inference and deduction  Prediction  Explaining  Retrieval  Summarise</p> <p>Increasing speed and stamina</p> <p>Daily sessions (30 minutes)</p> <p>KS2 Class Teachers to use Speed Reads – Pupils have 10 minutes to read a passage (Reading Explorers or other similar resources). This will help them prepare for the pressure of reading a text quickly in the KS2 SATs and will ensure they cover all of the questions.</p> <p>Use of Barrington Stoke Books which have a high interest level for older Upper KS2 readers but a reading age which is specifically matched to their current reading age.</p>	<p><u>2, 3</u></p> <p>£5,000</p>
<p><b>Low and inconsistent attendance and lack of parental engagement for several children eligible for Pupil Premium causes learning sequences to be fractured.</b></p> <p><b>Eg. Reading surveys and analysis of school Reading Records shows that DL Learners do not receive as much support with their reading at home as non-DL.</b></p>	<ul style="list-style-type: none"> <li>• We will prioritise DL reading through the additional adults we have in to listen to readers ensuring that they will have the same opportunities as their non-disadvantaged peers to engage in sharing a book with an adult;</li> <li>• To increase parental engagement we will plan in additional opportunities for parents to come into school and engage in low-stakes learning activities with the children – eg. a shared story time at the end of the day organised by the English Leader.</li> </ul>	<p>£1000</p>
<p><b>Spelling</b></p> <p><b><i>Introduction of a new Spelling Scheme – SCODE Spelling – a key part of our relentless focus on narrowing the Spelling gap between DLs and non-DLs.</i></b></p> <p><b><i>Cost – the new SOW which includes the cost of new books on an annual basis.</i></b></p>	<p>Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children’s knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings.</p> <p>The teaching revolves around instruction, partner and group practice, and competitive group challenges that help children commit new words to memory.</p>	<p><u>2, 4, 7</u></p> <p>£1000 including staff training costs</p>
<p><b>Robust instruction of curriculum specific vocabulary</b></p>	<p>We will be exposing children to a wider range of subject specific vocabulary.</p>	<p><u>2, 3, 6</u></p>

	Vocabulary will be prioritised during whole class guided reading sessions which follow a consistent structure and it will be specifically taught. This will happen in discrete lessons and throughout other curriculum lessons. Every week will start with a focus on vocabulary in the first whole class reading session. Children will use knowledge organisers to remember the reuse learnt vocabulary. All classes will have engaging and interactive vocabulary displays. Clicker 7 will be used to support SEN children's understanding of new vocabulary.	
<b>Times-table project</b>	<ul style="list-style-type: none"> <li>We will continue to use the training led by Linda Wynn (Ex-Wiltshire LEA Maths Adviser) to implement a times table teaching programme across the school.</li> </ul> <p>The programme focuses on two elements of learning times tables.</p> <ol style="list-style-type: none"> <li>Deliberate practise linked to auditory memory.</li> <li>Understanding commutative law.</li> </ol> <p>In addition to this the school has adopted a new Fluency Bee Program that directly links to the target of the MTC (Multiplication Tables Check).</p>	<u>5</u>
<b>Deployment of Teaching Assistants to enable the provision of high impact TA interventions</b>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Teaching assistants can provide a positive impact on learner outcomes, providing they are deployed in a meaningful way. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Ensuring precise use of Flexible Grouping is a key aspect of meaningful deployment.</p> <ul style="list-style-type: none"> <li>Use of TAs to teach targeted flexible groups;</li> <li>Pre-teaching of curriculum content.</li> </ul>	<u>2, 3, 4, 5, 6</u> £40,000
<b>Training for staff on mental health of pupils</b>	Designated Mental Health Lead to complete a DfE accredited Mental Health Leader Qualification. Mental Health leader to use this training on mental health and strategies with staff to be ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a>	<u>1, 5</u> £500 original cost of the Creative Education website
<b>DA lead monitoring time with SENDco</b>	<p>Dedicated time for the Disadvantaged lead and DL Governor to work with Pupil premium pupils to collect pupil voice and views on learning and the curriculum, parents feedback/ contact, look in books do a learning exploration, prepare training, look at research, update case studies and measure impact of interventions.</p> <p>Additional time for Disadvantaged lead to jointly monitor with SENDco for pupils who are both disadvantaged and SEND and work together on strategies and impact</p>	1-7 £500
<b>SEND training on working memory, de-escalation and autism.</b>	Training for all staff from and via SENDco / Creative Learning Website / Family Link Partner to support all SEND pupils and particularly those with Pupil Premium.	1-7 £1000

