

Pupil premium strategy statement – Woodmansey CE Primary School

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 – updates in green 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 (<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>	£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. **This directly links to our school's Christian vision: building strong foundations, unlocking potential, inspiring a generation.**

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.

	<p>Early assessment of PP children in the Early Years will identify those with language gaps, larger than their non pupil premium peers.</p> <p>Assessments happening on entry, increased focus on high-quality interactions and back and forth talk to promote vocabulary development.</p>
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.	<p>ELSA sessions will continue to be offered primarily to those children identified from our Pupil Premium List.</p> <p>Staff CPD will align its focus with the understanding of trauma and attachment and its importance in developing early childhood reactions and emotions.</p> <p>Boxhall profiles completed for all Pupil Premium children to identify any unmet emotional needs.</p>
Pupil Premium children are given extended experiences to immerse themselves in opportunities to develop their oracy skills.	<p>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.</p> <p>Staff training on oracy, attended an English Hub event on how to develop oracy for pupils.</p>
Narrowing the gap between outcomes of Pupil Premium and Non-Premium children are reduced in reading.	<p>Lexia is used as intended for 3 times a week for 20 minutes, to unpick the barriers.</p> <p>Additional 1:1 reading to develop confidence, fluency and comprehension.</p>
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

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
Engagement with the North Coast Research School and coaching in the use of Think Aloud as a metacognitive strategy to model expert thinking.	EEF Guidance Report on metacognition	
Development of high-quality support in classrooms by explicating training TAs.	EEF Guidance Report on the Effective use of TAs	

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 struggle with organising themselves.</i>	EEF Evidence on parental engagement.	3
<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
<i>Addition of new space in school (The Cranny)</i>	EEF evidence on Social and Emotional learning.	2

to support pupils' emotional well-being.		
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Total budgeted cost: £14900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For the academic year 2024/25, our analysis of school information continues to shape the strategic priorities within this Pupil Premium strategy.

We note, through careful analysis of CPOMS data, that incidents relating to social and emotional wellbeing have continued to rise over the past two years. This remains a key focus within our strategy. We are responding through strengthened pastoral provision, targeted emotional literacy support, early identification and increased family engagement to ensure barriers to learning are addressed promptly and proportionately. Internal assessment data continues to show that children eligible for FSM and those who are PLAC / LAC achieve comparatively well in subjects beyond reading, writing and mathematics, particularly within creative and foundation subjects. In these areas the attainment gap is significantly narrower, reflecting strong engagement, curriculum breadth and the positive impact of inclusive teaching approaches.

However, continued work is required to further improve outcomes in reading, writing and mathematics. As a group, disadvantaged pupils' attainment remains below that of non-pupil premium peers. That said, longitudinal tracking across the school demonstrates that many pupil premium pupils are becoming increasingly secure in their learning over time, with a growing proportion achieving at expected standard or greater depth from their individual starting points. This indicates that progress is strong, but sustained focus is required to accelerate attainment further.

Attendance analysis for 2024/25 also highlights that pupil premium attendance remains below that of non-disadvantaged pupils. This is a priority area. The school is working proactively with families through early intervention, personalised support, clear communication of expectations and the strategic use of pastoral and inclusion resources to improve attendance and reduce persistent absence. Improving attendance is recognised as a key lever in closing the attainment gap.

Overall, while progress is evident, our focus remains firmly on removing barriers, strengthening academic outcomes and ensuring disadvantaged pupils thrive both academically and personally.

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)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils