



Wood Field Primary School

Pupil Premium Strategy

Statement

Wood Field Primary School is part of the Greenshaw Learning Trust.
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4AF.

Pupil Premium Strategy Statement 2025-26

This statement details our school's use of **pupil premium for the 2025 to 2026 academic year** funding to help improve the attainment of our disadvantaged pupils. **This will be updated twice in each academic year until Autumn 2026.**

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year **(2025/26)** and the effect that last year's **(2024/25)** spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wood Field Primary School
Number of pupils in school	614
Proportion (%) of pupil premium eligible pupils	141 out of 614 pupils = 23%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026/Sept 2026
Statement authorised by	LGB on 15/12/2025
Pupil premium lead	Ann Pratt/ Jenny Ryan
Governor / Trustee lead	Chair of Governors - Mercedes Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025/26	£ 204,403.47
Pupil premium funding carried forward from previous years	£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	£204,403.47

Part A: Pupil Premium Strategy Plan

Statement of Intent

We are committed to providing a broad and engaging education full of opportunities. We ensure all pupils, including disadvantaged, are prepared for their future within an inclusive ethos that encourages them to be the best they can be. We aim to inspire and develop every child's personality, talents and abilities to the full and strong consideration is given to the allocation of resources to support this vision.

We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan within this document. We also know that the school closure gaps have widened attainment for this group of pupils and will respond accurately to the needs of our PPG pupils.

We are committed to using the Pupil Premium Grant (PPG) effectively by focusing on high-quality teaching supported by ongoing professional development (CPD). This ensures we offer the best interventions to help pupils catch up. We also know that certain barriers to learning have to be tackled with other professionals to ensure that our vulnerable pupils achieve the best they can throughout their time at Wood Field and Oak Field.

We believe every interaction and strategy we use should help PPG pupils make accelerated progress in comparison to their non-PPG peers. Supporting our staff and our family community is key to achieving this.

Key principles of our strategy:

- *A strong professional learning culture to improve teaching and close gaps between PPG and non-PPG pupils.*
- *A focus on social and emotional support, including work with families, to address our pupils' barriers to learning the lasting effects of the pandemic.*
- *Problem-solving strategies that support pupils' mental health so they are ready to learn.*
- *A whole-school approach that builds resilience while nurturing and supporting all pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Parental engagement, attendance and punctuality</p> <p>Low parental engagement, poor attendance, and weak punctuality can be significant challenges for pupil premium families because these issues often stem from wider socio-economic pressures. Families may face demanding work schedules, financial stress, or limited access to transport and childcare, making it harder to attend school events or maintain consistent routines. As a result, children may miss valuable learning time or arrive at school unsettled, which can affect their progress and confidence. It is crucial for schools to focus on improving these areas because stronger attendance, punctuality, and home-school relationships directly support better academic outcomes, increased wellbeing, and earlier identification of need. By prioritising this, schools can help narrow the attainment gap and ensure all pupils have equitable opportunities to succeed.</p>
2	<p>Literacy, Oracy, Maths and World Knowledge</p> <p>Lower literacy, oracy, maths, and world knowledge skills can be significant barriers for pupil premium pupils because gaps in these foundational areas limit their ability to access the full curriculum and engage confidently in learning. Many disadvantaged families may have fewer opportunities for enriching conversations, reading, or experiences beyond school, which can slow the development of essential vocabulary, understanding, and problem-solving skills. This can lead to reduced confidence, lower attainment, and fewer chances to build cultural capital. It is vital for schools to focus on improving these skills because strong foundations in language, maths, and general knowledge enable pupils to thrive across all subjects, close attainment gaps, and participate more fully in school life and future opportunities.</p>
3	<p>Socioeconomic factors - to include technology and learning resources</p> <p>Socioeconomic factors, including limited access to technology and learning resources, can be major barriers for pupil premium families because they often restrict children's opportunities to practise key skills, complete homework, and engage in wider learning beyond the classroom. Without reliable devices, internet access, or basic resources such as books and stationery, pupils may struggle to keep up with their peers and develop independence in their learning. These challenges can widen gaps in attainment and confidence over time. It is important for schools to focus on improving this because ensuring equitable access to resources helps level the playing field, supports consistent learning at home, and enables all pupils to benefit fully from the curriculum and enrichment opportunities.</p>
4	<p>Wellbeing, mental health and safeguarding concerns - to include health and wellbeing</p> <p>Wellbeing, mental health, and safeguarding concerns can be significant barriers for pupil premium families because children facing stress, instability, or unmet health needs often find it harder to focus, regulate emotions, and fully engage in learning. Socioeconomic pressures can</p>

