

Wood End Primary School: Pupil Premium Strategy Statement (2025–2028)

This statement details Wood End Primary School's use of **Pupil Premium (PP)** funding to help improve the attainment and holistic development of our disadvantaged pupils. This document outlines our strategy for the 2025/2026 academic year, which forms the first year of a recommended three-year plan.

1. School and Funding Overview

School Details

Detail	Data
School Name	Wood End Primary School
Total Number of Pupils	413
Pupil Premium Eligible Pupils	84 pupils (20.14%)
Strategy Plan Coverage	2025/2026 – 2027/2028 (3-Year Plan)
Date This Statement Was Published	November 2025
Date on Which it Will Be Reviewed	Termly (with a formal annual review in July 2026)
Statement Authorised By	Governing Body
Pupil Premium Lead	Warner Stainbank

Wood End Primary School: Pupil Premium Strategy Statement (2025–2028)

Funding Allocation (2025-2026 Estimate)

Detail	Amount
Estimated Pupil Premium Funding Allocation	£127,260.00
Recovery Premium Funding Allocation	£0
Total Budget	£127,260.00
<i>Note: The primary PP rate for 2025/2026 is estimated at £1,515 per eligible pupil (based on DfE indicative rates).</i>	

2. Part A: Pupil Premium Strategy Plan (2025/2026)

Statement of Intent

Our core aim is to **narrow the attainment and progress gap** between disadvantaged pupils and their non-disadvantaged peers across all areas of the curriculum. We are committed to a high-expectations, whole-school approach, ensuring that **Quality First Teaching** and robust, evidence-based intervention are the foundation of our work. Our strategy prioritises **closing the attainment gap in early literacy and oracy** while sustaining the vital **wellbeing and parental engagement** work that supports pupils' readiness to learn.

Key Challenges (Carried Forward and Refined)

Based on our internal analysis and the review of the 2024/2025 plan, we have identified the following challenges:

Challenge No.	Challenge Detail
1.	Communication and Language: Disadvantaged pupils, particularly those in EYFS/KS1, show lower-than-expected levels of communication, language, and vocabulary, impacting comprehension and access to the wider curriculum. (Carry-forward from 2024/2025)

Wood End Primary School: Pupil Premium Strategy Statement (2025–2028)

2.	Consistent Targeted Interventions: Sustaining a high level of consistent, bespoke intervention remains a challenge, often due to staff absence and the need for greater specialist capacity within school. (Refined from 2024/2025)
3.	Social-Emotional Barriers: A high proportion of families, including PP pupils, require support from specialist services (e.g., SALT, counselling). This suggests ongoing barriers related to health, wellbeing, and accessing external support networks. (Carry-forward from 2024/2025)
4.	Low Attainment on Entry/Reading: Low attainment on entry to EYFS persists across all areas, and the school needs to fully implement and embed a highly effective, DfE validated Phonics programme to secure early reading success. (Refined from 2024/2025)

Intended Outcomes (By July 2026)

Intended Outcome	Success Criteria	Challenges Addressed
1. Improve Attainment in RWM	Disadvantaged pupils achieve or exceed national average progress scores in KS2 reading, writing, and maths, effectively closing the attainment gap compared to non-PP peers nationally.	1, 2, 4
2. Secure Early Literacy	Phonics scores for all pupils, including PP, are well above the national average: 95% of Year 1 children pass the Phonics Screening Check.	1, 4
3. Enhance Wellbeing and Behaviour	The number of fixed-term exclusions and serious behaviour incidents for PP pupils will reduce by 20% through the consistent application of Therapeutic Thinking strategies.	3

Wood End Primary School: Pupil Premium Strategy Statement (2025–2028)

4. Increase Parental Engagement	Parent surveys show a 90% satisfaction rate with school communication, and engagement in family workshops/support initiatives increases by 15%.	3
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3. Tiered Activity and Spending Plan (2025-2026)

The strategy is focused on using the EEF's tiered approach to maximise impact.