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small Group and 1:1 Tuition (Catch-up) – using a qualified teacher.</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><b>Experienced Academic Mentor / Phonics / Writing Intervention Catch-Up tutor:</b></p> <p><b>Y1 Pupils: October 2024 - June 2025;</b></p> <p><b>Reading Comprehension Booster / Post-Assessment Pupil Conferencing:</b></p> <p><b>In addition to the Phonics Catch Up Tutor TAs will be deployed to deliver 1:1 phonics tuition throughout the afternoon and there will be an extra whole class phonics session for Y1 towards the end of the morning (this will be facilitated by the longer morning session).</b></p>	<p>1, 2, 3, 4, 7 £13,000</p>
<p><b>Additional Reading and Phonics for the bottom 20%.</b></p>	<p>1:1 and small group sessions with the lowest 20% of children in Y1 and Y2. Monitored phonic intervention with catch up teacher – to fill gaps in phonics (please refer to the above Academic Mentor section). Evidence shows that 1:1 and small group work is a highly effective way of using additional adults and has +4 months impact.</p>	<p>1, 2, 3, 4, 7 £9,000</p>
<p><b>Early Talk Boost</b></p>	<p>Early Talk Boost will target children in EYFS. It is an intervention that improves listening, narrative and vocabulary skills. Three to five weekly sessions will be delivered to small groups of children with relatively poor spoken language skills. The programme is delivered in our reception class. Evidence shows that this can add up to 4 months impact</p> <p><i>The EEF is working with the East of England Early Years Stronger Practice Hub and Early Years South West Stronger Practice Hub to fund settings' access to Early Talk Boost and evaluate the programme through an efficacy trial. There is wider evidence that approaches similar to those used in the Early Talk Boost programme can support children's language development and a small trial of Early Talk Boost led by the programme developer previously found positive impacts on children's language development.</i></p>	<p>2, 7 £1,000</p>
<p><b>Cracking Communication – EEF Project</b></p>	<p>The aim of the Cracking Communication project is to support school leaders and also Reception &amp; Y1 teachers to implement evidence-informed practice, leading to improvements in communication and language outcomes for all Wiltshire pupils, but especially those from disadvantaged backgrounds.</p> <p>This programme, which we will launch in Autumn 2024, will provide high-quality, evidence-informed training and resources for leaders and teachers in Wiltshire schools. It will be co-designed by Local Authority and Research School Network colleagues, drawing on high-quality evidence from The EEF and the expertise of the team at Somerset Research School.</p>	<p>2, 7 £4,000</p>



<b>Number Count – Maths Intervention Programme for the lowest 20% - a focus on Year 2, Year 4 and Year 5</b>	A specialist Numbers Count Teacher will deliver small group tuition to the lowest 20%. This will start in Term 4 2025 and will run into the end of the 2024-25 academic year.	1,5, <u>7</u> £14,000
<b>Number Stacks Intervention for the lowest 20%</b>	<p>Over 60 key skills from the Primary National Curriculum have been separated into 5 different categories and aligned by year group. (ages 4-11)</p> <ul style="list-style-type: none"> <li>• place value</li> <li>• addition &amp; subtraction</li> <li>• multiplication &amp; division</li> <li>• fractions</li> <li>• decimals and percentages</li> </ul> <p>Pupils complete an initial assessment and then work with online tutorials and a number stacks pack (resources) to build confidence in number. It is a one to one intervention but there is scope to be used 1:2 or depending on initial assessments.</p>	1, 5, 6 £5,000
<b>Times tables – Maths Frame</b>	<p>Support for pupils to work online in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. We link this with challenges in school to support with Year 4 multiplication check.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	1, <u>5</u>
<b>Y6 Maths (2024-25) for Disadvantaged Learners – ensure accelerated progress</b>	<p>Focused Arithmetic support for x6 Year 6 pupils to ensure they make accelerated progress and achieve the expected level by the end of Year 6</p> <p>X2 Breakfast Club Sessions per week from Spring 1 until the start of the KS2 SATs in May 2025.</p>	6 £2,500
<b>Y5 &amp; Y6 Reading Comprehension (2024-25) for Disadvantaged Learners – ensure accelerated progress</b>	<p><b>Reading Comprehension Booster / Post-Assessment Pupil Conferencing:</b></p> <p><b>Y6 Pupils (x5 pupils):– January 2025 - May 2025;</b></p> <p>The average impact of the individual / small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. We aim to target those children who are at risk of falling behind as a result of poor attendance. Evidence shows that in-creasing the personalised nature of education can have a positive impact on attendance.</p> <p>Comprehension Express Programme led by the school Academic Mentor.</p> <ul style="list-style-type: none"> <li>• Teaching 10 essential comprehension strategies based on research</li> <li>• Breaking down national test questions into 5 types to build test skills and confidence.</li> <li>• Including diagnostic guidance to close gaps.</li> </ul> <p>X5 pupils. X2 15 minute sessions per week.</p> <p><b>Y5 Pupils (x6 pupils):– May 2025 - July 2025;</b></p>	1, 6 £2,000

