



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Woodley CofE Primary School |
| Number of pupils in school | 2024/25 299 2025/26: 292 |
| Proportion (%) of pupil premium eligible pupils | 15% (45 Children) 13% (39 Children) |
| Academic year/years that our current pupil premium strategy plan covers 3 Years | 2024/2025 2025/2026 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | L Gurney |
| Pupil Premium Lead | L Gurney |
| Governor / Trustee lead | S McMahon |
| Pupil Premium TA Champion | A Benham |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil Premium funding allocation this academic year | £67,375 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £67,375 |

Part A: Pupil Premium Strategy Plan

Statement of intent

We intend that all pupils make good progress and achieve high attainment across all subjects, but particularly in Reading, Writing and Maths. As our vision states, we aim for all children to achieve this irrespective of their background or the challenges they face. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal by reducing barriers they may face.

What are your ultimate objectives for your disadvantaged pupils?

- *For all disadvantaged pupils to make good progress against their targets in school and to meet or exceed age related expectations in Year 6 to ensure they are secondary school ready.*
- *To continue to try to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.*
- *To improve the attendance of all disadvantaged children through continued close monitoring and work to address barriers.*
- *To raise the expectations and aspirations of these children and their families through promoting cultural capital*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*

How does your current pupil premium strategy plan work towards achieving those objectives?

- *Good quality wave 1 teaching to support the needs of the children and leads to good progress*
- *A curriculum that addresses cultural capital*
- *Staff CPD*
- *Interventions to support progress in key areas such as reading and maths.*
- *Subsidise trips and resources*

- *Mental health and pastoral support work*

'At Woodley C of E, each person is unique and accepted as a child of God. Through strong Christian values and our BRIGHT attitudes to learning, we inspire hearts and minds to create lifelong learners, who have the knowledge, skills and understanding to shine brightly in the world.'

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1. | PPG children have poor starting points, and many have a low baseline on entry to EYFS |
| 2. | PPG children are failing to achieve the rapid progress in reading, writing and maths, they need to make, to enable them to close the gap with their non-PPG peers. |
| 3. | Attendance of our PPG children as a group is lower than that of the whole school. |
| 4. | Limited parental engagement to support learning which impacts children's attitude to learning. |
| 5. | Some PPG children are experiencing social/ emotional and mental health problems. |

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 |
|--|---|
| 1. Disadvantaged children make more progress in EYFS | EYFS Profile shows improved progress from starting points, and this continues throughout KS1. |
| 2. Disadvantaged children to improve attainment and progress in reading, writing and maths. | KS2 outcomes show that children in the cohort are closing the gap with their peers and are making good progress. |
| 3. To achieve and sustain improved attendance for our disadvantaged pupils, to close the absence gap between them and their non-disadvantaged peers. | <ul style="list-style-type: none"> • Attendance will be in line with the school attendance target (95% or above) • The absence gap between disadvantaged children and their non-disadvantaged peers is closed. |
| 4. Greater parental engagement at school events and higher aspirations. Focused, tailored support for each disadvantaged family improves access to enrichment experiences, resulting in children having a sense of belonging and leading to greater engagement with their learning. | <ul style="list-style-type: none"> • Attendance at parents' evening for PPG families is aligned with their peers. • All children attend school trips, including the Year 6 residential trip. • 100% of disadvantaged children complete their home learning. |
| 5. Disadvantaged children receive support for social/ emotional issues, which leads to better outcomes. | <p>Outcomes to show improved social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> |

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Quality first teaching for all pupils (flexible grouping; increased awareness of PPG barriers and gaps in prior learning; lessons tilted; feedback and marking at point of learning; pupil progress meetings)</p> <ul style="list-style-type: none"> • Red Pathway. • Programme for reading. • Targeted support as 1:1 or small groups. | <p>Data, assessments and observations show that disadvantaged children make the expected progress every year and that by Year 6, 70-80% of children make ARE.</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium</p> <p>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach:</p> <ol style="list-style-type: none"> 1. Teaching 2. Targeted academic support 3. Wider approaches. <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> | <p>1, 2, 3</p> |
| <p>Embedding metacognitive strategies across the school curriculum</p> | <p>Evidence suggests that metacognition strategies and modelling of these in the classroom show that disadvantaged pupils are more likely to use these skills and will begin to manage their own learning and overcome their challenges.</p> <p>CPD programme of Walk throughs across the school</p> <p>Establishment of Woodley CofE Core 10</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> | <p>1,2</p> |

| | | |
|---|---|----------|
| Improving cultural capital of Disadvantaged children | <p>Evidence indicates that, in addition to academic and social outcomes, cultural capital contributes to a child's overall well-being. Children who are encouraged to explore various cultures, ideas, and experiences often develop a strong sense of identity and self-worth.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation.</p> | 1,2,3 4, |
|---|---|----------|

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

Budgeted cost: £24,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none"> • 1:1 and small group intervention in Read, Write Inc. • Accelerated reader programme • Voice 21. • Lunchtime Reading Club • Master readers. | <p>For all PPGs to have access to books at home to support learning and other resources to support teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | 1,2 |
| Web-based programmes to be used in school: | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,2,3 |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Reading Plus. • Nessy. • Freckle. | <p>Tuition targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils and is also effective to support those falling behind.</p> | |
|---|--|--|

