



Woodlea Primary School Pupil Premium Strategy 2024-2027 (2024-25 Review)

Kindness Curiosity Courage Determination Resilience

This statement details our school's use of pupil premium 2024-2027 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	Woodlea Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Termly
Statement authorised by	Abigail Oliver (Headteacher)
Pupil premium lead	Abigail Oliver (Headteacher)
Governor lead	Alex Maxted

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800
Recovery premium funding allocation this academic year	£2030
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	£90830

Part A: Pupil premium strategy plan

Statement of intent

At Woodlea Primary School, we use Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education, to give them the best possible life chances, including the academic attainment, learning attitude and aspirations to be able to be successful in a wide range of employment opportunities in and beyond Hampshire. We strive for them to develop strategies for positive mental health and the resilience to overcome challenges, as well as the skills to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may impact on their learning and life outcomes.

Teaching and learning opportunities at Woodlea meet the needs of all pupils and appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed. We aim to raise standards across the school to at least the same attainment levels as non-Pupil Premium children. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. Alongside academic support, those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Moreover, they will have the opportunities to take part in enhanced provision to enrich their life experiences.

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

Challenge number	Detail of challenge	
1	EYFS, KS1 and KS2 Attainment	
	Attainment of disadvantaged learners in reading, writing and maths was below that of non-disadvantaged pupils, apart from in KS1 Reading, in 2024.	

2	Oracy Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills among many of our disadvantaged pupils. This can negatively impact their confidence and ability to communicate clearly in different situations, as well as and their progress across the curriculum. A high number of our children have access to mobile phones and, alarmingly, most choose to text rather than speak to communicate on these.
3	Attendance Attendance among disadvantaged pupils is lower than for non-disadvantaged pupils and persistent absence is over double that of non-disadvantaged learners. Attendance PP 2023-24 91.6% Attendance non-PP 94.6% Persistent Absence 2023-24 PP 21% Persistent Absence 2023-24 non-PP 10.4%. Lower attendance means loss of learning time and ability to access planned interventions/mental health support/life enriching events.
4	Parental engagement In some of our disadvantaged families, there is a lack of parental engagement relating to attendance at parent/carers events and supporting learning at home.
5	Mental Health It has been observed amongst our children at Woodlea that children who struggle with their mental health are frequently also those from disadvantaged backgrounds.
6	Cost of living crisis Many of our children from disadvantaged backgrounds come to school hungry, or having not eaten a healthy breakfast, so they are unable to concentrate/experience sugar lows. Families are often not equipped with the appropriate resources for school such as clothing, PE kit, or drink bottles. Our pupils from disadvantaged backgrounds are less likely to benefit from wider enrichment opportunities outside of school, such as cultural outings and learning to play a musical instrument, so can feel left out, have fewer experiences to talk about and feel proud of. Mobile phone access is high amongst these children and in conversations with them, a large part of their free time is spent on these.
7	Behaviour linked to poor self-image Analysis of behaviour shows that the small number of children who need support to regulate their behaviour at school have poor views of what they can achieve and respond by avoiding learning for fear of failure.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils attain well in all subjects and key stages.	There is no difference in attainment between Pupil Premium and Non-Pupil Premium children in EYFS GLD, Y1 Phonics, KS1 SATs, Y4 multiplication check and KS2 SATs.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Attendance for disadvantaged children improves so they can take full advantage of the school's offer.	Attendance rises to at least 96%, with no persistent absentees within the Pupil Premium group.
Families of disadvantaged children work in partnership with school to support them to achieve academically.	100% of parents/carers of PP children access learning workshops and attend parent/carer consultations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by pupil voice, pupil and parent surveys and staff observations
All disadvantaged children access activities and experiences which enhance cultural capital. The life aspirations and self-belief of disadvantaged children are raised and poor behaviour choices linked to self-belief are reduced.	All disadvantaged children attend at least one club a week per term. All disadvantaged children experience a life enriching trip/visitor/event every term. All disadvantaged children are visited by a wide range of professionals to inspire future career choices and life experiences.
All disadvantaged children are ready to learn and can maintain focus each day.	All disadvantaged children have access to a free breakfast each day. All disadvantaged children families have access to the correct uniform.

