



# Wooden Hill Primary and Nursery School **Pupil Premium Strategy Statement**

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# Pupil premium strategy statement – Wooden Hill Primary and Nursery School

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	394 (Not including Nursery)
Proportion (%) of pupil premium eligible pupils	13% (50 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr Ian Garner
Pupil premium lead	Mr James Titley-Rawson
Governor / Trustee lead	Gavin Handford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,630
Pupil premium carried forward from previous years	£0
<b>Total budget for this academic year</b> <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>	£63,630

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, we as a school have carefully considered the context of the school and the challenges that we face.

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 to ensure that they are READY for the next stage of their education.

Our aim is to improve provision for children in receipt of the Pupil Premium Grant so economic hardship alone is not a barrier to learning. This includes:

- Ensuring high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Identifying and addressing underachievement quickly and putting in place high quality targeted support
- Ensuring an ambitious curriculum that reflects our community and provides a range of enhancements to promote real life learning.
- Identifying and addressing potential SEND, particularly social, emotional and mental health needs, and putting in place high quality targeted support and/or referring to external services.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external data indicates that Reading and Writing attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils.
2	Internal data and observations in class have indicated over time that our disadvantaged pupils often experience greater difficulties with their phonics. The difficulty impacts negatively upon their ability to develop as readers.  At Wooden Hill in 2023, 33% of disadvantaged pupils achieved the phonics threshold in Year 1
3	Internal assessments and observations as well as discussions with our

	pupils and their families have identified social, emotional and mental health issues for many pupils especially those who are disadvantaged. These findings are supported by national studies. The number of pupils requiring access to social and emotional support and intervention has increased throughout the school.
4	Internal and external data indicates that Maths attainment among disadvantaged pupils is below that of non- disadvantaged pupils in Reception and KS1 and significantly below at the end of KS2.
5	Our attendance data indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils and persistent absences for disadvantaged pupils is higher than for non disadvantaged pupils

## 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
Improved reading, writing and maths attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2026/27 show that at least the National Average of disadvantaged pupils at Wooden Hill met the expected standard.</p> <p>KS2 writing outcomes in 2026/27 show that at least the National Average of disadvantaged pupils at Wooden Hill met the expected standard.</p> <p>KS2 maths outcomes in 2026/27 show that at least the National Average of disadvantaged pupils at Wooden Hill met the expected standard.</p>
Improved phonics attainment among disadvantaged pupils.	Year 1 and end of KS1 phonics outcomes in 2026/27 show that at least the National Average of disadvantaged pupils at Wooden Hill meet the expected standard.
Early intervention and support is offered to families in need to try and build parenting skills / confidence as well as prevent an escalation in cases.	The provision of a school-based Family Support Worker helps to develop the confidence and skills of parents. There is a reduction in cases progressing to Child In Need (CIN) or progressing from CIN to Child Protection (CP). More cases are managed at a Team Around the Family (TAF) level without a need to refer to Social Services.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/2027 demonstrated by: The overall absence rate for all pupils –

	including those who are disadvantaged being no less than 96%.
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### 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)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. Staffing (for example, CPD, recruitment and retention)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding RWI to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
High quality CPD to be delivered in-house in order to improve quality first teaching across the school.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teachers are encouraged to take ownership by identifying their own areas of improvement; source their own CPD; and put this to practice in the classroom. (WALKTHRUs) <a href="#">EEF toolkit evidence support quality first teaching as having the greatest impact on pupil attainment</a>	1, 2, 4

<p>High quality PSHE CPD and teaching materials.</p>	<p>Ongoing payments for JIGSAW PSHE including CPD opportunities to ensure that we are supporting teachers to deliver high quality PSHE sessions.</p> <p>Ongoing use of TGMC to support high quality emotional literacy and behaviour curriculum and resources.</p> <p><a href="#">EEF toolkit evidence support quality first teaching as having the greatest impact on pupil attainment</a></p>	<p>3</p>
<p>High quality resources to support planning of all subjects.</p>	<p>Purchasing Number Sense – times table fluency and HfL Essential spelling to develop teachers confidence in delivering high quality Spelling and Times tables lessons.</p>	<p>3</p>

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

Budgeted cost: £25,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> <p>Read, Write Inc 1:1 tutoring as well as tailored same day intervention.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p><a href="#">EEF Guide to the Pupil Premium and the tiered approach guide - Targeted academic support (e.g. structured interventions, small group tuition and one to one support)</a></p> <p><a href="#">Phonics   Toolkit Strand   Education</a></p>	<p>1, 2</p>

	<a href="#">Endowment Foundation   EEF</a>	
LSA Support	<p>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:</p> <p>One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Using EEF research – Special educational needs in mainstream schools.</p>	1, 2, 4
Software to support learning in class and at home	<p>Purchasing TTRockstars to support children in accessing maths resources and learning in the classroom and at home. This can also form part of an intervention in the classroom</p> <p><a href="#">EEF Guide to the Pupil Premium and the tiered approach guide - Targeted academic support (e.g. structured interventions, small group tuition and one to one support)</a></p>	4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils emotional, behavioural and personal needs and to increase pupil self-confidence.	<p>Teaching assistant trained as an Emotional Literacy Support Assistant (ELSA) including our FSA. Emotional Literacy is an understanding and awareness of thoughts and feelings and the ability to deal with them appropriately.</p> <p>Some areas an ELSA may work on:</p> <ul style="list-style-type: none"> <li>• Recognising a variety of emotions</li> <li>• Determining triggers and developing</li> </ul>	3, 5

