

Pupil premium strategy statement – Woodlands Primary Academy for the Academic Year 2025-2026

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	446 (including Nursery of 35 pupils)
Proportion (%) of pupil premium eligible pupils	49 pupils / 11% (below National Average)
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)	2025/2026 to 2028/2029
Date this statement was published	7 th November 2025
Date on which it will be reviewed	31 st October 2026 with termly interim reviews at each AIB
Statement authorised by	L. Brett
Pupil premium lead	J. Evans

Governor / Trustee lead	T. Poulter (Trust) / P. Batley (AC)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£86,355

Part A: Pupil premium strategy plan

Statement of intent

At Woodlands Primary Academy, our core belief is that every pupil, regardless of background or the challenges they face, deserves the opportunity to make strong progress, achieve highly and be exposed to a wide variety of enrichment and extra-curricular activities. As a Creative Education Trust School, we are committed to nurturing ambition, equity and opportunity for all our pupils, empowering them to set and reach meaningful goals.

Our Pupil Premium strategy, therefore, is designed to ensure that disadvantaged pupils receive the targeted support they need to thrive in line with their peers. We also recognise the additional barriers faced by vulnerable groups, such as children with a social worker or young carers. The activities outlined in this statement aim to meet their needs too, regardless of whether they qualify for Pupil Premium funding.

High-quality approaches to teaching, learning and curriculum are the cornerstone of our approach with all our pupils. Likewise, all our pupils benefit from the following:

- A nurturing approach, including a Behaviour and PSHE curriculum that supports mental, emotional, social, and physical wellbeing.
- A tiered approach to pastoral care, which ensures that every pupil has access to the support they need, including restorative and solution-focused practices embedded into our whole-school culture and Behaviour Policy.

Each academic year, we prioritise areas where our data shows disadvantaged pupils require the most support. Our strategy, however, is primarily built on the principle that improving attainment, particularly in Literacy and Numeracy, for disadvantaged pupils will improve their ability to transfer successfully to High School at age 11, as well as increase their future prospects and chance to thrive.

When deciding upon expenditure we take a responsive, evidence-informed approach, rooted in robust diagnostic assessment rather than assumptions. Our interventions are guided by the Education Endowment Foundation's (EEF) research and are carefully aligned to complement one another, ensuring a coherent and impactful provision.

To ensure our strategy is effective, we:

- Challenge all our pupils through high expectations and ambitious learning opportunities.
- Intervene early when needs are identified, ensuring timely and targeted support
- Embed a whole-school culture of shared responsibility, where every member of staff is committed to raising outcomes and aspirations for all pupils, but especially those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show a progress and attainment gap for disadvantaged pupils compared to non-disadvantaged pupils.
2	Evidence shows that disadvantaged pupils can demonstrate lower aspirations / poor behaviour and limited cultural capital when compared with non-disadvantaged pupils. Disadvantaged pupils are less likely to apply for pupil leadership roles and / or represent the school. Engagement with extra-curricular activities has historically been poor for Disadvantaged pupils. Whilst this has improved, this needs to be sustained.
3	Attendance data shows that disadvantaged pupils have lower attendance on average than non-disadvantaged pupils. In addition, the proportion of disadvantaged pupils who fall into the Persistent Absence category is proportionally higher than non-disadvantaged.

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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of Year 4 (MTC) and Year 6, particularly in Maths, Reading and Writing.	Close the attainment gap between disadvantaged and non-disadvantaged cohorts by the academic year 2028-2029.
Sustained levels of wellbeing for disadvantaged pupils.	Sustained high levels of wellbeing by 2028-2029 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and lesson sampling etc. • Improved levels of low-level disruption in class. • Continued 100% participation in at least one enrichment activity for disadvantaged pupils.
Sustained improvement in attendance for those who are disadvantaged.	Increase attendance rates for all disadvantaged pupils to at least that of their peers. Reduce the PA figure for disadvantaged pupils to be at least in line with the national average by the academic year 2028-2029.

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.

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

Budgeted cost: **£71,322**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics	Aligns with Education Endowment Foundation (EEF) guidance and shows strong impact on reading fluency and comprehension, particularly for disadvantaged learners.	Challenge 1
Introduction of Pupil Progress Meetings and dedicated academic Intervention Teacher	Aligns with Education Endowment Foundation (EEF) guidance as: <ul style="list-style-type: none"> • One-to-one tutoring can lead to up to 5 months' additional progress over an academic year. • Small-group tutoring (2–5 pupils) can result in around 4 months' additional progress. • Particularly effective with disadvantaged pupils. 	Challenge 1
White Rose Mastery Mathematics Curriculum	The EEF rates mastery learning as having a moderate impact (+5 months progress) for very low cost, based on limited but promising evidence. It emphasizes deep understanding, small-step progression, and frequent assessment, which are core features of the White Rose approach.	Challenge 1
Times Tables Rock Stars	Times Tables Rock Stars (TTRS) is not formally endorsed by the Education Endowment Foundation (EEF), but it aligns with several EEF-recommended principles for effective maths learning, particularly around fluency, retrieval practice, and motivation.	Challenge 1

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

Budgeted cost: **£18,121**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities, including peripatetic music lessons and trips / visits etc.	Arts participation is rated by the Education Endowment Foundation (EEF) as having moderate impact (+3 months progress and improved engagement) for a very low cost. The Education Endowment Foundation (EEF) has not formally evaluated trips / visits. However, related research e.g. for outdoor adventure learning suggests it may indirectly support academic outcomes through improved engagement and wellbeing, especially if linked to curriculum, and followed by structured reflection.	Challenge 2
Appointment of Attendance Champion to lead Attendance Interventions	The Education Endowment Foundation (EEF) highlights the use of Attendance Champions as a promising strategy within a whole-school approach to improving attendance. While not a standalone intervention, it is part of their broader guidance on building effective attendance systems. The EEF outlines six evidence-informed themes, which are included in the job description: <ul style="list-style-type: none"> • Monitoring and analysis • Working with families, including “belonging” initiatives • Tailored support • Leadership and accountability 	Challenge 3

Total budgeted cost: £89,443

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Intended outcome	Area	PP	Other	Overall
1 - Improved attainment KS2	KS2 Reading	85.5%	77.5%	80%
	KS2 SPAG	70%	77.5%	75%
	KS2 Writing TA	50%	72.5%	65%
	KS2 Maths	60%	87.5%	78.3%
	KS2 Combined	40%	70%	60%
	Y4 MTC scoring 25	11.1%	39.2%	35%
	Y4 MTC average score	20.29%	23.28%	22.91 WPA
2 - Improved phonics attainment	KS1 phonics	100%	84%	84.9%
3 - Improved engagement clubs & trips etc.	Represented school	12.7%		
	Lunchtime Sports clubs	23.4%		
	Trips / other extra-curricular activities	100%		

Year	Attendance		Persistent Absence (PA)		Severe Absence	
	2023 / 2024	2024 / 2025	2023 / 2024	2024 / 2025	2023 / 2024	2024 / 2025
All	94.4%	95.6%	16.9%	8.9%	0.5%	0%
PP	92.8%	93.7%	24.2%	16.1%	3.2%	0%