



Woodlands Primary School

Pupil Premium Strategy

Statement

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Pupil premium strategy statement

Report from Rachel Dean, Woodlands Primary School for Governing Body meeting on 24 November 2025

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	450
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Rachel Dean
Governor / Trustee lead	Nick Manessi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£161,520

Part A: Pupil premium strategy plan

Statement of intent: Our Million Dreams and Beyond Approach: Strategic Plan (2025-2028)

The core vision of our Pupil Premium Strategy is inextricably linked to our commitment to raising attainment through our Million Dreams Curriculum. We believe that the Pupil Premium funding provides the crucial resource needed to eliminate barriers, both academic and non-academic, ensuring that every disadvantaged pupil has the foundation, resilience, and cultural capital to genuinely pursue and achieve their highest aspirations—their 'million dreams.'

At Woodlands it is our belief that everyone has a responsibility to ensure that pupils make progress and achieve well in every year group as they journey through the school, particularly those who may experience disadvantage. This enables a positive transition to the next phase of the child's education - whether that is the next year group, next Key Stage or next school and gives all children the best chance of success.

Our Million Dreams and Beyond Approach, is designed to systematically and urgently address the significant and widening achievement gaps for our disadvantaged pupils. Our core mission is to transform educational outcomes, attendance, and well-being, ensuring every pupil, regardless of background, achieves their highest potential.

Our strategy is driven by both external and internal data trends, which demand immediate, high-impact intervention, as well as research into what makes the biggest difference in the classroom.

Our approach has three branches: Quality First Teaching, targeted support and wider offer.

Quality First Teaching

We recognise that high quality teaching makes the biggest difference to pupil outcomes, and that poor teaching disproportionately impacts disadvantaged learners. Therefore our approach codifies core pedagogical practices that will make the difference in the classroom. These practices will become the instructional pedagogy used consistently across the school, the aim of which is to reduce missed opportunities for progress. Over time teachers will become fluent in the strategies and the cognitive load for pupils will be reduced as they transition to emotionally predictable classrooms throughout their school journey. Our inclusive teaching will ensure that learning tasks are adapted so that all pupils can access meaning that teaching partners can focus on targeted support.

Targeted Support

When our universal offer is established, more children will be supported to stay in class, meaning less need for intervention. However, it is recognised that some pupils have not yet secured foundational skills and may require structured intervention. Our approach will mean investment in skilled staff and

published interventions that have proven success to address each area of challenge.

Wider offer

We are passionate that all pupils, particularly those who experience disadvantage, participate fully in the **Million Dreams Curriculum** offer and the **Beyond a Million Dreams offer** including enrichment activities, trips, visitors and essential resources, thereby accumulating the cultural capital necessary to engage confidently with the wider world. We are developing our enrichment programme to ensure ease of access for all children, but particularly those who experience disadvantage.

We are passionate that all pupils, particularly those who experience disadvantage, participate fully in the **Million Dreams Curriculum** offer and the **Beyond a Million Dreams** offer. This includes enrichment activities, trips, visitors, and essential resources, thereby ensuring they accumulate the cultural capital necessary to engage confidently with the wider world. To achieve this, we are developing our enrichment programme to ensure ease of access for all children, especially those who experience disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Data indicates that attendance in all year groups among disadvantaged pupils is lower than for non-disadvantaged pupils, with boys attendance 1% lower than girls and persistent absence amongst boys 2.8% higher than girls. Both figures are higher compared with their peers.</p> <p>Lower attendance is directly linked to a lower sense of belonging and a negative impact on academic outcomes.</p>
2	<p>Behaviour</p> <p>Data strongly suggests that students receiving Pupil Premium (PP) are being disproportionately removed from class and suspended compared to the whole school population.</p> <p>The overwhelming percentage of boys in the removal and suspension data (90% of PP removals are boys) points to a difference in how boys express distress or</p>

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	<p>difficulty. Boys are statistically more likely to externalise emotional and academic difficulties, whereas girls are more likely to internalise difficulties.</p>
3	<p>KS2 Writing</p> <p>Data shows that the gap between PP writing outcomes and their peers is large, and is not favourable with the national data outcomes. Our IDSR (2025) indicates that the gap shows a Widening trend over the last year.</p>
4	<p>KS2 Maths</p> <p>At the end of KS2, pupils in receipt of pupil premium do not achieve in line with their peers. The gap is similar to national data and reflected in our IDSR which shows a Widening trend in the latest year. Analysis and observation shows that children in KS2 do not secure number facts such as times tables into their long term memory. This is having a significant impact on their confidence with calculation.</p>
5	<p>Phonics Attainment</p> <p>Our phonics data shows that pupils in receipt of pupil premium do not attain in line with their peers. We are concerned that if children do not acquire their phonics this will reduce their fluency as readers and reduce access to our Million Dreams offer. However the gap is <i>less</i> than the local authority and national.</p>