<b>Parental engagement and support</b>	<p>Developing relationships- supporting with attendance and lateness by breakfast provision for pupils who have not had breakfast, checking in with wellbeing of families, support with school arrival, engagement in clubs, support meetings and Attendance Meetings for families to discuss any issues arising. Signposting family and parent support for early intervention Engaging disadvantaged and vulnerable parents: An evidence review   Early Intervention Foundation (eif.org.uk)</p> <ul style="list-style-type: none"> <li>• We will prioritise DL reading through the additional adults we have in to listen to readers ensuring that they will have the same opportunities as their non-disadvantaged peers to engage in sharing a book with an adult;</li> <li>• To increase parental engagement we will plan in additional opportunities for parents to come into school and engage in low-stakes learning activities with the children – eg. a shared story time at the end of the day organised by the English Leader.</li> </ul>	<u>1, 5</u> £22,000
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Thrive</b>	<p>Each class teacher will carry out a THRIVE baseline assessment. Specific children will be able to benefit from Thrive sessions to prepare them for a day in the classroom. This will be monitored by our SMSC / Thrive Leader and SENCO.</p> <p>Evidence suggest +4 months impact.</p>	6 £1,000
<b>After School Clubs – 2024-25</b>	<p>A wide range of clubs are offered to ensure high quality enrichment and also to support the school’s After-School Enrichment Programme.</p> <p><b>Art Club for Y3 &amp; Y4</b></p> <p><b>Craft Club for Y5 &amp; Y6</b></p> <p><b>Sewing Club for Y5 &amp; Y6</b></p> <p><b>Zuma Club for Y1 and Y2</b></p> <p><b>History Club for Y4-Y6</b></p> <p><b>Science Club for Y5 &amp; Y6</b></p> <p>The sessions will be a range of exciting investigations with a focus on chronology, revising knowledge from previous units and reinforcing key content from the World War I unit.</p> <p><b>Computing App Club for Y1,Y2,Y3 &amp; Y4</b></p> <p>Pupils will be using the ArtRage Vitae app.</p> <p><b>Coding Club for Y5 &amp; Y6</b></p>	<u>4, 2, 5, 6</u> £4,000
<b>Trips – High quality curriculum enrichment trips.</b>	<p>The school has planned and undertaken some very high quality trips and curriculum days that have been carefully chosen to support the 11 by 11 experiences planned for our children. All trips are funded to ensure a low cost for all Disadvantaged Learners.</p> <p>Y1 – Science Museum (Winchester)</p> <p>Y2 – History – The Titanic Museum</p>	<u>2</u> £5,000