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: £5932.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
A high-quality programme of professional development is put in place to meet the needs of teachers, HLTAs and Learning Support Assistants. This will be linked to the Woodlea Journey to Excellence Plan and support the continual improvement of quality first teaching and subject knowledge. This will include subscription to the National College, CPD on INSET days/staff meetings, courses and Hampshire advisor support. Triangulate book looks, learning walks and pupil interviews, to ensure high standards are consistent across each class. Provide effective feedback and CPD.	Teachers and Learning Support Assistants with strong subject knowledge and ability to apply the principles of quality first teaching secure the best outcomes for children.	1
Staff to attend and fully participate in county Inclusion research project	Data across county shows disadvantaged pupils often achieve less well and CPD is key to making a difference.	1
Two members of staff to be trained by Voice 21 Project and disseminate this across the school.	An EEF report found that children in schools participating in a dialogic teaching study (with the aim of improving attainment and engagement through better classroom talk) made +2 months progress in English and science and 1+ in maths. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 7

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

Budgeted cost: £16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New English scheme to be introduced from Y1-6, The Literacy Tree.	Teachers and Learning Support Assistants with strong English subject knowledge and ability to apply the principles of quality first teaching in writing secure the best outcomes for children. Evidence suggest that children experiencing success with reading is a key component to reading progress	1
HLTA employed to go into class and either work with individuals/small groups of disadvantaged children, or cover for the class teacher to be able to do this. Classes where the attainment level for disadvantaged children is lowest to be prioritised. LSAs employed to run teacher planned or scheme planned maths, spelling/punctuation/grammar intervention sessions with the lowest attaining disadvantaged children in the afternoons, rather than being attached to one class.	Small group tuition EEF +4 months Small group tuition One to One tuition EEF +5 months One to one tuition TA interventions EEF +4 months TA interventions	1
Daily Fresh Start Read Write Inc Phonics Tutoring for disadvantaged children in KS2. KS2 LSAs to teach phonics groups in KS1 every day, so that groups can be smaller and children can progress at a rapid pace into the next group as soon as they are ready.	Phonics EEF +4 months Phonics Small group tuition EEF +4 months Small group tuition One to One tuition EEF +5 months One to one tuition TA interventions EEF +4 months TA interventions	1
Volunteer Reading Champions to be recruited to read with those pupils who are the lowest 20% in each class, or those not making at least expected progress.	Reading comprehension strategies EEF +6 months One to one tuition	1

Lowest 20% of children in Y3-6 to receive Third Space Learning individual online Maths Tuition for one hour a week over 5 months. (funded by DfE grant on conversion to the Trust this year, costing £10,000).	One to One tuition EEF +5 months One to one tuition	1
All disadvantaged pupils are to be provided with SATS revision packs in Reading, Maths and GPS, alongside supportive examples and models. Teachers spending session time and intervention time to support learning in these areas using these resources. Resources to be sent home to support parents.	Small group tuition EEF +4 months Small group tuition One to One tuition EEF +5 months One to one tuition TA interventions EEF +4 months TA interventions	1

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

Budgeted cost: £68874

Activity	Evidence that supports this approach	Challenge number(s) addressed
New library to be installed with 2000 new books to inspire children to read and open up their minds to wider experiences than their own. Ensure all disadvantaged children have access to high quality texts at home, including over the summer holiday.	Reading comprehension strategies EEF +6 months One to one tuition The Reading Framework The reading framework (publishing.service.gov.uk)	1, 2, 5, 6
Designated Mental Lead to be trained and then deployed to lead initiatives for children who need social and emotional support.	Social and emotional learning EEF +4 months Social and Emotional Learning	5, 7
ELSA employed 5 mornings a week to provide emotional support.	Social and emotional learning EEF +4 months Social and Emotional Learning	5, 7
Flick Theatre mental health workshop course for mental health in KS2.	WHO (World Health Organisation) defines positive mental health as 'A state of wellbeing in which the individual realises their own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a	5, 7

	contribution to their community. Social and emotional learning EEF +4 months Social and Emotional Learning Behaviour interventions EEF +4 months Behaviour Interventions	
My Happy Mind Scheme to be introduced.	Social and emotional learning EEF +4 months Social and Emotional Learning	5, 7
Attendance Champion to monitor pupils, follow up quickly on absences, liaise closely with parents, provide advice and guidance. Attendance termly raffle prizes and end of year medals for 100% attendance. Continue to use attendance mascots to be introduced to go into the class with the best attendance and for best percentage of children in school on time each week. Attendance policy procedures to be followed to hold parents/carers to account. Headteacher and Attendance Champion to meet fortnightly to analyse data. Monitor attendance on a daily basis and support families, including use of external agencies, where attendance is an issue	If pupils are not in school, they cannot access the school's full offer. Nfer briefing for school leaders identifies addressing attendance as a key step. Parental engagement EEF +4 months Parental Engagement	1, 3, 4
Aspirations to rise and children to broaden experiences through accessing enrichment activities including the arts.	Raising the self-esteem of pupils enables them to access new challenges confidently and with the mindset to succeed. Social and emotional learning EEF +4 months Social and Emotional Learning Arts Participation EEF +3 months Arts Participation	5, 6
Primary Behaviour Service to be accessed for staff to	Behaviour interventions EEF +4 months	5, 7

