

# Woodford Primary School Pupil Premium 3-year Strategy 2023-2026 Academic Year 2025-2026



All staff are committed to securing a highly aspirational culture where all pupils thrive and achieve well at Woodford Primary School regardless of background, challenge or need. We create an inclusive school environment where pupils' emotional, social and academic needs and talents are nurtured through authentic relationships with children and families. The Pupil Premium forms a vital part of that process and the school allocates funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based using the Education Endowment Foundation (EEF) guidance and rooted in knowledge and assessment of pupils' needs. Strong, good teaching and positive interactions being the most important levers to improve outcomes for disadvantaged pupils. The best gift we can give pupils is the ability to read. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted support and wider strategies.

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Woodford Primary School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	20.10.25
Date on which it will be reviewed	October 2026
Statement authorised by	Katie Patrick
Pupil premium lead	Katie Patrick
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95, 820.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95, 820 (not inc PP+)

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodford Primary School, we believe that providing the highest quality teaching gives the best approach for 'keep-up' in the curriculum. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged pupils and all pupils. This will be strengthened by a whole school ethos of high expectations; a high-quality, ambitious curriculum; strong relationships and an understanding academic and emotional needs to grow the potential in every pupil.

To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach (curriculum) and how they teach (curriculum delivery). We will use the best evidence from research to support improvement in order to improve pupil outcomes. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together.

Our intention is that all pupils, irrespective of their background, challenge or need, make good progress, achieve well and thrive in wider school life. The focus of our pupil premium strategy is to support wellbeing, personal development, social interactions and academic learning.

The key principles of our strategy plan are:

### 1. HIGH QUALITY TEACHING: £ 17, 038.95

To ensure access to high quality teaching, we plan to...

- Provide staff with training on high-quality reading fluency teaching through Devon English consultant.
- Provide teachers with coaching support and training on effective teaching of reading within the WPS whole school reading strategy.
- Continue to train and coach staff through the RWI development day.
- RWI lead to provide coaching to staff with the curriculum delivery of RWI one day a week on a fortnightly basis.
- Provide training for HLTA to support reading fluency project implementation.
- Provide training for staff on the refined whole school reading strategy to support fluency, prosody and comprehension.
- Maths mastery specialist to train staff on the new maths curriculum to promote small steps of expert mathematical thinking.
- Provide teachers with peer coaching and support to embed teaching techniques to support expertise in the new maths curriculum.
- Provide KS2 teachers with Mastering Number training.
- Agree and implement the 'Woodford Ways' 10 core habits for staff.
- Phase leader to provide coaching support to individual staff members on the 'Woodford Ways'.
- Subject leaders to monitor and support the implementation of the 'Woodford Ways' within their subject domain.
- Purchase EYFS materials to support attention and focus teaching.

### 2. TARGETED ACADEMIC SUPPORT: £54, 214.59

To deliver impactful targeted support, we plan to...

- Deploy additional teaching assistant to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2 (WPS Inclusion Team).
- HLTA to provide reading fluency intervention support.
- HLTA to support deliberate practice for reading fluency using [Lexia](#) online materials.
- MAST Learning Mentor to provide specialist wellbeing support to improve access to and engagement with learning.
- TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency.
- Teaching assistants to apply precision instruction to the teaching of fluency in maths, reading, spelling and letter formation (WPS Inclusion Team).
- MAST Speech and Language.
- [Lexia](#) reading intervention online programme.

### 3. WIDER STRATEGIES: £33,964.69

To remove non-academic barriers to attainment, we plan to...

- Purchase higher level support from MAST for early intervention and support with attendance.
- Allocated time of named Attendance Officer to operate school-based systems and facilitate multi-agency support for families requiring attendance support.
- Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions.
- Allocated time of school Family Support Advisor to operate school-based support and facilitate multi-agency support for families with attendance.
- Support with access to wider school activities.
- Personalised meet and greet with Emotional Available adults.
- Rainbow Room support for KS1 children at lunchtimes to have emotional available adult to support children with play in social situations.
- Referrals to the MAST team for targeted family support.
- Lego club support for KS2 children at lunchtimes to have emotional available adult to support children with social situations.
- MAST Family Learning Mentor sessions and drop-ins for parents.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate poor fluency knowledge and skills in maths which is more prevalent among our disadvantaged girls than their peers. This is proving to be a barrier to further maths success across the breadth of the full maths curriculum.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with mastering reading post phonics than their peers. This negatively impacts their progress as confident, fluent, independent readers at an age-appropriate level.
3	Assessments, observations and discussions with pupils suggest that disadvantaged pupils experience greater difficulty when mastering early writing transcription knowledge and skills which negatively impacts on their sustained abilities as writers across the curriculum.
4	Our attendance data for over the last year indicates that attendance among disadvantaged pupils was 94.4%. This was lower than non-disadvantage pupils 96.0%. The information indicate that absenteeism is negatively impacting on engagement, motivation, progress and success within the curriculum and wider school life.
5	Observations, behaviour information and discussions indicate that many disadvantaged pupils, particularly those who have experienced early childhood trauma, experience difficulty with forming trusted relationships and fully understanding social interactions in the social world. This negatively impacts of their mental health and wellbeing which has a knock on to their school success and sense of belonging.