	<p>Y3 – History – the Amesbury Archer Investigation (led by a curator from the Salisbury Museum)</p> <p>Y4 – History – The Anglo-Saxons – the 878AD Museum</p> <p>Y5 – History – WW1 – The Tank Museum</p> <p>Y6 – History – WW2 – The Battle of Britain – The Army Flying Museum</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	
<b>Music Tuition</b>	<p>All pupils learn to play a musical instrument free of any cost at Woodlands Primary School. The chance to play a musical instrument is a key component of the Woodlands 11 by 11 offer outlined in our vision statement.</p> <p>Currently all of Y3 are continuing Ukulele Tuition due to the expertise of our Y3 HLTA.</p>	<b><u>1, 2</u></b>
<b>ELSA Relate Counselling Specialist Play Therapy</b>	<p>It is essential that we know our children and their families and can spot any ‘triggers’ that may affect their learning.</p>	<b><u>6</u></b> £5,000
<b>Healthy Living – fruit and vegetable tasting</b>  <b>Healthy Living – Funky Foods</b>	<p>The school have received generous funding from Tesco that will allow every child to try/taste a different fruit or vegetable each week.</p> <p>Staff CPD and workshops with pupils.</p>	<b><u>1,2,7</u></b>
<b>Supporting well-being and emotional development</b>	<p>Wiltshire Mini-Police Scheme for Y5 pupils</p>	<b><u>1, 2, 7</u></b>
<b>Re-Start of Breakfast Club</b>	<p>The school have received a grant from Wiltshire Council to provide seed funds for the re-start of the school Breakfast club.</p> <p>The plan is for the club to start from March 2025. Once the club has been set up there will be some spaces allocated for Pupil Premium children.</p>	<b><u>1</u></b>

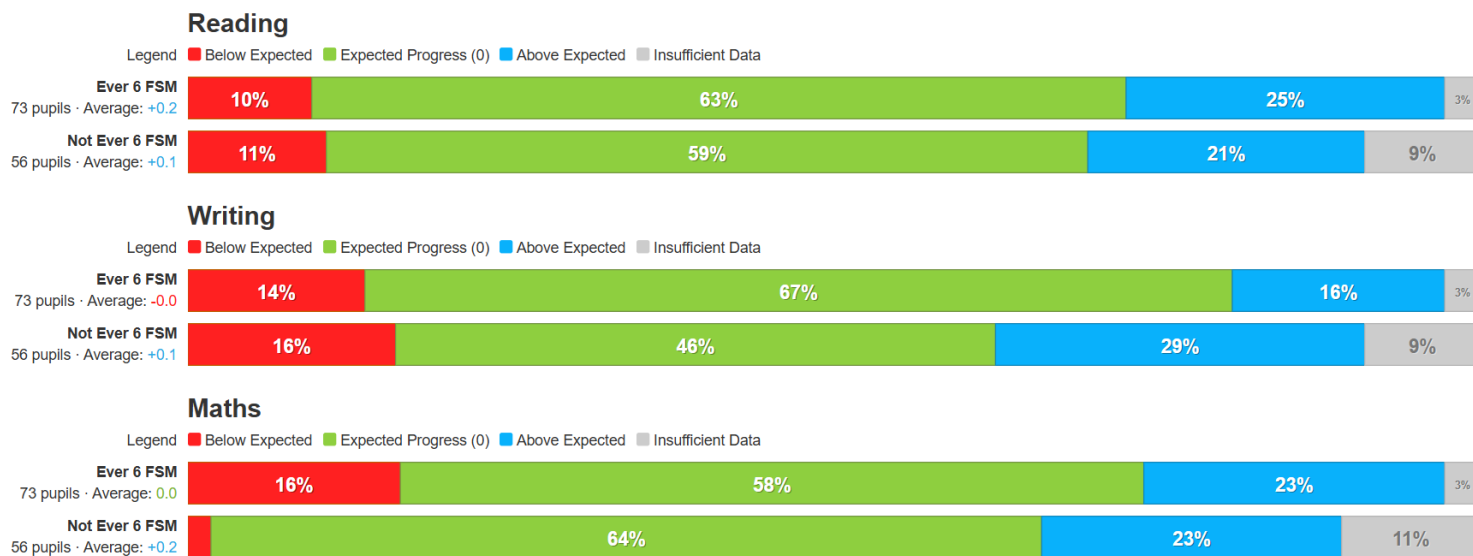
**Total budgeted cost: £155,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Progress of disadvantaged:



25% of Pupil Premium children made accelerated progress with Reading (identical to the 25% from the previous year), again a huge focus of this academic year.