	increase the likelihood of these challenges, leaving families with fewer resources or support networks to manage them. When pupils are struggling emotionally or physically, their attendance, behaviour, and academic progress can be negatively affected. It is vital for schools to focus on improving this because supporting children’s wellbeing and safety creates the conditions for effective learning, strengthens resilience, and ensures that vulnerable pupils receive timely help. By prioritising this area, schools can promote positive mental health, reduce risk, and remove barriers that hinder academic and personal development.
5	<p>Behaviour, Motivation and Focus</p> <p>Behaviour, motivation, and focus can be key barriers for pupil premium pupils because children facing socioeconomic challenges may experience stress, low self-esteem, or disrupted routines that affect their ability to concentrate and engage positively in learning. This can lead to difficulties following instructions, completing tasks, or sustaining effort over time, which in turn impacts academic progress and classroom dynamics. It is important for schools to focus on improving these areas because developing self-regulation, resilience, and motivation helps pupils maximise their learning potential, build confidence, and develop the skills needed to succeed both in school and beyond. Supporting positive behaviour and focus also creates a more inclusive and productive learning environment for all pupils.</p>

Intended Outcomes

This explains the outcomes we are aiming for **by the end of each review date within this strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To achieve and sustain improved attendance for our vulnerable pupils which includes uncooperative families.	The overall absence rate for disadvantaged pupils is no less than 96% where these pupils have been identified. The number of avoidable persistent absences is decreasing year by year and the attendance remains high.
2. To improve the attainment for disadvantaged pupils at the end of KS2 and to identify and close the gaps of learning for these pupils.	Identified students are making expected progress in line with baseline assessment by the end of this school year. Students demonstrate a variety of taught cognitive strategies that are appropriate for their age and comprehension level. Peer observations show that students think critically to choose the most effective strategies to support their learning.
3. To improve opportunities for disadvantaged pupils to take part in enrichment activities across the curriculum.	A higher proportion of pupil premium pupils regularly engaging in clubs, trips, workshops, and other extracurricular activities. All pupils, regardless of background, have the resources and support needed to attend enrichment opportunities, including financial support, transport, or equipment. Pupils show greater enthusiasm for learning, demonstrate curiosity, and participate actively in lessons and activities.

<p>4. Pupils' emotional and mental barriers to learning are quickly identified and effectively addressed so that they learn at the same pace as their peers.</p>	<p>Increased pupil engagement in learning and a reduction in behaviours that challenge. Pupils will have improved emotional wellbeing and mental health which will support their ability to engage and improve attainment. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing.</p>
<p>5. Pupils behaviour, motivation and focus is a priority for all professionals, ensuring that participation and resilience is high for disadvantaged pupils in their class.</p>	<p>Pupils consistently participate in lessons, activities, and discussions, showing sustained attention and interest. Reduced incidents of disruptive behaviour and increased demonstration of respect, cooperation, and self-regulation. Pupils show determination when faced with challenges, persist with tasks, and demonstrate a “can-do” attitude. All professionals are proactive in recognising and addressing barriers, using consistent strategies to support pupils’ behaviour and focus.</p>