be supporting in helping our disadvantages children to better self-regulate their emotions and reduce behaviour crisis points.	Behaviour Interventions Arts Participation EEF +3 months Arts Participation	
Family Fridays to be introduced in our EYFS class, where parents/carers come into school and spend an afternoon sharing stories, learning how to play maths games or taking part in art or music activities.	Parental engagement EEF +4 months Parental Engagement	4
Phonics, maths and wellbeing workshops in school across the year to support families so they know how to assist their children at home.	Parental engagement EEF +4 months Parental Engagement Social and emotional learning EEF +4 months Social and Emotional Learning Phonics EEF +4 months Phonics	1, 4
Families will be financially supported to ensure children can engage in school trips and after school payable clubs.	Social and emotional learning EEF +4 months Social and Emotional Learning Arts Participation EEF +3 months Arts Participation Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.	6
Work with the food bank, develop clothing bank within school. Talk with families and listen so that support can have the greatest impact. Link with 3 counties money advice who provide free debt, benefits & money advice.	Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.	6
Visitors from different professions and visits to places of work will widen the aspirations of PP children.	Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.	7
Children to be provided with a free healthy and filling breakfast	It is important for pupils to start the day with a nutritious breakfast.	6

at Breakfast Club. Two members of staff plus food and activity resources.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	
Families experiencing poverty to be offered support with the cost of uniform/provided with second hand uniform.	School Uniform EEF: Uniform School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.	6, 7

Total budgeted cost: £88776.50

This plan will be reviewed at the end of each term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented. Money is set aside from the total budget to finance the introduction of strategies and support programmes for PP pupils throughout the coming year. These support programmes include literacy and maths-based resources that will enable disadvantaged pupils to diminish the difference between themselves and non-disadvantaged pupils.

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

A new interim headteacher and Interim Executive Board were in place until March 2024, at which point a permanent headteacher was recruited. Tracking and monitoring is now rigorous, with leaders being regularly challenged by the IEB and the Local Authority. Whilst below National averages, Year 1 Phonics, Year 2 and Year 6 outcomes have improved since 2022-23. Disadvantaged pupils reached higher levels of phonics attainment than non-disadvantaged pupils.

Part B: Review of outcomes in 2024-25

There has been a successful drive to improve attendance across the school. Our Attendance Champion has monitored pupils, followed up quickly on absences, liaised closely with parents and provided advice and guidance. Attendance policy procedures have been tightly followed to hold parents/carers to account. Attendance of disadvantaged children has improved, allowing them to take more advantage of the school's offer. Attendance of children in receipt of Pupil Premium is higher than the national average. The attendance is closer to that of the whole school, but it is not yet above 96% (92.2%). This is an improvement on 91% in the previous year. The percentage of persistent absentees who are children in receipt of Pupil Premium is lower than the national average for this group (20%), but is, however, still significantly higher than the whole school (9.8%). It is lower than last year (22%).

A high-quality programme of professional development has been put in place to meet the needs of teachers, HLTAs and Learning Support Assistants to support the continual improvement of quality first teaching and subject knowledge. This has included subscription to the National College, CPD on INSET days/staff meetings, courses and Hampshire/UNICAT advisor support. Triangulation of book looks, learning walks and pupil interviews is ensuring consistency across the school.

Two members of staff have completed the first year of the Voice 21 Project. The new English curriculum was introduced from Y1-6 and reviewed, with adaptations made ready for 2025-26.

In the EYFS, although those children not in receipt of Pupil Premium are higher achieving than those in receipt of Pupil Premium, the gap is smaller than last year. The percentage of children meeting the age related expectation is above 65% in all areas other than comprehension, word reading and writing (all 50%) so this will need to be a focus next year. GLD is 68.8% for children not in Receipt of Pupil Premium and 50% for those who are. This is a significant improvement on the previous year, when it was 14% GLD for children in receipt of Pupil Premium.

