

# Pupil premium strategy statement – Woodford Halse Primary Academy September 2024- July 2027

This statement details our school’s use of pupil premium (and recovery 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  | 181                                 |
| Proportion (%) of pupil premium eligible pupils   | 53 children 29%                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published   | December 2025                       |
| Date on which it will be reviewed   | July 2026                           |
| Statement authorised by   | Alison Crockford                    |
| Pupil premium lead  | Alison Crockford                    |
| Governor / Trustee lead   | Terry Lifford                       |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | 69,030 |
| Recovery premium funding allocation this academic year   | 0      |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | 0      |
| <b>Total budget for this academic year</b><br><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> | 69,030 |

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Woodford school will use the grant to support this group, which comprises pupils with a range of different abilities, to accelerate progress and narrow any attainment gaps between them and their peers.

Woodford school take a three-tiered approach to the allocation of Pupil Premium spending, ensuring that the following areas are all targeted:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

Specifically, the range of provision considered by Trustees will include, but is not inclusive of:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- 1-1 support

- Use of the tutors
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary.
- Supporting attendance
- Pastoral support, such as Family Support Worker and Play Therapy
- Additional learning support.
- Behaviour support, such as the use of Thrive
- Support for the funding of specialist learning software

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

In addition, we will subsidise the following for all children in receipt of FSM:

- 50% discount on all educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- 1 free activity club (not wrap around care) throughout the year .
- 50% discount on peripatetic music lessons for 1 instrument

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | To increase the attainment of targeted pupil premium pupils to reduce the disadvantaged gap.  |
| 2                | Pupils from lower socioeconomic backgrounds are behind their more advantaged counterparts in developing early language and speech skills.                 |
| 3                | Disadvantaged pupils generally have greater difficulties with phonics and fluency than their peers. This negatively impacts their development as readers. |
| 4                | All children to be in a productive mind-frame for learning, including those identified with SEMH barriers to learning.                                    |
| 5                | Children do not always have a variety of experiences outside of their home environment which can impact on their future aspirations.                      |

## 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>To close the gap and increase numbers of children meeting expectation at the end of each year and at the end of KS2 and enable Age Related pupils to move beyond this into Greater Depth.</p>   | <p>Support and intervention, whether in or out of class, is put in place quickly for those disadvantaged pupils who are falling behind their peers. Challenge is evident in all lessons and targeted children are supported to deepen their understanding to a greater depth level. Accuracy in written work is expected in all lessons and basic errors are addressed quickly by teaching and support staff. The gap between Pupil Premium and non-Pupil Premium children across the school is reduced. Reading and Maths interventions established to support further progress.</p>                               |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF).</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>  |
| <p>Maintain reading attainment among disadvantaged pupils.</p>   | <p>Disadvantaged pupils read regularly at school, evidenced by reading logs, intervention attendance, and teacher observations.</p> <p>Disadvantaged pupils demonstrate improved reading fluency, comprehension, and vocabulary, as shown through standardised assessments or in-school reading tests.</p> <p>The percentage of disadvantaged pupils working at or above age-related expectations in reading is maintained at least in line with the previous academic year.</p> <p>Progress scores in reading for disadvantaged pupils are in line with, or above, national averages for disadvantaged pupils.</p> |

|  |  |
|--|--|
|  | The attainment gap in reading between disadvantaged and non-disadvantaged pupils does not widen and shows signs of narrowing where possible.   |
| All children to be in a productive mind-frame for learning, including those identified with SEMH barriers to learning.   | All children learn about mental health and wellbeing and are encouraged to talk through their emotions in school. Action is taken promptly to implement support and interventions when SEMH needs are newly identified. Use of outside agencies sought for children whose needs require more additional support (0-19 Team, MHST or other relevant services).  |
| Opportunities for increased experiences both within and outside of school supporting enhancing learning and aspirations, by providing extra-curricular activities for those pupils who would not normally have the chance to experience these. | Children draw on additional experiences in their learning and reflect positively upon the opportunities given. Learning is enhanced by experiences given. Progress is accelerated. The school offers a varied selection of clubs All pupils attend a wide range of trips which complement and enrich the school's curriculum. Children have the opportunity to participate in 'live events' which promote sports and the arts. All pupils have the opportunity to play a musical instrument. |