Activity in this academic year - 2025 /2026

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

1. High Quality Teaching inclusive of CPD, recruitment and retention

Activity	Evidence that supports this approach	Challenge number(s) addressed	SLT Comments
<p>Strategies to improve reading fluency or reading comprehension. through the teaching of Oracy, including resources.</p> <p>These strategies will focus on:</p> <p>These strategies focus on using purposeful classroom talk to deepen understanding of the text:</p> <ul style="list-style-type: none"> ● Structured Questioning: The use of planned, structured questions to explicitly develop reading comprehension skills. This involves guiding discussions to make 	<p>The EEF classifies "Oral language interventions" (or Oracy) as a high-impact strategy.</p> <ul style="list-style-type: none"> ● Significant Effect Size: Oral language approaches have, on average, a high impact on pupil outcomes, leading to five to six months' additional progress over the course of a year. 	<p>2</p>	

<p>students articulate their thought processes.</p> <ul style="list-style-type: none"> ● Collaborative Learning Activities: Using group work where pupils discuss a text to share their thought processes, develop ideas, and consolidate new vocabulary. The adult's role is key in setting up these productive peer discussions. ● Modelling Metacognition: Teachers should model thinking aloud to demonstrate comprehension strategies (e.g., <i>"I'm going to pause here and ask myself who the main character is and what they want."</i>). This uses spoken language to make the reading process explicit. ● Articulating Ideas: Having students verbally articulate their ideas and understanding <i>before</i> writing about a text (e.g., using a talk-first approach). 			
<p>Further training inclusive of Adaptive teaching to ensure integration of pupils into mainstream is viable and enables teachers to assess children with SEN accurately,</p> <p>This approach which is crucial for integration involves:</p> <ul style="list-style-type: none"> ● High Expectations for All: Adaptive teaching involves "teaching to the 	<p>That is a key area of focus for the Education Endowment Foundation (EEF). The EEF strongly advocates for a shift from traditional differentiation to Adaptive Teaching as the most effective and sustainable way to ensure the successful inclusion of pupils with Special Educational Needs (SEN) in mainstream classrooms.</p> <p>The evidence that supports this is drawn primarily from the EEF's "Special Educational Needs in Mainstream</p>	2	

<p>top," setting the same challenging objectives for all pupils, including those with SEN. This directly supports viability into mainstream settings by preventing the lowering of expectations.</p> <ul style="list-style-type: none"> ● Responsive Support: Rather than pre-planned, fixed-level resources (which often characterises traditional differentiation), adaptive teaching provides targeted support (scaffolds) in the moment based on pupils' demonstrated needs. ● Anticipation and Planning (Macro-Adaptations): Teachers anticipate potential barriers to learning <i>before</i> the lesson and plan general scaffolds (like pre-teaching vocabulary or providing worked examples) that can be deployed flexibly across the whole class or in small groups as needed. ● In-the-Moment Adjustments (Micro-Adaptations): This is the crucial, responsive element, often driven by formative assessment (see point 2). It involves the teacher immediately adjusting their input, providing a prompt, or removing a support structure as the pupil demonstrates understanding. 	<p>Schools" Guidance Report and the accompanying research on Adaptive Teaching.</p>		
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2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	SLT Comments
<p>In school interventions, structured 1:1 support to address gaps, tutoring</p> <ul style="list-style-type: none"> - Targeted Interventions for PP pupils very low attainers - 1:1 or small group tutoring for pupils who have been identified through progress meetings (2026/27 budget) - Highly targeted interventions by Phase Team Leaders X2 to plug gaps for specified pupils in their year groups/ across the school. 	<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 (education endowment foundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year.</p>	<p>3,5</p>	

