

Pupil premium strategy statement – Woodmansey CE 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	101 inc pre-school
Proportion (%) of pupil premium eligible pupils	11%
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)	2024/25 2025/26 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2027
Statement authorised by	B Nicholls
Pupil premium lead	S Mallison
Governor / Trustee lead	Sara Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
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>	£14,800

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that disadvantaged pupils at Woodmansey CE Primary School receive as close to the same opportunities and start in life as those who are classified as without disadvantage. We acknowledge that the label of disadvantaged and its link with pupil premium eligibility is not exclusive and we ensure that all children, no matter what their status, are supported in the most appropriate way for the individual child. Every intervention and strategy used is tailored specifically to the individual and their impact is assessed based on value to the child. We believe that children should see no barriers to being ambitious and having high aspirations, that every child has a unique task to do, as part of God's plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupils not school ready upon entry
2	Social and emotional challenges linked to attachment and stability
3	Structure, routines, organisation and resources at home
4	Exposure to quality conversation and book talk
5	Reading skills below the expected standard

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
<i>Pupil Premium Children identified ASAP on entry and supported fully in early language skills.</i>	Early identification through timely communication with parents and through discussions with nurseries and pre-school settings (EYPP) to identify the individual needs of the PP cohort.

	Early assessment of PP children in the Early Years will identify those with language gaps, larger than their non pupil premium peers.
Pupil Premium children develop independent organisational skills that allow them to access all areas of the curriculum.	Pupil Premium children will continue to be offered free access to breakfast and after-school club to ensure they have the correct equipment and are ready for the day's activities, enabling them to become independent and confident in a key life skill.
Pupil Premium children are fully supported in their emotional, social and relationship challenges and are confident in using a range of strategies to support them.	ELSA sessions will continue to be offered primarily to those children identified from our Pupil Premium List. Staff CPD will align its focus with the understanding of trauma and attachment and its importance in developing early childhood reactions and emotions.
Pupil Premium children are given extended experiences to immerse themselves in opportunities to develop their oracy skills.	Children's confidence and vocabulary range is enhanced and demonstrate an awareness to select the most appropriate vocabulary through discussion. Using Voice 21 areas of oracy development to ensure that children are exposed to all strands of Oracy.
Narrowing the gap between outcomes of Pupil Premium and Non-Premium children are reduced in reading.	Lexia is used as intended for 3 times a week for 20 minutes, to unpick the barriers. Additional 1:1 reading to develop confidence, fluency and comprehension.
Narrowing the gap between outcomes of Pupil Premium and Non- Pupil Premium children are reduced in maths.	Pre-teaching sessions are used along with other evidence-based strategies to ensure that attainment gaps are narrowed.

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: £10200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Trauma Informed Practice CPD.	Understanding the needs of our most vulnerable group will ensure that the way in which we support this group will in turn allow them to feel valued, supported and enriched.	2

Whole school focus on TA training and management.	EEF evidence on effective use of teaching assistants.	4 and 5
TA support in every classroom enabling teacher to focus on those with most need.	EEF evidence on quality first teaching.	1, 4 and 5

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

Budgeted cost: £2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Reading Intervention	EEF Evidence on the use of Lexia Core 5.	5
1:1 Reading Support Sessions (FS, Y1, Y2 & Y3)	EEF Evidence on 1:1 Tuition	1, 4 and 5
Small Group Phonics (FS, Y1 & Y2)	EEF evidence on Small Group Tuition	1
Small Group Booster Sessions (Year 3, 4, 5 & 6)	EEF evidence on Small Group Tuition	4 and 5

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued development and targeted use of nurture spaces (The Nook)</i>	EEF evidence on Social and Emotional learning.	2
<i>Provision of organisational resources for PP children who</i>	EEF Evidence on parental engagement.	3

<i>struggle with organising themselves.</i>		
<i>Breakfast and tea club places made available to PP children.</i>		3
<i>ELSA trained TA's to support with emotional and social needs</i>	EEF evidence on Social and Emotional learning.	2

Total budgeted cost: £14900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We note by analysing our CPOMs data that the incidents of social and emotional concern have increased over the past two years which is the reason for one of our focus areas for this PP strategy.

We note from internal data that FSM and PLAC / LAC children achieve well in subjects other than the M/R/W, particularly in more creative subjects where the gap is greatly reduced.

Continued work is needed to improve the achievement of disadvantaged children; as a group their achievement is still lower than the non-pupil premium children. However, as we track achievement across the school we see the PP children as a group become more and more secure (or greater depth) from their starting points which demonstrates they are making good progress.

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
Lexia Core 5 Reading	Lexia

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***

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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.