## 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
<p>Improved maths fluency knowledge and skills among pupils to improve overall maths achievement in the curriculum.</p> <p><i>Link to school improvement implementation plan 2.1, 2.3, 2.4 and 2.5.</i></p>	<p>Assessments, observations and discussions with pupils indicate significant improvement in maths fluency knowledge and skills among disadvantaged pupils. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.</p>

	<p>Discussions with pupils demonstrate retrieval and use of taught knowledge. Knowledge in books demonstrates application of fluency knowledge and skills.</p> <p>In the Y4 multiplication check, disadvantaged pupils (50% 2025) achieve as well as their peers.</p> <p>The whole school information for pupils meeting the age expected standard among the disadvantaged group improves from 74.2%.</p> <p>RWM % for disadvantaged pupils both at KS1(63% 2024) and KS2 (80% 2025) improves to narrow the attainment gap.</p>
<p>Improved reading attainment among pupils.</p> <p><i>Link to school improvement implementation plan 2.1, 2.2, 2.3 and 2.5.</i></p>	<p>100% of pupils within EYFS are at the expected level for phonics.</p> <p>96% of pupils achieve the phonics screening check in Year 1.</p> <p>100% of pupils achieve the phonics screening check in Year 2.</p> <p>90% of pupils achieve the expected reading standard at the end of KS2.</p> <p>The whole school information for pupils meeting the age expected standard among the disadvantaged group improves from 71.2%.</p> <p>Phonics lessons delivered with fidelity to the RWI scheme.</p> <p>Reading 'keep up' intervention delivered with fidelity to the RWI scheme.</p> <p>RWI tutoring intervention programme delivered consistently across KS2.</p> <p>Reading fluency project impacts positively on the NGRT SAS for WTS pupils.</p> <p>RWM % for disadvantaged pupils both at KS1(63% 2025) and KS2 (80% 2025) improves to narrow the attainment gap.</p>
<p>Improved writing transcription fluency knowledge and skills among pupils to improve overall writing achievement in the curriculum.</p> <p><i>Link to school improvement implementation plan 2.1, 2.2, 2.3 and 2.5</i></p>	<p>Assessments, observations and discussions with pupils indicate significant improvement in writing transcription knowledge and skills among disadvantaged pupils. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.</p>

	<p>Discussions with pupils demonstrate retrieval and use of taught writing knowledge and skills.</p> <p>Writing in books demonstrates application of transcription knowledge and skills.</p> <p>In writing moderation, disadvantaged pupils are a priority for discussion and professional learning.</p> <p>The writing attainment gap is narrowed between disadvantaged (57.6% 2025) and their peers (79.1% 2025) across the whole school information.</p> <p>RWM % for disadvantaged children both at KS1 (% 2025) and KS2 (80% 2025) improves to narrow the attainment gap.</p>
<p>Achieve and sustain improved attendance for children, particularly the disadvantaged group.</p> <p><i>Link to school improvement implementation plan 2.1.</i></p>	<p>Sustained high attendance from 2023-2026 for all children to be 97% or above and the gap between non-disadvantaged and disadvantaged reduces significantly.</p> <p>The % of PA pupils reduces.</p> <p>Pupils are present and engaged in learning 100% of the time.</p> <p>Pupils feel valued and a sense of belonging to their class and adults.</p>
<p>Pupils build trusted relationships with key adults and peers within the school which supports their social interactions, resulting in improved mental health and wellbeing.</p> <p><i>Link to school improvement implementation plan 2.1 and 2.3.</i></p>	<p>Emotionally Available Adults (EAA) within the school support the pupils' 'thinking brain' and vocabulary understanding to be able to regulate emotions.</p> <p>Pupils feel valued and a sense of belonging to their class and adults.</p> <p>Consistency with adults and approaches support pupils' success.</p> <p>Pupils thrive in wider school life.</p>