	<p>coping strategies</p> <ul style="list-style-type: none"> <li>Supporting children with loss and bereavement.</li> </ul> <p>Children will work closely with the ELSA over 6 – 12 weeks to build self-awareness and independent skill sets. The ELSA will liaise with the class teacher so that any strategies are consistent and supportive for the child/ren.</p> <p><a href="#">EEF Guide to the Pupil Premium and the tiered approach guide - Targeted academic support (e.g. structured interventions, small group tuition and one to one support)</a></p> <p><a href="#">EEF toolkit evidence: Social and emotional Learning (4+ months impact on attainment)</a></p>	
Family Support Assistant	<p>Support for families with attendance, behaviour and wellbeing difficulties</p> <p>DFE – Working together to improve school attendance 2023</p>	3, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.londoncp.co.uk/not_attend_school.html">https://www.londoncp.co.uk/not_attend_school.html</a></p> <p><a href="https://www.ucl.ac.uk/ioe/researchprojects/2022/jan/school-absences-andpupilachievement">https://www.ucl.ac.uk/ioe/researchprojects/2022/jan/school-absences-andpupilachievement</a></p> <p><a href="https://attendancemattersmagonline.co.uk/attendance-and-safeguarding/">https://attendancemattersmagonline.co.uk/attendance-and-safeguarding/</a></p>	5
Extra-curricular clubs – 1 free per term To provide opportunities for new experiences both sport and art based, which might not be available to pupils outside of the	<p><a href="#">EEF toolkit evidence: Arts participation (+3 months impact on attainment)</a></p> <p>Research by Sportdev.org – identifies the impact of sport on well-being.</p>	3, 5

school setting.		
Educational visits-fully and partially funded (50%) educational visits for pupil premium pupils and half funding for Year 6 visits which involve overnight accommodation. To widen pupils understanding of the world and to help pupils make links with their in-school learning.	Research by <a href="https://www.educationnext.org">educationnext.org</a> – identifies culturally enriching fieldtrips as enhancing knowledge, cultural understanding, tolerance, empathy and critical thinking	3, 5

**Total budgeted cost: £63,630**

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### End of Key Stage 2 Pupil Premium Data

% of pupils achieving the expected standard or above in:	Pupil Premium WH 2025	Pupil Premium National 2025	Difference	% of pupils achieving a high level of attainment in:	Pupil Premium WH 2025	Pupil Premium National 2025	Difference
Reading	80%	63%	+17%	Reading	40%		
Writing	60%	59%	+1%	Writing	40%		
Maths	80%	61%	+19%	Maths	40%		
Reading, Writing and Maths	60%	47%	+13%	Reading, Writing and Maths	0%		

## MTC

Mean average score for the check	Average score for disadvantaged pupils WH	Average score for disadvantaged pupils National	Difference
20.1	14	18.9	-4.9

## Phonics Screening

% achieving Phonics Threshold in Yr1	Pupil Premium WH 2024	Pupil Premium National 2024	Difference
83%	63%	67%	-4
% achieving Phonics Threshold by Yr2	90%	63%	

## EYFS GLD

% GLD	Pupil Premium WH 2025	Pupil Premium National 2024	Difference
78%	66%	Unavailable currently	-12

## Outcomes for disadvantaged pupils

RWI interventions took place and accelerated the progress of a vast majority of children. Further evaluation of phonics effectiveness and grouping had the most impact and achievement improved.

Progress data show that all PP pupils have made progress from their respective starting points. Although still behind non-disadvantaged pupils in attainment, the data below show that, in terms of progress, the PP pupils have equalled or exceeded the non-disadvantaged in Reading, writing and maths in Year 6

Attendance of our pupil premium children is increasing and the gap is shrinking (2022/2023 – 2.73%, 2023-2024 – 1.79%). Attendance for 2024-2025 PP gap has increased. Further investigation of this will be required and support plans put in place.

All parents/carers of pupils eligible for PP receive a letter informing them of the offer of a free place for one club before registration is open to the overall cohort. However, the uptake is limited.

On average a club costs £22 per child per term/ half-term, depending on the nature of the club. Newsletters, letters may not be read. Consider the possibility of texting to alert parents/carers

of PP pupils of offer of free place for one club for Autumn 2025/26. Variety of clubs offered: sports, crafts, cooking, singing, pen pals etc. (most popular clubs are pen pals, choir and lego club). School trips – ½ price for PP pupils.

## 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.*

<b>Programme</b>	<b>Provider</b>
TTRockstars	Spelling Shed
Grammarsaurus	Jigsaw – PSHE