

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	Woodhouse Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	9.2% (38 pupils Oct 2025) Including 2 Service pupil premium
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Anne Crane - Headteacher
Pupil premium lead	Shona Smaldon
Governor	Alison Mansfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 45,350
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our whole school vision is to balance our academic ambition for each child with a determination to nurture their wellbeing. We aim to provide a welcoming, safe and caring environment where everybody is encouraged and enabled to become successful, resilient and confident learners. We have high expectations of all our pupils and endeavour to develop in each child a good understanding of the world in which they are growing up.

At Woodhouse Primary School, our pupil premium plan is strongly rooted in high quality teaching for all, with a focus on areas in which our disadvantaged pupils need the most support, based in assessment and analysis of the needs of individuals and groups. We know that high quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and will benefit all our pupils.

Our three year plan is based on a tiered model, focused on high quality teaching, targeted academic support and wider school strategies. The key principles are to deliver any aspect of the plan in fluid groupings in response to the needs of pupils. Proposed activities are based on evidence-based research - primarily from the EEF but also what has been evidenced to demonstrate significant impact in our robust evaluation of previous strategies.

Challenges

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

Challenge number	Detail of challenge
1	Observations, wellbeing data and discussions with pupils and families have identified that an increasing number of pupils are affected by social and emotional issues which are impacting on their wellbeing and their ability to regulate emotions and access learning
2	Our attendance data for the last 2 years indicates that attendance among disadvantaged pupils has been 2.5% lower than for non-disadvantaged pupils
3	Internal assessments, as well as end of Key Stage 2 attainment data, shows that attainment of pupils from disadvantaged backgrounds is below that of their peers in Reading, Writing and Maths in Years 3, 4 and 5.

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. Improve and sustain wellbeing and self-regulation for all pupils in our school, particularly our disadvantaged pupils	Wellbeing tracker, pupil conversations, parental feedback and behaviour records evidence improved resilience, confidence and self-regulation
2. Close the attendance gap by achieving and sustaining improved attendance for disadvantaged pupils	Sustained high attendance by 2028/29 demonstrated by: <ul style="list-style-type: none">• The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by at least 1.5%
3. Pupils make more rapid progress in reading, writing and maths from their starting points	By the end of Key Stage 1, pupils will have the necessary basic skills and foundational knowledge to access the curriculum and thrive in Key Stage 2. Progress for disadvantaged pupils is consistently in line with or greater than for non-disadvantaged pupils The difference in attainment between disadvantaged and non-disadvantaged pupils is lower at Woodhouse than nationally

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

Budgeted cost: £20,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support the implementation of evidence-based approaches	<p>Supporting continuous and sustained professional development (CPD) on evidence-based classroom approaches is important to develop the practice of teachers and will therefore lead to better outcomes for pupils including those who are disadvantaged.</p> <p>The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering effective CPD:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3
Professional development programme for TAs – Overcoming literacy barriers and supporting pupil independence from Great Heights Research School	<p>The EEF Guidance Report 'Deployment of Teaching Assistants' highlights the importance of ensuring that TAs are appropriately trained to do their work.</p> <p>The training programme aims to increase subject knowledge around key literacy barriers and effective pedagogies that TAs can employ to have a positive impact on pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	3
Training in Early Reading pedagogy (Little Wandle) to secure stronger teaching for all pupils (including those at KS2) Time for Phonics Lead to train staff and monitor and evaluate implementation	<p>This government-approved systematic synthetic phonics programme has been successfully implemented in previous years, resulting in good outcomes for disadvantaged learners</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>Pedagogical expertise is a key component of successful teaching of Early Reading (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3

<p>CPD for leaders and teaching staff (Calderdale, English Hub) in implementation of the DfE's Writing Framework, particularly focussing on spelling, transcription and composition</p> <p>Time for English Lead to develop the curriculum and monitor and evaluate implementation</p>	<p>The EEF Improving Literacy at KS1 and KS2 reports state that schools should promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling at KS1, and at KS2, develop pupils' transcription and sentence construction skills through extensive practice</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Ofsted's Strong Foundations and Telling the Story reports highlighted the need for schools to focus on foundational knowledge (spelling and handwriting)</p> <p>https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</p> <p>https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>https://www.gov.uk/government/publications/the-writing-framework</p>	3
<p>Change timetables in Y1 to allow time to focus on transcription</p>	<p>EEF promote regular and substantial practice to develop transcription skills</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	3
<p>Drawing Club</p>	<p>Previous implementation demonstrated a positive impact on children's confidence and motivation to write, as well as their mark-making and creativity</p>	3
<p>Fine and gross motor skills progression to support development and identify quickly pupils who need extra support using diagnostic assessments</p>	<p>EEF Improving Literacy at KS1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://www.gov.uk/government/publications/the-writing-framework</p>	3
<p>Maths Lead to evaluate our maths teaching and curriculum planning and refine to ensure there is a focus on enabling pupils to develop a rich network of mathematical knowledge</p>	<p>EEF evidence shows that quick retrieval of number facts is important for success in mathematics:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/mathematics-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</p>	3

<p>Staff receive professional development to embed social and emotional approaches into routine educational practices – whole class modelling of effective SEL approaches (PINS training)</p>	<p>Evidence from EEF's Teaching and Learning Toolkit shows that the average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme</p>	<p>1, 2, 3</p>
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Targeted academic support

