

Woodland Grange Primary School

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school (completed by 31/12/24)

School overview

Detail	Data
School name	Woodland Grange
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	25-26, 26-27, 27-28
Date this statement was published	19/12/25
Date on which it will be reviewed	19/12/26
Statement authorised by	Hayley Brown
Pupil premium lead	Fay Santy
Governor / Trustee lead	Najma Sabat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,900.00
Pupil premium funding carried forward from previous year	£ 8,523.56
Total budget for this academic year	£ 38,423.56

Part A: Pupil premium strategy plan

Statement of intent

At Woodland Grange we believe that all pupils, irrespective of their background or the challenges they face, should have the same opportunities at school as any other child. We will make provision for them to make good progress and achieve well across all subject areas during their time at Woodland Grange. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their relative attainment or needs at school.

We consider the challenges faced by our vulnerable pupils, irrespective of their disadvantages, and endeavour to support their journey through school.

High-quality teaching is at the heart of our strategy, alongside personalised, focused intervention in areas in which pupils require the most support. This is proven to have the greatest impact on learning (which children making good progress as they travel through the school) whilst at the same time will also benefit non-disadvantaged pupils in our school.

Our approach is responsive to common challenges facing disadvantaged pupils, as well as addressing their individual needs. Our intention is that it will help bridge any academic gaps whilst supporting their personal well-being and allowing them to excel and take an active role in school life.

At Woodland Grange, we take a whole-school approach to Pupil Premium, with all staff sharing responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve. Implicit in our intended outcomes is the aim that the attainment of non-disadvantaged pupils will also be sustained and improved alongside the progress of their disadvantaged peers. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, and we ensure that the needs of all vulnerable groups are carefully assessed and addressed. We also acknowledge that some socially disadvantaged pupils may not be registered for, or eligible for, free school meals, and we therefore reserve the right to allocate Pupil Premium funding to any pupil or group of pupils identified as being socially disadvantaged. As funding and resources are limited, not all children receiving free school meals will receive Pupil Premium interventions at the same time. Our approach remains responsive to both common challenges and individual needs, rooted in diagnostic assessment rather than assumptions about the impact of disadvantage, and the strategies we adopt complement one another to help all pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments & observations indicate that disadvantaged pupils can have greater difficulties with phonics and early reading than their peers.
2	Assessments & observations indicate that disadvantaged pupils can have greater difficulties with reading development than their peers.
3	Assessments & observations indicate that disadvantaged pupils can have greater difficulties with writing development than their peers.
4	Assessments & observations indicate that disadvantaged pupils can have greater difficulties with numeracy than their peers
5	Observations & discussions suggest that disadvantaged pupils often have struggles with their emotional well-being and mental health.
6	Discussions show that disadvantaged children often struggle to access the wider curriculum and enrichment activities. In some cases, this can be related to social, emotional and speech and language difficulties.

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
To improve phonics scores in KS1 among disadvantaged pupils.	Year 1 phonics test scores show continued improved results for our disadvantaged pupils. KS1 phonics check results (for Year 1 and 2 disadvantaged pupils) continue to show improvements. The end of KS1 teacher assessments show that disadvantaged pupils do not attain as well as their peers.
To improve reading attainment among disadvantaged pupils.	The end of KS1 teacher assessments show that disadvantaged pupils do not attain as well as their peers. KS2 SAT scores (including GAPS in KS2) show an improvement in the attainment of disadvantaged pupils working at age expected levels and above.
To improve writing attainment among disadvantaged pupils.	The end of KS1 teacher assessments show that disadvantaged pupils do not attain as well as their peers.