## 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: £17,038.95

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Provide staff with training on high-quality reading fluency teaching through Devon English consultant.	The EEF Toolkit and the EEF 'Professional Development' guidance report. EEF 'Improving Literacy'. DfE Reading Framework.	2
Provide teachers with coaching support and training on effective teaching of reading within the WPS whole school reading strategy.	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. EEF 'Improving Literacy'.	2
Continue to train and coach staff through the RWI development day.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'.	2
RWI lead to provide coaching to staff with the curriculum delivery of RWI one day a week on a fortnightly basis.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'. The EEF Toolkit and the EEF 'Professional Development' guidance report. DfE Reading Framework.	2
Provide training for HLTA to support reading fluency project implementation.	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. DfE Reading Framework. EEF 'Making Best Use of TAs' guidance.	2
Provide training for staff on the refined whole school reading strategy to support fluency, prosody and comprehension.	The EEF Toolkit and the EEF 'Professional Development' guidance report. Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. DfE Reading Framework.	2
Maths mastery specialist to train staff on the new maths curriculum to promote small steps of expert mathematical thinking	The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'.	1
Provide teachers with peer coaching and support to embed teaching techniques to support expertise in the new maths	The EEF Toolkit and the EEF 'Professional Development' guidance report.	1

curriculum.		
Provide KS2 teachers with Mastering Number training.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1
Agree and implement the 'Woodford Ways' 10 core habits for staff.	EEF 'Special Educational Needs in Mainstream' guidance report. EEF 'Making Best Use of TAs' guidance.	4 5
Phase leader to provide coaching support to individual staff members on the 'Woodford Ways'.	The EEF Toolkit and the EEF 'Professional Development' guidance report.	4 5
Subject leaders to monitor and support the implementation of the 'Woodford Ways' within their subject domain.	The EEF Toolkit and the EEF 'Professional Development' guidance report.	1 2 3
Purchase EYFS materials to support attention and focus teaching.	EEF Early Years 'Self-regulation'. EYFS Framework. Executive Function research.	1 2 3

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

Budgeted cost: £54,214.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional teaching assistant to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2 (WPS Inclusion Team).	EEF 'Selecting Interventions'. DfE Reading Framework. EEF 'One-to-One Tuition' and 'Small Group Tuition'.	2 5
HLTA to provide reading fluency intervention support.	EEF 'Selecting Interventions'. EEF 'Improving Literacy'. EEF 'One-to-One Tuition' and 'Small Group Tuition'.	2 5
TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency.	EEF 'One-to-One Tuition' and 'Small Group Tuition'. DfE Reading Framework. EEF 'Making Best Use of TAs' guidance.	2 5
Lexia reading intervention online programme.	EEF 'Selecting Interventions'. EEF 'Special Educational Needs in Mainstream' guidance report.	2

MAST Learning Mentor to provide specialist wellbeing support to improve access to and engagement with learning.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'.	4 5
Teaching assistants to apply precision instruction to the teaching of fluency in maths, reading, spelling and letter formation (WPS Inclusion Team).	EEF 'Selecting Interventions'. EEF 'Making Best Use of TAs' guidance.	1 2 3
MAST Speech and Language.	EEF 'Selecting Interventions'. EEF 'Communication and Language'.	2

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

Budgeted cost: £33,964.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase higher level MAST access and support.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. EEF guidance report on 'Working with Parents to Improve Children's Learning'. Trauma Informed Schools Research.	1 2 3 4 5
Allocated time of named Attendance Officer to operate school-based systems and facilitate multi-agency support for families with attendance. Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions.	EEF guidance report on 'Working with Parents to Support Children's Learning'. DfE 'Working Together to Improve School Attendance'.	4
Allocated time of school Family Support Advisor to operate school-based support and facilitate multi-agency support for families with attendance.	EEF guidance report on 'Working with Parents to Support Children's Learning'. DfE 'Working Together to Improve School Attendance'.	4 5
Support with access to wider school activities.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'.	4 5

Rainbow Room and Lego Club lunchtime provision.	EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'.	5
MAST Family Learning Mentor Support.	EEF guidance report on 'Working with Parents to Support Children's Learning'.	4 5

**Total budgeted cost: £95, 820.00**

## 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 2024 to 2025 academic year.

From the previous year, there was an improvement in individual pupil's attendance levels from the previous years for families who had received targeted support. More disadvantaged pupils engaged in the school-based wellbeing support offered. MAST referrals continued to support families and pupils with wellbeing and promoting positive attendance at school. Parents support groups were started for families with pupils who had previously been in the care system and provision plans were set up in school to enable improved understanding of needs.

KPIs 2025	All children	Disadvantage	SEN
EYFS	76%	50%	0%
Y1 PSC	97%	100%	78%
Y2 PSC	100%	100%	100%
Y4 MTC	52% (22.8)	50% (22.2)	45.5% (19)
KS1 RWM	72%	63%	38%
KS2 RWM	77% (80%)	80%	64%
Attendance	95.78%	93%	92.95%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
RWI phonics scheme	Oxford University Press
Re-Think Reading	Devon
Book Writes	Devon

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Teaching assistant to support with emotional literacy.</p> <p>Teaching assistant to liaise with parents and offer wellbeing support.</p> <p>Teaching assistant to run groups for service pupils and liaise with outreach support from the service sector.</p> <p>Teaching assistant to run events for service pupils within school and across the city-wide.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pupils able to feel emotionally ready for learning through having a known trusted adult to talk with and to share experiences with peers in similar situations.</p>

**Further information (optional)**