Phonics and maths workshops have supported families so they know how to assist their children at home.

KS2 LSAs teach phonics groups in KS1 every day, so that the groups can be smaller and children can progress at a more rapid pace into the next group as soon as they are ready. Volunteer Reading Champions in KS2 have been recruited to read with those pupils who are the lowest 20% in each class, or those not making at least expected progress.

A fantastic new library has been installed with 2000 new books to inspire children to read and open up their minds to wider experiences than their own. The School Library Service provided books for all children in receipt of pupil premium to read over the summer holiday, to ensure that they had access to high quality texts at home.

Daily Fresh Start Read Write Inc Phonics Tutoring has been provided for disadvantaged children in KS2. An HLTA has been employed to go into class and either work with individuals/small groups of disadvantaged children, or cover for the class teacher to be able to do this.

Classes where the attainment level for disadvantaged children is lowest has been prioritised. All disadvantaged pupils were provided with KS2 SATS revision packs in Reading, Maths and GPS, alongside supportive examples and models. LSAs ran teacher planned or scheme planned maths, spelling/punctuation/grammar intervention sessions with the lowest attaining disadvantaged children in the afternoons, rather than being attached to one class.

The lowest 20% of children in Y3-6 have received Third Space Learning individual online Maths Tuition for one hour a week after school over 5 months. Priority was given to Pupil Premium recipients, most of which took up the offer

Y1 Phonics Screening Check 68.4% of children not in receipt of pupil premium passed the Y1 Phonics Screening Check compared to 36.4% of those who are. This gap clearly needs to decrease next year.

KS1 SATS Results 2025

	Reading	Reading GDS	Writing	Writing GDS:	Grammar, Punctuation Spelling	Grammar, Punctuation Spelling GDS	Maths	Maths GDS	Combined	Combined GDS
PP	60%	0%	20%	0%	20%	0%	30%	0%	10%	0%
Not PP	88%	35.3%	76.5%	0%	76.5%	0%	76.5%	29.4%	64.7%	0%

The attainment level of this year's Year 2 was lower to start with, but a gap still remains between children not in receipt of Pupil Premium funding and children who are.

Reading gap is 28% (last year it was a 2% gap)

Writing gap is 56.5% (last year it was a 52% gap)

SPAG gap is 56.5% (last year it was an 18% gap)

Maths gap is 46.5% (last year it was a 44% gap)

KS2 SATS Results 2025

	Reading	Reading GDS	Writing	Writing GDS	Grammar, Punctuation Spelling	Grammar, Punctuation Spelling GDS	Maths	Maths GDS	Combined	Combined GDS
PP	57.1%	14.3%	42.9%	0%	50%	14.3%	42.9%	0%	28.6%	0%
Not PP	75%	31.3%	68.8%	6.3%	68.7%	18.8%	68.8%	18.8%	37.5%	0%

In KS2, the gap results are more positive. The gap is closing between children not in receipt of Pupil Premium funding and children who are, but there are still gaps to address next year.

Reading gap is 17.9% (last year it was a 35% gap)

Writing gap is 25.9% (last year it was a 27% gap)

SPAG gap is 18.7% (last year it was a 24% gap)

Maths gap is 25.9% (last year it was a 60% gap)

Progress has been strong towards improving the wellbeing of children in receipt of Pupil Premium. A Designated Mental Lead has been trained and then deployed to lead initiatives for children who need social and emotional support. Our part-time ELSA provides invaluable emotional support. Flick Theatre mental health workshops provided a course for mental health

in KS2. The school has adopted the My Happy Mind Scheme, which will be fully introduced from September 2025. The Primary Behaviour Service has been accessed for staff to be supported in helping our disadvantaged children to better self-regulate their emotions and reduce behaviour crisis points.

Families have been supported to ensure that disadvantaged children do not miss out. All Pupil Premium children are offered a free healthy and filling breakfast at Breakfast Club. Families have been signposted to the local food and clothing banks. Families experiencing poverty have received support with the cost of uniform. Families have been financially supported to ensure children can engage in school trips and after school payable clubs. Aspirations have been raised and experiences have been broadened through carefully planned enrichment experiences, including the arts.

Externally provided programmes

Programme	Provider
My Happy Mind (wellbeing)	My Happy Mind
The Literacy Tree (English)	The Literacy Tree
Oracy	Voice 21
KS2 Maths Tuition	Third Space Learning
CPD	National College