

Pupil premium strategy statement – Woodston Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	498
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nikki Lamond (Headteacher)
Pupil premium lead	Trevor Goakes (Deputy Headteacher)
Governor / Trustee lead	Timothy Kujiyat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,132.64
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£220,132.64

Part A: Pupil premium strategy plan

Statement of intent

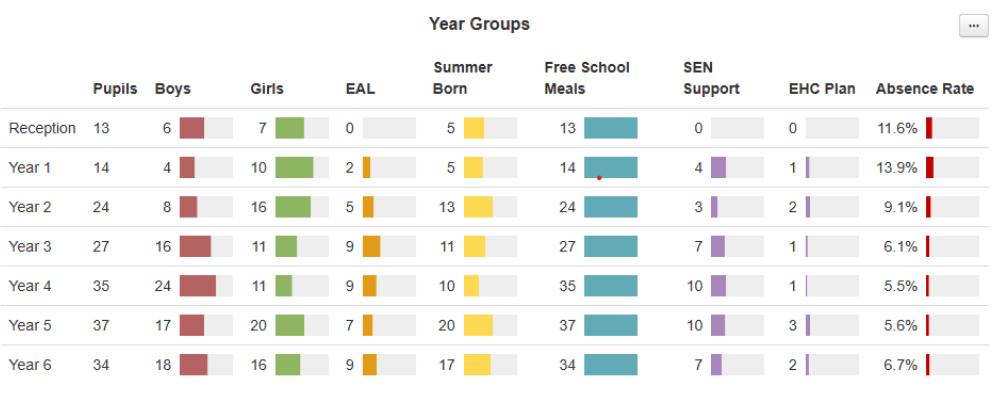
At Woodston Primary School, providing the best standards of education for all learners is at the core of our vision statement:

- **Everyone will be provided with challenges and equal opportunities to achieve.**
- **Everyone will develop the key skills, learning behaviours and positive attitudes to become independent life-long learners.**

Our intention is that all pupils will achieve and progress well throughout their learning journey at our school. We believe that the key to enabling pupils to succeed is to have high-quality teaching every day. This is the basis of our pupil premium strategy and it is our intention that all children, including non-disadvantaged, will benefit from the planned activities we have set out below.

Challenges

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

Challenge number	Detail of challenge																																																																																
1	<p>Attendance</p> <p>Year Groups</p>  <table border="1"><thead><tr><th></th><th>Pupils</th><th>Boys</th><th>Girls</th><th>EAL</th><th>Summer Born</th><th>Free School Meals</th><th>SEN Support</th><th>EHC Plan</th><th>Absence Rate</th></tr></thead><tbody><tr><td>Reception</td><td>13</td><td>6</td><td>7</td><td>0</td><td>5</td><td>13</td><td>0</td><td>0</td><td>11.6%</td></tr><tr><td>Year 1</td><td>14</td><td>4</td><td>10</td><td>2</td><td>5</td><td>14</td><td>4</td><td>1</td><td>13.9%</td></tr><tr><td>Year 2</td><td>24</td><td>8</td><td>16</td><td>5</td><td>13</td><td>24</td><td>3</td><td>2</td><td>9.1%</td></tr><tr><td>Year 3</td><td>27</td><td>16</td><td>11</td><td>9</td><td>11</td><td>27</td><td>7</td><td>1</td><td>6.1%</td></tr><tr><td>Year 4</td><td>35</td><td>24</td><td>11</td><td>9</td><td>10</td><td>35</td><td>10</td><td>1</td><td>5.5%</td></tr><tr><td>Year 5</td><td>37</td><td>17</td><td>20</td><td>7</td><td>20</td><td>37</td><td>10</td><td>3</td><td>5.6%</td></tr><tr><td>Year 6</td><td>34</td><td>18</td><td>16</td><td>9</td><td>17</td><td>34</td><td>7</td><td>2</td><td>6.7%</td></tr></tbody></table>		Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate	Reception	13	6	7	0	5	13	0	0	11.6%	Year 1	14	4	10	2	5	14	4	1	13.9%	Year 2	24	8	16	5	13	24	3	2	9.1%	Year 3	27	16	11	9	11	27	7	1	6.1%	Year 4	35	24	11	9	10	35	10	1	5.5%	Year 5	37	17	20	7	20	37	10	3	5.6%	Year 6	34	18	16	9	17	34	7	2	6.7%
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2	Maths and English outcomes																																																																																

3	Phonics and EYFS outcomes
4	Child well-being

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
ATTENDANCE: Improve the attendance of pupils	1. Overall attendance for PP cohorts will be improved- at least 96% 2. Individual attendance for children with persistent absence will show improvement with a trajectory towards 96%+
OUTCOMES: Improve the outcomes in Reading, Writing and Maths by the end of Key Stage 2.	Maths: Children will be able to: <ul style="list-style-type: none">• Subitise numbers quickly• Use a variety of strategies to quickly recall or derive addition and subtraction facts within 10• Use a variety of strategies to quickly recall or derive addition and subtraction facts across 10• Recall times tables facts at speed• Attainment in the Year 4 Multiplication Tables Check will be to be in line with or above national (National unknown)• Attainment at the end of KS1 for maths at expected and greater depth to be in line with or above national (FFT data 2025)• Attainment at the end of KS2 for maths at expected and greater depth to be in line with or above national (2025)