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

Budgeted cost: £3,275

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none"> • 20/20/20 during lunchtime. • Part-time timetable • Soft start. • Zones of regulation. • Daily scaling. • Nurture support. • Senior Mental Health support • Active movement. | <p>Less unstructured time on the playground benefits disadvantaged children who are unable to self-regulate. Once lunchtime has ended, they are ready to learn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | <p>1, 2, 3, 5</p> |
| <p>Additional family funding to support:</p> <ul style="list-style-type: none"> • Part fund trips • Fund/part fund Year 6. Residential trip. • Provide printed materials and resources for home learning if online access is not available. | <p>PPG children benefit from increased enrichment opportunities.</p> <p>Children can access home/ online learning and any resources required.</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p> | <p>4,5</p> |

| | | |
|--|---|-------------|
| <ul style="list-style-type: none"> • Laptop loan. • Lunchtime reading. | | |
| <p>Tailored and focused support to families provided by the PP TA Champion.</p> <p>To build good relationships with families.</p> <ul style="list-style-type: none"> • Make parent consultation appointments. • Make parents aware of meetings/ events in school. • Break barriers to learning. • Support families to gain charity funding for the Year 6 residential trip. • Establish a good relationship with the family to support and improve attendance. • Signpost to out of school support • Sell pre-loved uniform | <p>Parental engagement enhances children’s learning through positive interactions, providing opportunities for parents to participate. All parents attended the consultations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>4, 5</p> |

Total budgeted cost: £67,375

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2025

2024-2025

Number of Disadvantaged Pupils:

Autumn 2024- 45 Disadvantaged pupils

Spring 2024- 45 Disadvantaged pupils

Summer 2024- 45 Disadvantaged pupils

Autumn 2025- 39 Disadvantaged pupils

Disadvantaged Outcomes:

| | | <u>Achieved Expected Standard</u> Woodley Disadvantaged | Wokingham | National | Woodley non-Disadvantaged |
|---|----------------|--|-----------|----------|---------------------------|
| Phonics Screening (2 pupils) | | 100% | 68% | 67% | 91% |
| End of KS1 | Reading | 50% | ----- | ----- | 65% |
| | Writing | 100% | ----- | ----- | 60% |
| Teacher Assessment (2 pupils) | Maths | 50% | ----- | ----- | 72% |
| | Reading | 40% | 84% | 75% | 79% |
| SATS Scaled score (5 pupils) | Writing | 40% | 76% | 72% | 75% |
| | Maths | 20% | 81% | 74% | 84% |

EYFS outcomes for Disadvantaged

| EYFS (4 pupils) | Woodley CofE Primary | Wokingham | National |
|-----------------|----------------------|-----------|----------|
| GLD | 25% | 53% | 51.4% |
| Reading | 25% | 63% | 60% |
| Maths | 25% | 68% | 63% |

Analysis

We have analysed the performance of our school's disadvantaged pupils using key stage 1 and 2 performance data, phonics check results and our internal assessments.

Early Years Foundation Stage (EYFS)

Outcomes for disadvantaged pupils in EYFS remained below local and national averages, with 25% achieving a Good Level of Development. Baseline assessments indicate that many disadvantaged pupils entered Reception with significantly lower starting points, particularly in communication, language and early literacy skills.

Targeted early intervention, including language development support and structured phonics teaching, enabled pupils to make progress from their starting points; however, attainment gaps remain.

As a result, the school will continue to prioritise:

- early language development,
- early reading,
- and parental engagement within EYFS.

Phonics

Disadvantaged pupils achieved strong outcomes in the Year 1 Phonics Screening Check, with 100% reaching the expected standard. This compares favourably with both local authority and national outcomes.

This indicates that structured phonics teaching and targeted small-group interventions were effective in supporting disadvantaged pupils to develop early reading skills.

Phonics intervention will therefore remain a key component of the strategy moving forward.

Key Stage 1

Due to small cohort numbers, outcomes should be viewed cautiously. Disadvantaged pupils demonstrated strengths in writing attainment, with all pupils achieving the expected standard.

Reading and mathematics outcomes showed greater variation, reflecting gaps in prior learning and inconsistent attendance for some pupils.

Targeted academic support and continued focus on quality first teaching remain priorities to secure consistent attainment across subjects.

Key Stage 2

End of Key Stage 2 outcomes show that disadvantaged pupils attained below national and local averages in reading, writing and mathematics.

Analysis indicates that:

- gaps in prior knowledge,
- lower attendance rates,
- and increased social and emotional needs

impacted attainment outcomes for this cohort.

Despite this, internal progress measures demonstrate that many disadvantaged pupils made expected progress from their individual starting points.

In response, the school has strengthened:

- targeted tutoring,
- reading fluency support,
- and metacognitive teaching strategies across Key Stage 2.

Attendance

Attendance for disadvantaged pupils remained below whole-school attendance figures, continuing a national trend following the pandemic.

Close monitoring, family support and personalised intervention resulted in improved engagement for several families; however, persistent absence remains an identified barrier for some pupils.

Improving attendance, therefore, continues to be a key priority within the current strategy plan.

Social, Emotional and Mental Health (SEMH)

An increasing number of disadvantaged pupils required additional pastoral and emotional support during the academic year.

Provision including nurture support, Zones of Regulation, and access to mental health support contributed to improved behaviour regulation, engagement in learning and classroom participation.

These wider strategies remain essential to enabling disadvantaged pupils to access learning successfully.

Overall Evaluation of Pupil Premium Spending

Overall, pupil premium funding enabled the school to provide targeted academic support, pastoral intervention and enrichment opportunities which supported disadvantaged pupils' engagement with school life.

Strengths identified include:

- strong phonics outcomes,
- improved access to enrichment activities,

- increased pastoral support,
- improved engagement with families.

Areas requiring continued development include:

- attainment in Key Stage 2 mathematics and reading,
- EYFS attainment,
- and attendance for disadvantaged pupils.

The current three-year strategy has therefore been adapted to place greater emphasis on early intervention, attendance support and high-quality teaching across the curriculum.

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 |
|-------------------|--------------------|
| Freckle | Renaissance |
| Reading Solutions | Dream box Learning |
| Nessy | ILT Education |