<p>Without reliable devices, internet access, or basic resources such as books and stationery, pupils may struggle to keep up with their peers and develop independence in their learning. These challenges can widen gaps in attainment and confidence over time.</p> <p>Activities this year include:</p> <ul style="list-style-type: none"> Library upgrade and use targeted at all children and particularly so for PP and vulnerable pupils 	<p>The EEF acknowledges that lack of reliable devices and internet access creates a significant barrier to learning, widening the attainment gap.</p> <p>Technology should be used to complement, not replace, effective teaching. However, a precondition for its effective use is equitable access to devices and connectivity. When schools assign homework or expect independent learning that requires a device or internet access, pupils without these resources are immediately disadvantaged.</p> <p>Basic Resources (Books and Stationery): If a child lacks basic resources like books or a quiet space to work, the environmental conditions for practicing self-regulation (e.g., focused studying, planning a task) are absent, leading to a cycle where the pupil lacks confidence and falls further behind.</p> <p>The EEF research on confidence and self-efficacy supports the idea that the lack of resources can affect a pupil's belief in their own ability.</p>	<p>1, 2, 3</p>	
<p>Times tables Rock Stars and Numbots subscription</p> <ul style="list-style-type: none"> Times Tables Rock Stars helps primary pupils quickly and confidently learn their multiplication and division facts through fun, game-based practice and progress tracking. 	<p>The effectiveness of these apps is primarily supported by research in two EEF high-impact domains: Mastery Approaches and Metacognition & Self-Regulation.</p> <p>EEF Finding (Metacognition and Self-Regulation): When foundational</p>	<p>1, 2, 3</p>	

<ul style="list-style-type: none"> NumBots builds strong early number skills—such as counting, number bonds, addition and subtraction—using engaging, interactive games that develop confidence and fluency. 	<p>knowledge (like multiplication facts) is not automatic, it consumes Working Memory capacity, leaving little room for complex problem-solving.</p>		
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed	SLT Evaluation Comments
<p>1. Family Support Worker’s engagement with identified families</p> <p>Our Family Support Worker’s engagement with identified families provides practical guidance, emotional support, and help accessing services, making a positive difference for low-income families and strengthening their ability to support their child’s wellbeing and learning.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. (EEF evidence, Oct2021)</p>	<p>1,3, 4</p>	

<p>2. ELSA</p> <p>Our ELSA (Emotional Literacy Support Assistant) is a trained staff member who works with children in primary school to help them develop their emotional, social, and behavioural skills. They run one-to-one or small-group sessions that support areas such as understanding and managing emotions, building self-esteem, developing friendships, improving social skills, and coping with worries or change. ELSAs work alongside class teachers and families to help children feel more confident, resilient, and ready to learn.</p> <p>Our ELSA also runs a weekly ‘Super Sibs’ group for children whose family members have SEND needs to allow them to take part in arts and crafts activities.</p>	<p>The core EEF guidance that validates the ELSA approach falls under the broad category of Social and Emotional Learning (SEL) and Mental Health Interventions.</p> <p>SEL interventions, on average, have a moderate positive impact (equivalent to four months' additional progress) on attainment and a very high positive impact on social and emotional development.</p> <p>This work aligns with prominent research in SEL, such as that from the Collaborative for Academic, Social, and Emotional Learning (CASEL), which shows that improved SEL skills lead to better behaviour, stronger relationships, and, ultimately, improved academic outcomes.</p> <p>The ELSA role fits the model of an effective targeted intervention.</p>	<p>1,3, 4</p>	
<p>3. Nurture Activities</p> <p>Nurture groups are psychosocial interventions focused on supporting the social, emotional and behavioural difficulties of children and young people. They are founded on evidence-based practices and offer a short-term, inclusive, targeted intervention that works in the long term.</p> <p>Nurture breakfast, which supports children who struggle to attend school</p>	<p>The Nurture Group model is a strategic application of several high-impact EEF recommendations, primarily focusing on creating a safe base for pupils who have faced early adversity, which prevents them from accessing learning in the main classroom.</p> <p>Emotional Development: Nurture groups explicitly target "social, emotional and behavioural difficulties." They provide the targeted, protective environment necessary to develop self-regulation skills. Research shows that pupils who lack self-regulation struggle disproportionately in learning environments.</p>	<p>1,3, 4</p>	