	<p>Reading and Writing: Children will be able to:</p> <ul style="list-style-type: none"> • Spell 80% of common exception words from NC Lists accurately and consistently in writing • Attainment at the end of KS1 for reading at expected and greater depth to be in line with or above national (FFT data 2025) • Attainment at the end of KS1 for writing at expected and greater depth to be in line with or above national (FFT data 2025) • Attainment at the end of KS2 for reading at expected and greater depth to be in line with or above national (2025) • Attainment at the end of KS2 for writing at expected and greater depth to be in line with or above national (2025)
OUTCOMES: Improve the Phonics and GLD outcomes	<p>Phonics:</p> <ul style="list-style-type: none"> • Children show progress in knowledge and application of GPCs in reading and writing • Attainment in phonics screening check at the end of year 1 to be in line with or above national (2025) • Attainment in GLD at the end of Reception to be in line with or above national (2025)
Child well being	<p>Children to have access to:</p> <ul style="list-style-type: none"> • Learning Mentors • Family Support • Nurture groups • Interventions

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £145,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Little Wandle	Phonics EEF (educationendowmentfoundation.org.uk)	3
CPD- staff meetings based on understanding of pupil premium; the challenges faced by children and ways to support them through quality first teaching	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	4
CPD- staff training on Little Wandle	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	3
Release time for the English Leader to monitor standards in phonics and spelling with follow-up action planning.	Reducing school workload - GOV.UK (www.gov.uk)	3
Release time for the Maths Leader to plan, prepare and deliver school-designed CPD and parent meetings	Reducing school workload - GOV.UK (www.gov.uk)	2
CPD for multiplication fact teaching and learning	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	2
Release time for Phase Leaders / class teachers to meet to conduct Pupil Progress meetings highlighting Pupil Premium Children	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	4
Pupil Premium children to be discussed at School Child Spot meetings and allocation	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics	3

of time given through pastoral team / family support (attendance)		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle training for new staff / updates for current staff <ul style="list-style-type: none"> • Keep -up (EYFS / Y1) • Rapid Catch-up (Y2+) 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Subscription to Times Tables Rock Stars	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2
Subscription to Number Sense Maths (Interventions)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
BRP (Y5/6)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
FFT Tutoring – reading (Y4)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Hearts for Learning – Reading Fluency project	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £34,962.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of learning mentors to support children with social, emotional and behavioural difficulties.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	All
Use of Nurture groups to support with coming into school, friendships groups etc	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	All
Allocation of Breakfast / After School Club	Breakfast clubs found to boost primary pupils' reading writing... EEF	4

Total budgeted cost: £220,132.64

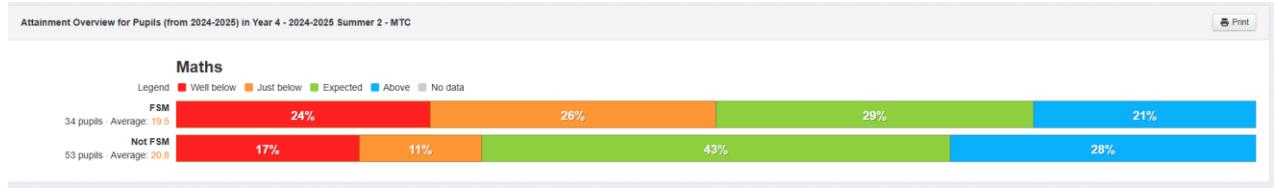
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

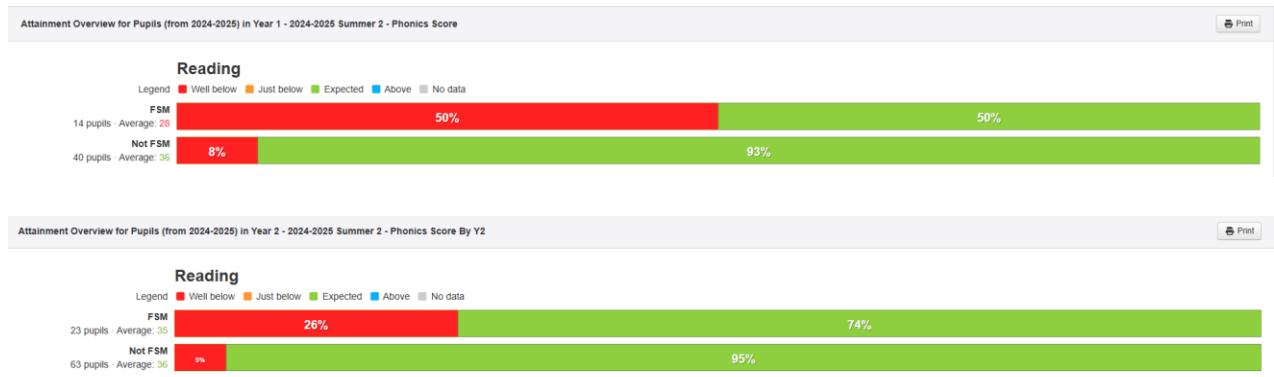
Year 6:



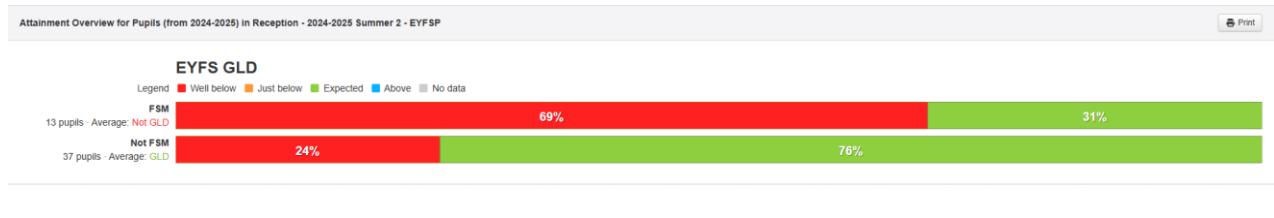
Year 4 / MTC:



Phonics:



EYFS – GLD:



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.