

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 2026

Detail	Data
School name	Woodlands Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	57% (104 pupils) - £1550 per child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
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)	£161,200 (104 pupils)
Pupil Premium – Service Pupils (£340 pp)	£1,080 (3)
Pupil Premium – Adopted from Care (£2570 pp)	£5,380 (2)
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	£167,660

Part A: Pupil premium strategy plan

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
Whole-school ethos of attainment for all	Have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
Addressing behaviour and attendance	Ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families

High quality teaching for all	Emphasise and deliver 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice
Meeting individual learning needs	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.
Deploying staff effectively	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
Impact driven and responsive to evidence	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.
Ambitious leadership	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.

Challenge number	Detail of challenge
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 2023, 2024 and 2025 Reception Baseline indicated that a large percentage of our 2023-24, 2024-25 and 2025-26 FS2 DL cohort started the year well-below national expectations in Maths, Literacy, Communication and Language. However in 2025 our DL GLOD of 54% exceeded our non-DL GLOD which was 52%.
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 2025-2028

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
The attendance of our disadvantaged children is at least in line with the rest of the school and meeting the set target of 94%.	<ul style="list-style-type: none"> Attendance is at 95% or greater by the end of the 3-year period. Attendance is the same or greater than non-pp children by the end of the 3-year period. Attendance target for DLs for 2025-26 92.2% Attendance target for DLs for 2026-27 94.2%
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> 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. 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. Blast or Talk-Boost in FS1 (Oaktree Nursery) improves pupils oral language skills as early as possible. The Cracking Communication Education Endowment Foundation (EEF) Project is designed to help FS2 and Y1 pupils improve their oral language skills. 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.

<p>Increase opportunities for cultural capital for disadvantaged pupils to achieve greater equality</p>	<ul style="list-style-type: none"> All KS2 children eligible for PPG are offered (and encouraged to take up) extra-curricular Music or sports tuition. 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 80% of children eligible for PPG attend the Y6 residential school trip in 2024. 85% in 2025 and 90% in 2026. Ensuring that every child leaves Woodlands having experienced at least 11 of the experiences in the 11 by 11 scheme. From 2025 Every child in Y5 & Y6 has the opportunity to visit a local theatre (the Salisbury Playhouse).
<p>Exceptional CPD leads to a supported and successful PPG strategy championed by all staff. All children will be able to get access to daily high quality teaching.</p>	<ul style="list-style-type: none"> PPG Leader and Subject Leaders will engage whole staff body through training, coaching, sharing good practice and using resources strategically. PPG children will be additionally tracked as part of the assessment schedule (Pupil Progress Meetings) and SEND reviews. Minutes of Governing Body and Finance / Curriculum Committee meetings will demonstrate robust overview of PPG and service premium. Internal and external monitoring will show that teaching is improving. Teachers will know, use and talk about the guiding principles of QfT (EEF 2020).
<p>Our disadvantaged children can talk more confidently about their learning, particularly when talking about how they are doing and why they have been successful.</p>	<ul style="list-style-type: none"> 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. Pupil Behaviour surveys will also have a specific focus on DLs.
<p>Continue to raise standards in Phonics in EYFS and KS1.</p>	<ul style="list-style-type: none"> Increase DL GLOD to 50% in 2024 and to ensure 50% in the Literacy ELGs (Early Learning Goals) – Target Exceeded 60% GLOD and 60% Literacy ELGs Increase DL GLOD to 55% in 2025 and to ensure 55% in the Literacy ELGs (Early Learning Goals) – Target Achieved 55% GLOD Increase DL GLOD to 57.5% in 2026 Increase GLOD to 60% in 2027
<p>The attainment of our disadvantaged children is at expected levels or higher in phonics / reading.</p>	<ul style="list-style-type: none"> Data shows that accelerated progress is made over the three years. 70% or better DLs pass the phonics test in Y1 in 2023 – Exceeded 82.4% 75% or better DLs pass the phonics test in Y1 in 2024 – Exceeded 81.3% 80% or better DLs pass the phonics test in Y1 in 2025 – Exceeded 90% This is significantly higher than the Wiltshire average of 61.2% 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>2025 KS2 Pupil Premium Reading is at least 60-62.5% and PP Reading progress is at least 0.5+ - Target Achieved Woodlands 60% compare with the Wilts LA Average of 56.1%</p> <p>2026 KS2 Pupil Premium Reading is at least 50-56% and PP Reading progress is at least 0.5+.</p>
<p>The gap between our DL and non-DL is significantly narrowed in Spelling.</p>	<ul style="list-style-type: none"> • 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.
<p>Our disadvantaged children have strategies to help them self-regulate.</p>	<ul style="list-style-type: none"> • 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. • Further reduce Fixed Term Exclusions.
<p>Our disadvantaged children are engaging with mastering early number and times table practise.</p>	<ul style="list-style-type: none"> • Times table tracking data will show increased progress over time for our disadvantaged children. Target our children in Year 4 will exceed the national and Wiltshire Average test score for the Multiplication Tables Check. • 2025 Target Achieved: Woodlands 19.5 Wilts 18.4 National 19.3

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: £77,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality teaching of Phonics</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>Staff will build talking and listening into all activities across the whole school day.</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>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>"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."</p>	<p><u>2</u>, <u>3</u>, 4, 7</p>
<p>High Quality Teaching of Reading</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><u>2</u>, 3</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>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.</p>	<ul style="list-style-type: none"> • 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; • 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. 	<p>£1000</p>
<p>Spelling <i>Spelling Scheme – SCODE Spelling – a key part of our relentless focus on narrowing the Spelling gap between DLs and non-DLs.</i> <i>Cost – the new SOW which includes the cost of new books on an annual basis.</i></p>	<p>Although the teaching of phoneme-grapheme correspondence underpins this programme, it also develops children’s knowledge of word families, how suf-fixes 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>2, 4, 7</p> <p>£500 including staff training costs</p>
<p>Robust instruction of curriculum specific vocabulary</p>	<p>We will be exposing children to a wider range of subject specific vocabulary.</p> <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</p>	<p>2, 3, 6</p>

	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.	
Times-table project	<ul style="list-style-type: none"> 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. <p>The programme focuses on two elements of learning times tables.</p> <ol style="list-style-type: none"> Deliberate practise linked to auditory memory. Understanding commutative law. <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>	5
Deployment of Teaching Assistants to enable the provision of high impact TA interventions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</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"> Use of TAs to teach targeted flexible groups; Pre-teaching of curriculum content. 	2, 3, 4, 5, 6 £40,000
Training for staff on mental health of pupils	<p>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. 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</p> <p><i>Update: The school Mental Health lead has completed the training.</i></p>	1, 5 £500 original cost of the Creative Education website
DA lead monitoring time with SENDco	<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
SEND training on working memory, de-escalation and autism.	Training for all staff from and via SENDco / Wiltshire Behaviour Support input / Family Link Partner to support all SEND pupils and particularly those with Pupil Premium.	1-7 £500

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

Budgeted cost: £74,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group and 1:1 Tuition (Catch-up) – using a qualified teacher – Reading Specialist / Academic Mentor</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Experienced Academic Mentor / Phonics / Writing Intervention Catch-Up tutor: FS2 Pupils: Phonics focus – May to July 2026</p> <p>Y1 Pupils – Phonics focus: October 2025 - June 2026; Reading Comprehension Booster / Post-Assessment Pupil Conferencing: 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).</p> <p>Y6 Pupils – Reading Comprehension focus – December 2025 – May 2026 – a focus on 7 DLs.</p>	<p>1, 2, 3, 4, 7 £15,000</p>
<p>Additional Reading and Phonics for the bottom 20%.</p>	<p>1:1 and small group sessions with the lowest 20% of children in Y1. 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>Early Talk Boost</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>

Cracking Communication – EEF Project	<p>The aim of the Cracking Communication project is to support school leaders and also Reception & 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 was launched in Autumn 2024, provides 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>	2, 7 £4,000
Number Count – Maths Intervention Programme for the lowest 20% - a focus on Year 2, Year 4 and Year 5	<p>A specialist Numbers Count Teacher will deliver small group tuition to the lowest 20%. This will start in Term 1 2025 and will run into the middle of Term 4 2026.</p>	1,5, 7 £14,000
Number Stacks Intervention for the lowest 20%	<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"> • place value • addition & subtraction • multiplication & division • fractions • decimals and percentages <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
Times tables – Maths Frame	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	1, 5
Y6 Maths (2025-26) for Disadvantaged Learners – ensure accelerated progress	<p>Focused Arithmetic support for x5 Year 6 pupils to ensure they make accelerated progress and achieve the expected level by the end of Year 6</p> <p>X1 Breakfast Club Session per week (Tuesday mornings) from Spring 1 until the start of the KS2 SATs in May 2025.</p>	6 £2,500
Y5 & Y6 Reading Comprehension (2024-25) for Disadvantaged Learners – ensure accelerated progress	<p>Reading Comprehension Booster / Post-Assessment Pupil Conferencing: Y6 Pupils (x7 pupils) – December 2025 - May 2026;</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</p>	1, 6 £2,000