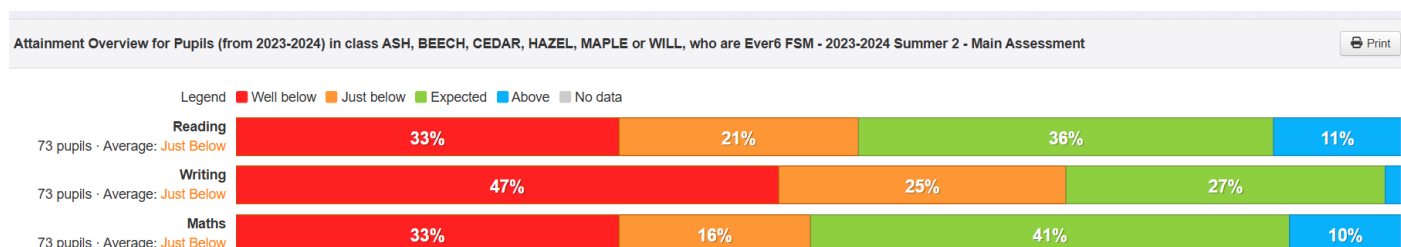
88% of Pupil Premium Children have made better or expected progress in Reading and this is slightly higher than the 80% of non-Pupil Premium who have made better or expected progress.

**Reading** – of the 18 children who made accelerated progress, 4 pupils (22%) moved from Just Below Expected to Expected. 3 pupils (17%) moved from Below to Expected which represents outstanding progress.

**Writing** – of the 12 children who made accelerated progress, 4 pupils (33%) moved from Just Below Expected to Expected.

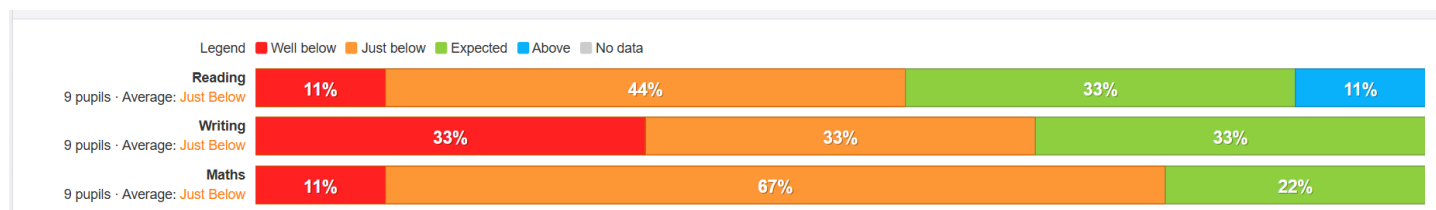
**Maths** - of the 17 children who made accelerated progress, 5 pupils (29%) moved from Just Below Expected to Expected. 4 pupils (23%) moved from Expected to Greater Depth