## 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: £ 37,300

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To develop pupils communication and language skills</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book</li> </ul> | <p>Impact in early years (+7 months) and primary schools (+6 months) tends to be higher than that secondary schools</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.</p> | 2                             |

|  |   |          |
|--|---|----------|
| <p>discussion with young children;</p> <ul style="list-style-type: none"> <li>• explicitly extending pupils' spoken vocabulary;</li> <li>• the use of structured questioning to develop reading comprehension;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul>  |   |          |
| <p>To increase attainment of PP in Maths and Writing</p> <p>Targeted children to receive specific interventions to narrow the attainment gap. Targeted teaching for children of similar abilities Additional sessions supporting lower attainers, embedding expected standard and challenge for greater depth. Booster classes Specific resources purchase to allow full access to the curriculum.</p> | <p>Quality first teaching has the highest impact. Well trained TAs can support with pre learning and/or consolidation to ensure children make rapid progress to catch up with peers.</p>  | <p>1</p> |
| <p>Road Hub Support for Phonics</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> | <p>3</p> |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

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

Budgeted cost: 24,730

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk)<br><br>And in small groups:<br>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF | 1                                    |
| To design and implement targeted, intensive phonics interventions for pupils who need additional support, delivered through small groups or one-to-one sessions alongside the main classroom programme. | The effects of one to one tends to be higher (+8 months) compared to interventions with small groups of up to 5 children (+4 months),  | 3                                    |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will   | There is extensive evidence associating childhood social and emotional skills with   | 4                                    |

|  |   |  |
|--|---|--|
| <p>be embedded into routine educational practices and supported by professional development and training for staff. Forest School TA development/ Thrive training/OPAL</p> | <p>improved outcomes at school and in later life<br/>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br/>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> |  |
|--|---|--|

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

Budgeted cost: £ 7,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Whole school approach to mental health and wellbeing. Train a senior mental health lead, to develop whole school approach to mental health and wellbeing and engage with MHST Daventry. OPAL support play and social interaction to ensure productive, successful playtimes and a readiness for learning in the afternoons. Children to complete voice of the child questionnaires to hear their voice. Teachers to complete pupil wellbeing tracker- Thrive. All children to participate in, health and wellbeing festival – Children’s Mental Health Week. Children to wear an item of</p> | <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p> | <p>4</p>                      |

|   |  |          |
|---|--|----------|
| <p>clothing inside out to show that how someone is feeling on the inside might be very different to how they feel on the outside.</p>   |  |          |
| <p>Ensure school visits, residential visits, clubs and music tuition is available to all.<br/> School day visits without cost??<br/> Subsidy on residential visits<br/> Charge waived by clubs run by school staff<br/> Subsidy on music tuition<br/> Provide workbooks and revision books to ensure equal opportunity and access for all.<br/> Revision books for Year 6<br/> Maintain high self-esteem and ensure uniform is accessible to all. Uniform subsidy</p> |  | <p>5</p> |

**Total budgeted cost: £ 69,030**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| July 2025 |              |              |              |
|-----------|--------------|--------------|--------------|
|           | Reading      | Writing      | Maths        |
| PP        | 8/11<br>73%  | 7/11<br>64%  | 4/11<br>36%  |
| Non PP    | 24/28<br>86% | 24/28<br>86% | 22/28<br>79% |

Disadvantaged children feel part of the school community. Children feel welcome and equal to their peers without the financial barriers. Laptops/chromebooks provided for those that did not have access to resources.

Children received targeted additional support for areas of the curriculum where they had gaps. This included online learning and additional 1:1 sessions. Opportunities to improve vocabulary to support access to curriculum took place in school and online with a greater emphasis on vocabulary in all subject areas.

More opportunities for children to talk about their feelings and anxieties in a safe environment. Build up a relationship with FSW as a safe person to work with. FSW also checks in with families at home regularly.

Families can better support their children to be successful in learning when they themselves are supported with the areas they find difficult to manage. Relationships are crucial between school and home. Family and school benefited from the same messages and strategies to support behaviour from leading experts.

Opportunities for families to seek advice and support with parenting, financial, bereavement, attachment, mental health etc.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
| Nessy     |          |

## Further information (optional)

Other uses of the funding are as follows (this list is not exhaustive and is subject to change if needs arise):

Additional 1:1 / class TA targeted support

Small group work with an experienced teacher, HLTA or TA

Training of staff (e.g. Thrive, ELSA, Thera play, fine / gross motor)

Purchasing of specific practical equipment

1:1 reading support

Specific academic interventions (training of adults, purchasing of resources):

Specific SEN interventions

Subsidised Breakfast Club and After School Club provision

Residential trips

Off site visits and visitors to school

Subsidised milk and fruit

Subsidised uniform