

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the current academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woods Loke Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 – 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Joel Crawley Headteacher
Pupil premium lead	Joel Crawley
Governor / Trustee lead	Ellen Wicks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,840

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, as detailed in our COVID Catch-up funding plan, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils do not always achieve as well as their peers in Reading, Writing and Maths. School closures and home learning have caused this gap to widen in some instances
2	Poor speech, language and communication skills, especially pupils in Early Years. Children have missed opportunities to interact with others and to develop social skills which is impacting on their learning
3	Attendance of disadvantaged pupils. Last year, disadvantaged pupils' attendance was 96.6%, compared to a whole school attendance figure of 96.8%
4	Mental and emotional well-being of pupils, particularly in light of the after effects of COVID anxiety
5	Disadvantaged pupils do not always arrive at school having had breakfast and are therefore not always ready to learn
6	Due to family circumstances, disadvantaged pupils often do not have access to enriching opportunities and experiences
7	A small proportion of families do not engage with school

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
Disadvantaged Pupils continue to make good progress in their learning. Attainment gaps are targeted and addressed through quality first teaching and focussed intervention.	Internal and external performance information demonstrates good rates of achievement for the large majority of Disadvantaged Pupils.

Disadvantaged Pupils in the Early Years (with the exception of those with significant SEND) meet the expected standard for communication and language by the end of the year.	Speech and language therapist reports and communication and language assessments evidence progress.
Improve the attendance of disadvantaged pupils	School attendance data shows that the attendance of disadvantaged pupils is in line with the attendance of non-disadvantaged pupils.
Improve mental and emotional well-being of pupils	Pupils receive the support that will equip them with strategies to deal with issues that could impact on their ability to focus in the classroom, thereby impacting on their progress.
An early morning breakfast club will support families who live in challenging circumstances, as well as providing opportunities for pupils to develop social and emotional well-being.	Breakfast club provision will have a positive impact on attendance rates and allow children to start their day in a calm and settled manner so that they are ready to learn as soon as the school day begins.
Providing pupils with enriching opportunities and experiences	Disadvantaged Pupils will have the opportunity to engage with a wide range of enrichment activities which they would otherwise find it difficult to access. This will enhance their life experiences and contribute to a more well-rounded educational experience.
Increasing parental engagement	Parental engagement and involvement will be tracked and recorded. Parents who find it difficult to engage will receive intervention and support from our pastoral team.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase online CPD training package for all staff to ensure regular, up to date professional development	EEF Guidance to Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2
HLTA training for support staff to allow teachers to be released to provide feedback and small group tuition	EEF Teaching and Learning Toolkit – Feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF Teaching and Learning Toolkit – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Fund Art, Music and Dance teachers from local High School to deliver specialist creative arts lessons	EEF Teaching and Learning Toolkit – Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6

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

Budgeted cost: £67,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay for resources and training to allow teaching	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	1

assistants to deliver effective intervention programmes such as NELI and Dynamo Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Pay for an external Speech and Language therapist to work with Early Years pupils and to train support staff	EEF Teaching and Learning Toolkit – Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2
Fund additional teaching staff to support pupils, including high attainers, on a one-to-one basis	EEF Teaching and Learning Toolkit – One to One Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Resource and embed DfE phonics programme to ensure strong phonics teaching – Jolly Phonics	https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme EEF Teaching and Learning Toolkit – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £24,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund a Breakfast club, providing food and activities to ensure all children start the school day ready to learn	Pupils who begin the day fed and settled are more alert, more focussed and ready to learn, and therefore able to make better academic progress	3, 5
To fund whole school enrichment, designed to provide opportunities and experiences outside the standard curriculum. To develop the enrichment	Many of our children have limited opportunities to enjoy wider enriching experiences. These experiences increase well-being and help children to develop social and communication skills	4, 6

further – including OAA, BSL, performing arts, financial management, debate.	which, in turn, help them to make better progress in the classroom	
To support low-income families by providing essential resources, such as book bags, uniform, and funding for school trips	This ensures all pupils have equal opportunities, regardless of their circumstances	5, 6, 7
Run a series of parental engagement sessions, share afternoons, and parent workshops designed to support families and increase their engagement with school	EEF Teaching and Learning Toolkit – Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 5, 7
Work with the Educational Welfare Officer to support families with school attendance	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3, 7
To pay for training and resources to provide nurture and well-being support for pupils	EEF Teaching and Learning Toolkit – Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Total budgeted cost: £118,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the previous academic year.

Internal assessment data at the end of the last academic year indicated that the performance of disadvantaged pupils was equally good in Reading and Writing, and slightly higher in maths.

We have trialled and implemented a new reading lesson system, which focuses on whole class reading with targeted support for those needing to catch up. Our disadvantaged pupils are exposed to a much wider range of high-quality and aspirational texts, as well as small group support to address gaps. A consistent spelling scheme is used to support all pupils, and its systematic approach to teaching spelling, along with its dual coding, has had a positive impact on our disadvantaged pupils.

Targeted support linked to speech and language, and intervention work based on the Jolly Phonics teaching programme, has supported disadvantaged pupils with early language and phonics development, with our most recent Phonics Screening pass rate at 83% for disadvantaged and 92% for non-disadvantaged, which is an increase on previous years and 11.0% higher than National.

In 2023/24, the attendance of disadvantaged pupils was 95.2%, compared to a whole school attendance figure of 96.2%. However, as a result of the attendance strategies we put in place throughout the year, attendance at the end of 2024/25 rose to 95.9% for disadvantaged pupils while whole school attendance remained at 96.2%. By the end of the 2025/26 academic year, attendance for disadvantaged pupils had increased again to 96.6%, compared to an overall attendance figure of 96.8%. The gap between disadvantaged and non-disadvantaged pupil attendance has narrowed from 1.0% to 0.2%.

At the end of KS2 2026, 54% of our disadvantaged pupils achieved the expected standard in reading, writing and maths combined, compared to 44% and 33% over the previous two years.