	<p>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"> • Teaching 10 essential comprehension strategies based on research • Breaking down national test questions into 5 types to build test skills and confidence. • Including diagnostic guidance to close gaps. <p>Y5 Pupils (x6 pupils) – June 2026 - July 2026;</p>	
Parental engagement and support	<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"> • 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; • 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. 	1, 5 £22,000

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive	<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
Attendance	Dedicated time for Attendance Lead to work with the Deputy Head (LJ) looking at attendance data and patterns and reviewing attendance actions – ½ day per week	£2000
Trips – High quality curriculum enrichment trips.	<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>	2 £5,000

	<p>Y3 – History – Stonehenge Y4 – History Y5 – History – WW1 – The Tank Museum Y6 – History – WW2 – Milestones Living History Museum – WW2 the Home Front https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
Music Tuition	<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>	1, 2
ELSA Specialist Play Therapy	<p>It is essential that we know our children and their families and can spot any ‘triggers’ that may affect their learning.</p>	6 £6,000
Healthy Living – fruit and vegetable tasting Healthy Living – Funky Foods	<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>	1,2,7
Supporting well-being and emotional development	<p>Wiltshire Mini-Police Scheme for Y5 pupils</p>	1, 2, 7
Breakfast Club	<p>Some spaces are allocated for Pupil Premium children.</p>	1 £2000

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 2024 to 2025 academic year.

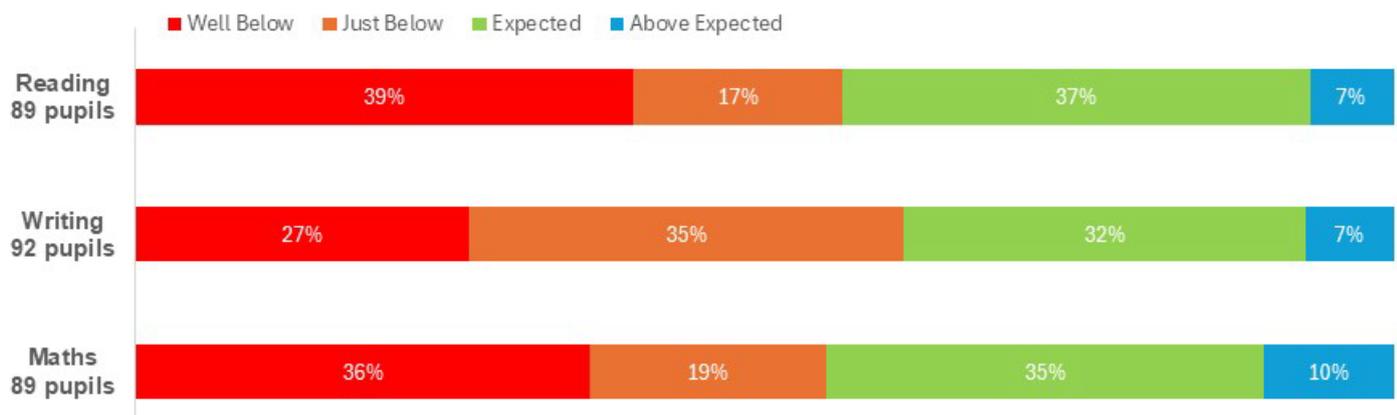
Progress of disadvantaged:

			Reading	Writing	Maths
			Progress from 2024-2025 Aut2	Progress from 2024-2025 Aut2	Progress from 2024-2025 Aut2
All Pupils	Main Assessment	Ever 6 FSM			
		Not Ever 6 FSM			
	NFER Standardised Scores	Ever 6 FSM			
		Not Ever 6 FSM			

38% of Pupil Premium children made accelerated progress with **Reading** (an increase from 25% the previous year), again a huge focus of this academic year.

76% of Pupil Premium Children have made better or expected progress in **Reading** and this is lower than the 83% of non-Pupil Premium who have made better or expected progress.

Disadvantaged Attainment – whole school:



The data shows 3 extra pupils in Writing as these 3 pupils were disapplied from the Y6 Reading and Y6 Maths tests as they were working at PreKS2.