	KS2 SAT scores show an improvement in the attainment of disadvantaged pupils working at age expected levels and above.
To improve maths attainment among disadvantaged pupils.	End of KS1 teacher assessment data and KS2 SAT scores show an improvement in the attainment of disadvantaged pupils working at age expected levels and above.
To achieve and sustain improved mental and emotional health and wellbeing for disadvantaged pupils.	To monitor (through sessions with school ELSA) improved and sustained mental health and wellbeing, alongside partnership work with NHS mental health team and other outside agencies.
To ensure that disadvantaged pupils are supported to engage in extra-curricular activities at school.	To see improved attendance figures for wrap around/holiday care, clubs, trips and residentials amongst disadvantaged pupils.

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 (e.g. CPD, recruitment and retention)

Budgeted cost: £ 16,001.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
GAPS interventions and focussed reading support	To support pupil attainment and progress in GPS and reading development.	1,2
Remove - EAL support (digital devices, licences and staff PD)	Support for children with EAL: Including new, disadvantaged pupils arriving with little or no English. Regular sessions with school staff to support their acquisition of English (spoken and written) plus resources and training. Support for families using 'Learning Village' interactive resources.	6
Mental Health support in school	Recommended by the NHS	5,6

	Mental Health Support Teams in Schools (MHST) - Leicestershire Partnership NHS Trust (leicspart.nhs.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 12,471.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition in phonics, reading and writing	School staff to support disadvantaged pupils in weekly intervention sessions. Staff to provide targeted, personalised support (as identified by class teachers) and provide feedback to families on ways to further support at home. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
Tuition in maths	School staff to support disadvantaged pupils in weekly intervention sessions. Staff to provide targeted, personalised support (as identified by class teachers) and provide feedback to families on ways to further support at home. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 9,950.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	To support pupil wellbeing, encourage engagement at school.	5

Out of term time care	To offer disadvantaged pupils the opportunity of preschool and activity camps out of term time.	6
School clubs, music lessons	To offer disadvantaged pupils the opportunity of term time clubs and other extra-curricular, enrichment activities (including music lessons)	5,6
Trips & Residential	To offer disadvantaged pupils the opportunities to partake in educational trips and visits, linked to the curriculum.	5,6
School Uniform	To offer disadvantaged pupils' new uniform (school/PE) and associated items	6

Total budgeted cost: £38,423.56

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We track attainment and progress during the academic year and use the data to plan our interventions. PP pupils make better than expected progress over time compared to non-PP pupils.

KS2 SATS (4/60 pupils)

Reading	Below Year 6 standard	Working towards standard	At expected standard	Greater depth
PP	1 (25%)		2 (50%)	1 (25%)
Non-PP	1 (2%)	1 (2%)	18 (32%)	36 (64%)

Writing	Below Year 6 standard	Working towards standard	At expected standard	Greater depth
PP	1 (25%)	1 (25%)	2 (50%)	
Non-PP	3 (5%)	6 (11%)	32 (57%)	15 (27%)

Grammar	Below Year 6 standard	Working towards standard	At expected standard	Greater depth
PP	1(25%)		1 (25%)	2 (50%)
Non-PP	1 (2%)	2 (3%)	10 (18%)	43 (77%)

Maths	Below Year 6 standard	Working towards standard	At expected standard	Greater depth
PP	1 (25%)		3 (75%)	
Non-PP	1 (2%)	3 (5%)	19 (34%)	33 (59%)

KS1 Teacher assessment data – Summer term (2/58 pupils)

Reading	Below Year 2 standard	Working towards standard	At expected standard	Greater depth
PP	1 (50%)		1 (50%)	
Non-PP	4 (7%)	4 (7%)	35 (63%)	13 (23%)

Writing	Below Year 2 standard	Working towards standard	At expected standard	Greater depth
PP	1 (50%)		1 (50%)	
Non-PP	4 (7%)	7 (13%)	34 (61%)	11 (19%)

Maths	Below Year 2 standard	Working towards standard	At expected standard	Greater depth
PP	1 (50%)		1 (50%)	
Non-PP	4 (7%)	8 (14%)	33 (60%)	11 (19%)

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
Mental Health Support Team	NHS