Tier 1: Quality First Teaching (The most important element)

Budgeted Cost: £55,000

Activity	Rationale / Evidence	Challenge No.(s)
Dedicated Time for Subject Leadership	Allocating time for subject leaders (English, Maths, SENDCo) to monitor PP pupil progress, conduct book-scrutinies, and provide in-class coaching.	2, 4
Whole-Staff CPD: The Inclusive Classroom	Intensive CPD focused on adaptive teaching, metacognition, and high-utility vocabulary instruction to ensure all pupils, including PP high-attainers, are challenged.	1, 2
Full Implementation of DfE Validated SSP	Resource and train all staff on the chosen Systematic Synthetic Phonics (SSP) programme to ensure high fidelity and consistency across EYFS and KS1/KS2 intervention.	1, 4

Tier 2: Targeted Academic Support

Budgeted Cost: £60,000

Activity	Rationale / Evidence	Challenge No.(s)

Wood End Primary School: Pupil Premium Strategy Statement (2025–2028)

In-School High-Impact Tuition	Funding two highly trained HLTAs for 1:1 and small group tuition (2-3 pupils) in RWM, prioritising PP pupils with the greatest gaps. (EEF: up to 4 months additional progress).	2, 4
Oral Language Intervention Programme	Purchasing and training staff on a recognised Oracy Programme to run targeted small group sessions focused on vocabulary and expressive language for early years and KS1 PP pupils.	1, 4
Phonics Booster Sessions (Y1-Y3)	Running daily, protected booster sessions for PP pupils who did not pass the screening check or are identified as working below age-related expectations in reading.	4

Tier 3: Wider Strategies

Budgeted Cost: £12,260

Activity	Rationale / Evidence	Challenge No.(s)
Therapeutic & Family Support (Counselling & EWS)	Sustaining the successful weekly Counselling Service and the Extended Schools Manager (EWS) role to support vulnerable families.	3
Embed Therapeutic Thinking	School-wide training and implementation of the Therapeutic Thinking approach to support pupils' self-regulation and emotional management, replacing the existing attendance/reward system.	3
Enrichment and Cultural Capital Fund	Subsidising all essential school experiences, including residential trips, theatre visits, and after-school clubs, to ensure equitable access to cultural capital.	3

Wood End Primary School: Pupil Premium Strategy Statement (2025–2028)

Parental Partnership Resources	Continuing the Successful Termly Parent Workshops and finally launching the Parent Booklet (incomplete from 2024/2025) to provide home-learning strategies.	3
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Total Estimated Budgeted Cost: £127,260.00

4. Part B: Review of Outcomes in the 2024–2025 Academic Year

This section reviews the impact of the strategies implemented in the **2024/2025** academic year.

Strategy Focus	Evaluation Summary (Impact)	Rationale for 2025/2026 Strategy
Targeted Interventions & Tuition (Small group/Reduced class size)	Strong Positive Impact: Additional support significantly improved pupil behaviour and outcomes for targeted groups.	Carried Forward: We have ring-fenced funds for In-School High-Impact Tuition to ensure consistency and capacity.
Counselling Service	Highly Successful: Having a huge impact on pupils' welfare, supporting families, and improving pupils' emotional regulation and comfort at school.	Sustained: The Counselling Service is fully funded again due to its high impact (Challenge 3).
Attendance & Breakfast Club	The free Breakfast Club successfully supports families and encourages attendance. The two-week meetings for monitoring were effective.	Refined: We are introducing Therapeutic Thinking to replace the reward system, focusing on underlying barriers to attendance/behaviour.

Wood End Primary School: Pupil Premium Strategy Statement (2025–2028)

Playtime Equipment/Provision	The provision of extra equipment did not have the anticipated impact on engagement or behaviour during lunchtimes.	Replaced: We will investigate and introduce an Outdoor Play and Learning (OPAL) approach to strategically revamp unstructured play.
Parental Engagement (Workshops & Booklet)	Workshops were a big success. However, the Parent Booklet was not implemented.	Sustained and Completed: Workshops will continue, and the Parent Booklet will be launched as a key resource in 2025/2026.
Literacy & Phonics Development Training	Training refined and developed phonics teaching, but full school-wide implementation of a validated SSP was not complete.	Prioritised: Full implementation and training on a DfE validated SSP is now the top priority in Tier 1 for 2025/2026.