Statutory examinations:

Y1 Phonics Check 2025

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)		
				2023	2024	2025
Local Authority - Wiltshire		Cohort	716	729 -	691 -38	727 +36
		WA	61.2%	58.2% -	64.1% +5.9%	61.2% -2.9%
		APS	0.3	27.9 -	29.8 +1.9	28.6 -1.2
2190	Woodlands Primary School	Cohort	15	18 -	16 -2	10 -6
		WA	84.9%	83.3% -	81.3% -2.0%	90.0% +8.7%
		APS	0.3	31.4 -	32.1 +0.7	35.4 +3.3

Y1 Phonics Check 2025 – 90% of Disadvantaged Children passed (9 out of 10). This is again significantly higher than the Wiltshire Average of 61.2%. In addition to this it is worth noting that the Wiltshire average for DLs dropped by 2.9% whereas Woodlands increased by 8.7%.

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.

10 children DLs from this cohort worked with the Academic Mentor and 9/10 passed the Phonics Screening Check – 90%.

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 on a Page (NPD)

Key Stage 2

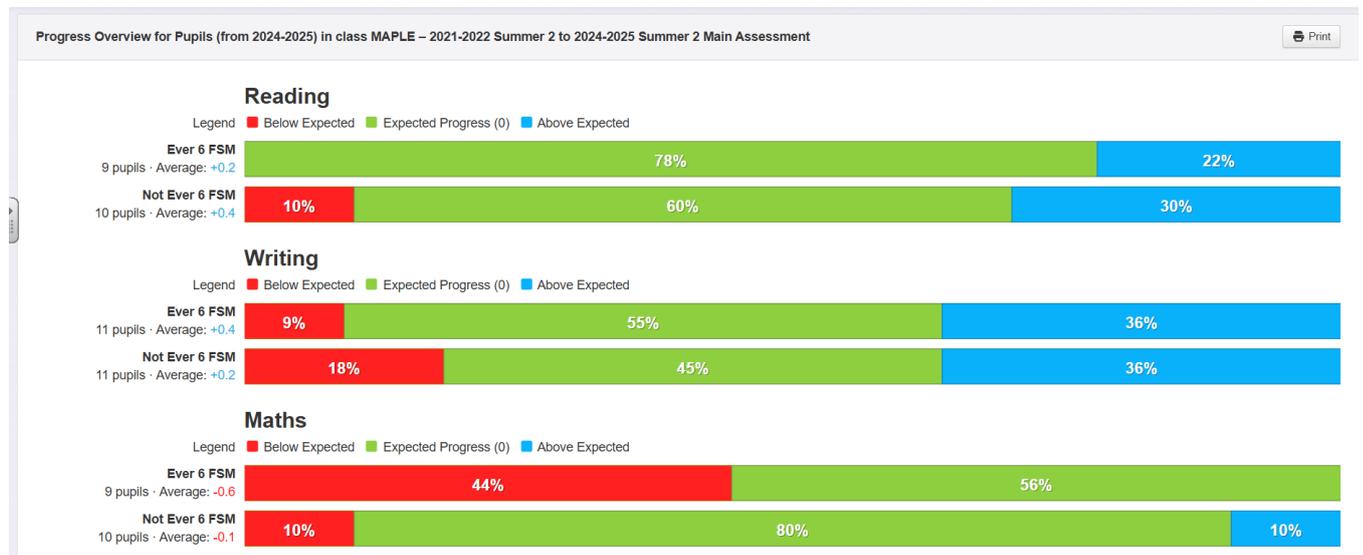
CONTEXT	Woodlands Primary School (2190)	Local Authority - Wiltshire	
Item	Value	Value	Gap
Cohort	15	1,125	n/a
Sex (Male)	66.7%	50.5%	+16.2%
SEN Support	46.7%	26.8%	+19.9%
EHCP/Statement	13.3%	14.8%	-1.5%
Ethnicity (BME)	0.0%	9.7%	-9.7%
Language (EAL)	0.0%	7.2%	-7.2%
Disadvantaged	100.0%	99.6%	+0.4%

ATTAINMENT & ASSESSMENTS

		Woodlands Primary School (2190)	Local Authority - Wiltshire	
Subject	Level	Value	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	46.7%	37.8%	+8.9%
	GDS/High Score	6.7%	1.7%	+5.0%
Reading	≥Exp.Std.	60.0%	56.2%	+3.8%
	High Score	13.3%	16.7%	-3.4%
Writing (TA)	≥EXS	66.7%	50.5%	+16.2%
	GDS	13.3%	4.5%	+8.8%
Maths (test)	≥Exp.Std.	46.7%	53.6%	-6.9%
	High Score	20.0%	9.7%	+10.3%

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.

In Reading and Writing our DLs have made slightly better progress than our non-DLs.

DLs progress in Maths was below Non-Pupil Premium and this is a key focus area for the 2025-26 cohort.