<p>and those families who struggle financially</p>	<p>Small-Group Structure: The model provides a short-term, small-group setting, which the EEF validates as a highly effective delivery mechanism for targeted interventions.</p>		
<p>4. Uniform and trips We offer a 25% discount on school trips for PPG families, helping to reduce financial pressure and ensure all children can take part in enriching experiences alongside their peers. We also provide free second-hand school uniform, making it easier for families to access good-quality clothing without the added cost. Together, these measures support low-income families by removing barriers, promoting inclusion, and helping every child feel fully part of school life.</p>	<p>Removing Barriers to Participation (Trips Discount)</p> <p>The discount on school trips is supported by research into the importance of cultural capital, enrichment, and reducing absenteeism/anxiety.</p> <ul style="list-style-type: none"> • EEF Finding (Disadvantage Guidance): Pupils from disadvantaged backgrounds often have less access to educational and cultural opportunities outside of school. This gap in "cultural capital" can affect their comprehension, background knowledge, and conversational fluency, widening the attainment gap. 	<p>3, 4, 5</p>	

TOTAL FUNDING FOR PP STRATEGY = £204,403.47

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.

Desired Outcomes	Impact
For pupil premium ARE attainment at the end of KS2 to be at least in-line with national 'disadvantaged' ARE attainment	<p>National - Reading 63%, Writing 59%, Maths 61% WF - Reading 65%, Writing 50%, Maths 70%</p> <p>The targeted use of Pupil Premium funding has resulted in positive outcomes for children across the school, with a clear demonstration of strong attainment in core subjects. Attainment in Mathematics is particularly impressive, with Pupil Premium children achieving 9 percentage points above the national average (70% vs 61%). Similarly, Reading outcomes are performing above the national average (65% vs 63%). While this progress is highly encouraging, Writing has been identified as a priority for development, currently sitting 9 percentage points below the national average (50% vs 59%). Future strategy will focus on embedding successful intervention models from Maths and Reading to accelerate progress in Writing.</p>

<p>For pupil premium GDS attainment at the end of KS2 to be at least in-line with national 'disadvantaged' GDS attainment</p>	<p>National - Reading 33%, Writing 13%, Maths 10% WF - Reading 25%, Writing 0%, Maths 10%</p> <p>The attainment profile for our high-ability Pupil Premium (PP) cohort at the Higher Standard demonstrates a significant area for urgent development. Across all three core subjects, our results are substantially below the national average for the Higher Standard cohort: Reading at 25% (National 33%), Maths at 10% (National 26%), and critically, Writing at 0% (National 13%).</p> <p>Impact Rationale: This data indicates that the challenge and stretch provided to this group have been insufficient to secure the highest level of attainment.</p> <p>Future Action: Our Pupil Premium strategy will be immediately adjusted (26/27) to focus a high proportion of funding on bespoke challenge interventions, targeted mentoring, and teacher CPD focused on eliciting Greater Depth outcomes, particularly in Writing and Mathematics, to close these attainment gaps rapidly.</p>
<p>To prioritise the mental health and wellbeing of pupil premium pupils to support social and emotional needs and academic progress</p>	<p>Below are the sources we have used to come up with pupil's voices to demonstrate that pupils feel more comfortable discussing their worries and seeking help.</p> <p>My school is friendly and welcoming - 90% agree</p> <ul style="list-style-type: none"> ● "I love all the teachers; they're very caring." ● "It's really easy to settle in—new people are made to feel welcome." <p>These statements are examples of how pupils' SEMH needs are supported.</p>

Wood Field 2024-25 End of Year Data

<i>End-year progress of PP</i>	Reading		Writing		Maths	
	PP	All	PP	All	PP	All
YR	36%	67%	36%	67%	45%	71%
Y1	67%	72%	33%	63%	58%	73%
Y2	50%	64%	39%	59%	56%	66%
Y3	45%	66%	32%	48%	41%	62%
Y4	75%	81%	69%	76%	72%	82%
Y5	65%	73%	29%	64%	36%	68%
Y6	65%	80%	50%	70%	70%	83%

Please see above for the narrative describing the impact of these outcomes.