#### Disadvantaged Attainment:

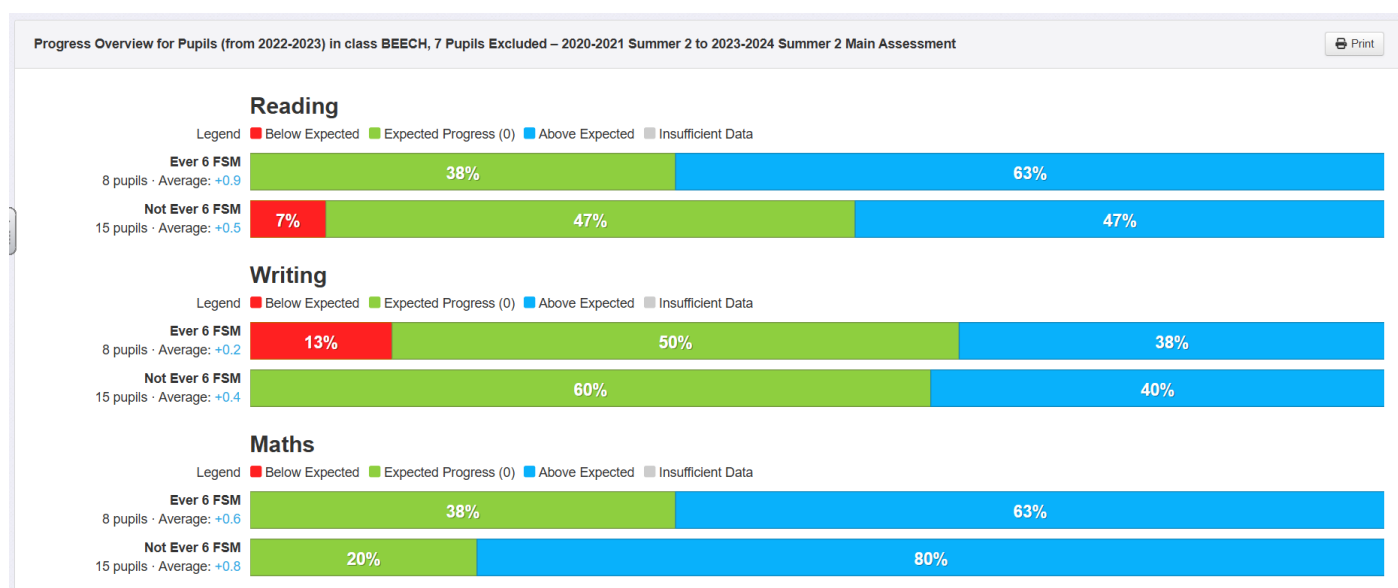


## Statutory examinations:

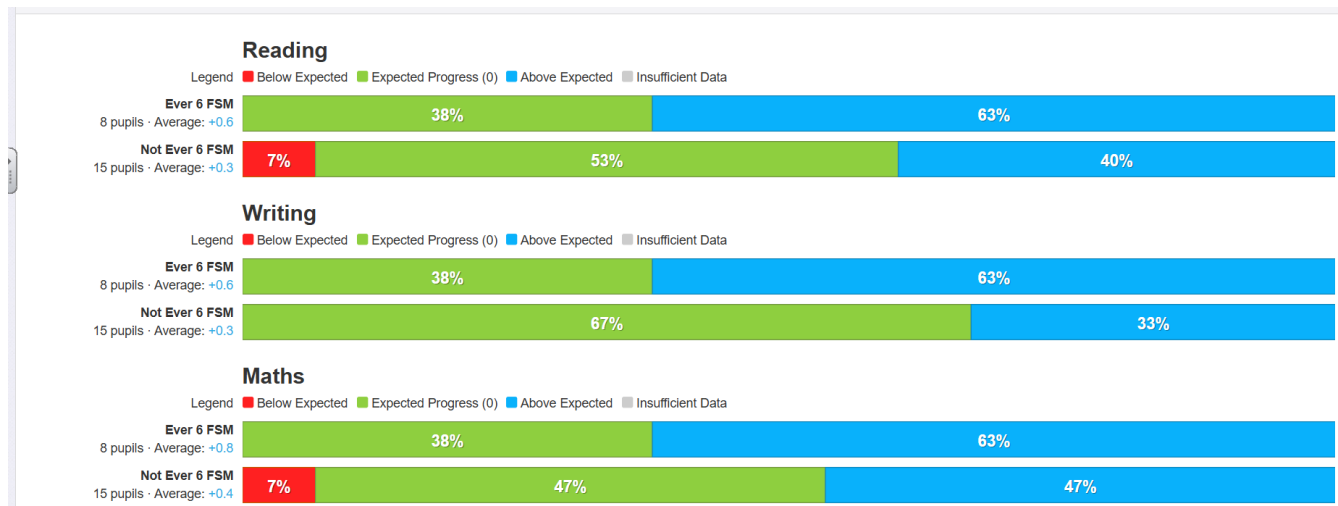
- **Y1 Phonics Check 2024** – 81% of Disadvantaged Children passed (13 out of 16). This is significantly higher than the Wiltshire Average of 63% for Disadvantaged Children. **9 children DLs from this cohort worked with the Academic Mentor and 8/9 passed the Phonics Screening Check – 89%.**
- **Y1 Phonics Check 2023** – 82% of Disadvantaged Children passed (14 out of 17). This is significantly higher than the Wiltshire Average of 59% for Disadvantaged Children.
- **KS2 SATs Results for DLS:**



- **KS2 Progress**
- **End of KS2 Progress Overview from the beginning of Y3 to the end of Y6.**



- **The majority of our DLs made good or better progress in Reading, Writing and Maths when using the beginning of Y3 as a baseline.**
- There is no significant variance between Pupil Premium and Non-Pupil Premium progress in Writing and Reading;
- Pupil Premium progress in Maths was slightly below Non-Pupil Premium.