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

Y1 Phonics 2024-25 Reading specialist / Academic Mentor – 1:1 Phonics Tuition (catch-up): 4/5 of this DL Group passed the phonics screening check = 80%

Year 1 Phonics Progress Report 2024–2025

Reading Specialist / Academic Mentor – 1:1 Phonics Tuition (Catch-Up Intervention)

During the 2024–2025 academic year, targeted 1:1 phonics tuition was delivered to a discrete group of Year 1 pupils identified as requiring additional support to meet age-related expectations. Intervention was provided by the Reading Specialist / Academic Mentor and focused on closing gaps in phonological awareness, grapheme–phoneme correspondence, blending for reading, and segmenting for spelling.

Phonics Screening Check Outcomes

Target Achieved - of the five pupils within the DL intervention group, 4 out of 5 (80%) passed the Phonics Screening Check. This represents a strong outcome for a cohort identified as working below expected levels at the start of the academic year.

Attainment and Progress Data

Baseline assessments conducted in October 2024 indicated an average point score of **14.6** across the group. By June 2025, the average score had increased to **31.7**, demonstrating a mean increase of **17.1 points**.

This substantial improvement evidences accelerated progress over the course of the intervention period.

Impact of Intervention

All pupils who worked with the Reading Specialist made **accelerated progress** from their starting points. The structured, systematic 1:1 approach enabled:

- Targeted identification and addressing of specific phonics gaps
- Increased confidence in decoding unfamiliar words
- Improved automaticity in grapheme recognition
- Greater accuracy in blending and segmenting
- Enhanced readiness for the Phonics Screening Check

The high pass rate and significant average point score increase demonstrate the effectiveness of the catch-up provision. Pupils not only improved in measurable attainment outcomes but also developed greater independence and resilience in early reading tasks.

Summary

The 2024–2025 Year 1 1:1 phonics intervention delivered measurable and meaningful impact. With 80% of the identified DL group meeting the Phonics Screening threshold and all pupils making accelerated progress, the intervention has successfully narrowed attainment gaps and supported pupils towards age-related expectations.

Further targeted support will continue to ensure sustained progress into Year 2, particularly for pupils who require ongoing consolidation of Phase 5 phonics and application skills in reading and writing.

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

The SLT look at progress across all abilities, including vulnerable groups to make effective use of the Pupil premium funds.

The assessment covers all areas of number, counting, calculation and mathematical language. It identifies strengths and areas for development. Tailored teaching allows children to make accelerated progress.

Children have made accelerated progress. All children at Woodlands achieved a number age gain higher than the national average, after about 40 lessons. (National average for 2024 was 13 months)

Child engagement is high due to the fact the pace of learning meets individual needs and children are encouraged to plan their own learning journey.

As well as teaching maths skills, the Numbers Count journey helps children learn how to learn and coaches them to be resilient learners. Trust develops.

Specific teaching of vocabulary and stem sentences was successful.

High expectations helped the Year 6 Numbers Count children to finally learn their times tables which they could then apply to problem solving and improve their pace.

The Numbers Count teacher was able to support class learning such as pre teaching vocabulary or modelling how to use place value resources with calculation mats before children took part in class learning.

Once concepts were mastered using resources the expectation was children would then be able to solve problems mentally or by recording.

Year 6 cohort SATs 2024 / 2025 –

Three children who the NC teacher worked with during their time at Woodlands achieved their SATs and a further four children achieved a standard score of 96 and above.

Target Achieved

90% 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"> • Systematic & Phonics-Based: Scode is a structured spelling scheme designed for Years 2–6. • Curriculum-Aligned: Covers all aspects of the National Curriculum through highly structured lessons planned and resourced by teachers, for teachers. • Research-Based: Embraces the science of learning with built-in retrieval, knowledge-based tasks, and a range of assessments to ensure cutting-edge spelling instruction. • Holistic Approach: Develops vocabulary, cultural capital, and oracy—more than just a spelling scheme.
Wiltshire Times Tables Check Strategy	Linda Wynn ex-Wiltshire Maths Adviser

Maths Frame	https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check
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 Phunky Foods 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 2025-26 academic year every child in KS2 had a high quality History visit free of charge because of an external funding provider.

Educational Visit	Item	Costings
Year 3 – Stonehenge – English Heritage	Coach & Museum	£500
Year 4 - TBA	Coach & Museum	
Year 5 – Tank Museum	Coach	£400
Year 5 – Tank Museum	Museum Entry & workshops	£150
Year 6 – The Milestones Museum	Coach	£300
	Total Funding Received	£2170

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:

Measure	Details
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.