Budgeted cost: £23,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions from Wellbeing Team to work one to one or in small groups with children who would benefit from developing their social and emotional skills</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p>	<p>Evidence from EEF's Teaching and Learning Toolkit shows that the average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2</p>
<p>Introduction of WellComm speech and language toolkit to ensure early identification of speech, language and communication needs, implement relevant interventions, and track progress (Staff CPD)</p>	<p>EEF research shows that oral language approaches have high impact on pupil outcomes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	<p>1,3</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further support - interventions to support reading - teaching assistant training and deployment - Little Wandle Catch Up and Keep Up (KS2)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</u></p>	3
<p>Introduce daily class teacher intervention time for years 1-6, including 'recap and reconnect' to ensure gaps are filled when pupils have been absent</p> <p>Additional teacher-led interventions in KS2</p>	<p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</u></p>	2,3
<p>Interventions to support language development and writing - teaching assistant training and deployment – Chatterboxes</p>	<p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</u></p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</u></p>	3
<p>Extend the tiered vocabulary model currently used in Reception into Year 1</p>	<p>Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. In turn, communication and language provide the foundations for learning and thinking and underpin the development of later literacy skills. Evidence suggests that the quality of these approaches is more important than the quantity. All children are likely to benefit from a focus on communication and language, but some studies show even larger effects for children from disadvantaged backgrounds.</p> <p>Previous use of this approach in Reception has evidenced positive impact on pupils' progress</p> <p><u>https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education</u></p>	3

Wider strategies

Budgeted cost: £1270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the expectations of set out in DfE guidance through:</p> <p>Continuing to publicise our school's 'Securing good attendance' guide for parents which sets out the expectations for school, parents and pupils and a clear pathway for communication when absence becomes a concern</p> <p>Frequent monitoring of attendance by the Wellbeing Team and communication with pupils and parents to find out and support barriers to attendance</p> <p>Analysis of absence patterns and activities to address this e.g. Toast and Talk before school on days of the week when pupils are most absent</p> <p>Wellbeing Team to identify with all disadvantaged pupils their barriers to attending school every day using Push and Pull activity which can then be addressed by the whole staff team</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Internal data shows the impact that one to one support from the Wellbeing Team for individual pupils, as well as improved communication with individual families has had previously on improving attendance in our school for individual disadvantaged pupils.</p>	1, 2

<p>Targeted one to one support by Wellbeing Team for children whose attendance is below 90%</p> <p>Develop relationships with parents to develop an holistic understanding of the barriers to attendance and context of our pupils</p> <p>Wellbeing Team to continue to seek external support as necessary e.g. School Nurse, Early Help, Family Support</p> <p>Training for Wellbeing Team in Emotionally-based School Avoidance</p>		
<p>Provide calm areas in all classrooms and a calm space for pupils to go at lunchtime.</p>	<p>This whole school approach aims to support pupils with social and emotional barriers by creating a sense of stability, safety and security</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme</p>	1
<p>Establish a school reading hub to encourage a love of reading and ensure access to high quality texts for all pupils, particularly disadvantaged pupils and those in KS2.</p> <p>Training for staff from 'Libraries for Primaries'</p>	<p>The National Literacy Trust 'Libraries for Primaries' evaluation report for 2023/24 highlights the importance of school libraries in fostering reading at the individual and school level.</p> <p>https://literacytrust.org.uk/research-services/research-reports/libraries-for-primaries-202324-evaluation/</p>	3

Total budgeted cost: £45,350

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.

Update - impact of the strategy in the third year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national data and our internal assessments.

The data shows that for 2025 and the three-year average from 2023-2025, the proportion of our disadvantaged pupils attaining the expected standard in Reading, Writing and Maths at the end of KS2 was close to the national average. The proportion of disadvantaged pupils attaining the expected standard in writing and maths was close to national average in Writing and Maths, but below in Reading. As a result of high quality CPD, phonics teaching (including interventions) is strong and therefore all disadvantaged pupils passed the Year 1 Phonics Screening Check. Our evaluation of the approaches delivered through the pupil premium strategy show that whilst teaching approaches have been effective on the whole, there is a need for more targeted interventions, particularly in filling gaps in knowledge that have emerged when pupils are absent.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, punctuality and wellbeing. The data demonstrated that attendance in 2024/5 had improved for disadvantaged pupils by 0.7% from the previous year, with significant improvements for some individuals. Whilst the improvement is pleasing, tackling absence remains a core focus of our strategy, as we believe it has a significant impact on outcomes for pupils. Our evaluation of the approaches used to support pupils' wellbeing have had a positive impact and we remain committed to placing pupils' wellbeing and positive engagement at the heart of our pupil premium strategy.

We have written a new three year strategy and this year's plan shows how we intend to use our budget for this academic year to improve the outcomes for disadvantaged pupils. The plan will run in conjunction with our school development plan.

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
KAPOW - Art, DT, Geography, History	Kapow
PPP	Primary PE Planning
Developing Experts - Science	Developing Experts Ltd

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional reading with adults Regular contact with wellbeing team for wellbeing chats Direct work with SENDCo to ensure additional needs are met Additional transition support Direct work with the Education Mental Health Practitioner
What was the impact of that spending on service pupil premium eligible pupils?	Reading fluency improved Have developed strategies to identify what worries are and how they can be resolved Increase in self-regulation Opportunities for pupils to discuss any worries and friendship concerns with a trusted adult Settled transition into next class