**Review of outcomes in the previous academic year in regard to the impact of specific interventions implemented within the last PP plan:**

**Reading specialist / Academic Mentor –1:1 Phonics Tuition (catch-up): 7/8 of this group passed the phonics screening check = 88%**

**Average point score increase from October 2023 to June 2024 = 25 points**

All children who worked with the reading specialist made better or accelerated progress.

**0/8 had passed in October 2023 when the Reading Specialist started and 7/8 (88%) passed the Phonics screening test in June 2024.**

**Numbers Count – Maths Intervention Programme for the lowest 20% in Y1, Y2 and Y4**

Y2 Average gain in months (Sandwell test) 21 months (5 pupils)

Y4 Average gain in months (Sandwell test) 26 months (6 pupils)

All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular Music or sports tuition.

- 80% of children eligible for PPG, for at least one term across the year, attend a suitable, quality extra-curricular club in 2023-24. -> Target exceeded
- 80% of children eligible for PPG attend the Y6 residential school trip in 2024. -> Target achieved

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc Synthetic Phonics Programme	Ruth Miskin Phonics Training
SCODE Spelling	<p>SCODE Spelling provider Etymology enriched. Phonics based Spelling.</p> <ul style="list-style-type: none"> <li>• <b>Systematic &amp; Phonics-Based:</b> Scode is a structured spelling scheme designed for Years 2–6.</li> <li>• <b>Curriculum-Aligned:</b> Covers all aspects of the National Curriculum through highly structured lessons planned and resourced by teachers, for teachers.</li> <li>• <b>Research-Based:</b> Embraces the science of learning with built-in retrieval, knowledge-based tasks, and a range of assessments to ensure cutting-edge spelling instruction.</li> <li>• <b>Holistic Approach:</b> Develops vocabulary, cultural capital, and oracy—more than just a spelling scheme.</li> </ul>
Wiltshire Times Tables Check Strategy Maths Frame	Linda Wynn ex-Wiltshire Maths Adviser <a href="https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check">https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</a>
White Rose Maths	Premium Resources
Third Space Learning	Premium Maths Resources
Mini Police	<p>Wiltshire Police Force</p> <p>The main aim of the Mini Police programme is to increase trust and confidence with young people, their families and the communities that we police, and to develop skills and self-esteem in pupils who participate.</p> <p>This is achieved through structured, consistent and quality delivery and an approach which encompasses early intervention, the delivery of safety messages, preventative education and long-term problem solving.</p> <p>The Mini Police programme supports the principles of preventing crime, reducing Anti-Social Behaviour (ASB) and reassuring communities, working with partner agencies, raising awareness of online safety and digital crime as well as helping to safeguard vulnerable young people in our communities.</p>
Phunky Foods	The PhunkyFoods Programme supports the health and food education of young children, aged 4-11 years, using a whole school approach to health. Working in partnership with Local Authorities, our schools' programme forms part of the wider whole systems approach to a healthier weight.

**Project Budget Details – 11 by 11 – in the 2023-24 academic year every child in KS2 had a high quality History visit free of charge because of an external funding provider.**

<b>Educational Visit</b>	<b>Item</b>	<b>Costings</b>
Year 3 – The Roman Baths	Coach & Museum	£500
Year 4 – 878 AD	Coach	£380
Year 4 – 878 AD	Museum Entry & workshops	£260
Year 6 – Army Flying Museum	Coach	£300
Year 6 – Army Flying Museum	Museum Entry & workshops	£180
Year 5 – Tank Museum	Coach	£400
Year 5 – Tank Museum	Museum Entry & workshops	£150
	<b>Total Funding Received</b>	<b>£2170</b>

**Service pupil premium funding – a very small sample of pupils so not possible to publish data as this would breach GDPR.**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information

*High Quality First Teaching is at the very heart of all we do.*

*We know our pupils and have a 'finger on the pulse' culture to respond directly to their individual needs.*

*Strong parent and home relationships and communication is always a priority, but especially during the pandemic.*

*Leadership opportunities for all pupils but ensuring disadvantaged pupils are encouraged to lead and raise self-esteem and aspiration.*

*Ensure access to our 11 by 11 Woodlands Primary school experiences for pupils are tracked by the class teachers through the Individual Action Plans.*