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained improved attendance from 2025/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is eliminated. <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.</p>
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	Trend over three years 2025-28 shows that internal data and observations indicate a reduction in disruptive incidents indicated by fixed term exclusions and internal reflections. This is further evidenced through our quality assurance processes such as work scrutiny and engagement in lessons.
Improved writing attainment for disadvantaged pupils at key data points	Trend over three years 2025-28 in KS2 Writing outcomes and internal data show that the gap between disadvantaged pupils and their peers who meet the expected standard is eliminated or at least significantly reduced.
Improved maths attainment for disadvantaged pupils at key data points.	Trend over three years 2025-28 KS1 and KS2 Maths outcomes show that the gap between disadvantaged pupils and their peers who meet the expected standard is reduced
Improved phonics attainment for disadvantaged pupils	Trend over three years 2025-28 Y1 Phonic Screening, Y2 Phonic Retake show that the gap between disadvantaged pupils and their peers who meet the expected standard is reduced

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: £46,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resources and training to support implementing a 'Common language' pedagogical approach through our Core 10 Habits: a universal offer across the school</p>	<p>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. EEF 2025</p> <p>While all students benefit from good teaching, those who find learning more challenging are most disadvantaged by unclear instruction and gain the most from highly effective, explicit approaches (Boundy, 2024; EEF, 2021; McLeskey, 2017).</p>	<p>1, 2, 3, 4 & 5</p>
<p>Review and further develop our teaching of Writing and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access high quality writing EPD provided by Integra.</p>	<p>The Writing Framework (2025) emphasizes a structured, sequenced, and evidence-informed approach to teaching writing, focusing on managing cognitive load and building foundational skills early.</p> <p>Identify pupils needing additional support as early as possible (from Reception onwards).</p> <p>Support through EPD so Teachers can adapt their lessons to be accessible, providing pupils with more time and practice to ensure good progress.</p>	<p>3</p>

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	<p>DfE The Writing Framework July 2025</p> <p>Leswell, M. (2025). The shift to adaptive teaching: A research-informed guide. <i>Impact</i>, (19).</p>	
<p>Implementation of a whole school approach to Oracy where pupils learn to talk and through talk across the Million Dreams curriculum.</p>	<p>The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation.</p>	<p>1, 2 & 3</p>
<p>Ensure pupils have access to a broad and balanced curriculum We will fund teacher release time to ensure the Million Dreams curriculum is implemented across the school</p>	<p>Using high interest topics, which are taught across the curriculum, enhances children's enjoyment and helps to embed the knowledge. Subject leaders ensure sequencing and progress which can be tracked through MTP, planning and is reflected in children outcomes. Tasks are carefully designed to ensure prior knowledge is activated and every child is able to access them independently without inducing cognitive overload. <i>(Cognitive Load Theory, Sweller, Ayres & Kalyuga, 2011)</i> Several 'off the peg' schemes are used to support progression, for example Computing, Art, DT, PSHE and Music. This ensures subject expertise and supports Subject Leaders to implement a broad curriculum for all children.</p>	<p>1,2,3,4,5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school SF</p>	<p>Subject Leaders ensure the curriculum suits the needs of our community through careful assessment and reflection. There is a strong focus on number fluency as this is central to children's understanding and an indication of readiness to progress to reasoning and problem solving. High quality instruction is used to support learners following EEF Metacognition Models.</p>	<p>1,2 & 4</p>
<p>Enhance adaptive teaching strategies and resources across</p>	<p>'Inclusion starts with expert teaching. When this is embedded consistently and</p>	<p>1,2, 3, 4 & 5</p>

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<p>the school using resources such as Widgit to support people with communication and language difficulties, such as autism or learning disabilities</p>	<p>paired with early, targeted support for children, more learners stay in class and make progress' (Inclusion in Practice Emerging Insights, 2025)</p> <p>'This principle involves proactively making lessons, resources, and the physical learning environment as inherently usable and understandable as possible for the widest range of students from the outset'. (Inclusive Discussion Teaching Paper McCrae et al, 2025)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £59,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention delivered through Rapid Phonics	<p>High quality intervention is used to support children to ensure they keep up, to enable them to meet expected levels in reading, this, in turn, ensures full access to the Million Dreams curriculum. Evidence suggests there is a positive relationship between reading for pleasure and increased academic attainment (Clark and DeZoya, 2011) whilst further research reports that children who enjoy reading, read above their age level. (OCED, 2009)</p> <p>12.4% (1 in 8) of children receiving Free School Meals (FSM) lacked a book of their own, compared to only 8.0% (1 in 13) of their non-FSM peers. This material deficit directly correlates with lower reading skill, where children without a book are more than twice as likely to read below the national average. (National Literacy Trust, 2024)</p>	1,2,3,4 & 5
Numeracy intervention delivered through Rapid Maths	<p>Children’s understanding of the number system indicates their likely outcomes in Maths. Quick and efficient recall of facts and procedures is an important part of maths fluency. (Coker, EEF) Rapid Maths is used to assess, establish appropriate groupings and deliver high quality intervention which supplements QFT in the classroom.</p>	1,2 & 4
Rapid Writing approach to writing catch up	<p>For disadvantaged pupils, who often start with lower baseline skills, this accelerated rate of progress is essential for catching up. The small group or one-to-one setting</p>	1, 2, 3, 5

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	<p>provides the high-quality, focused feedback and explicit instruction necessary to overcome entrenched learning difficulties in writing.</p> <p>(Education Endowment Foundation (EEF), 2025).</p>	
<p>Additional language interventions to support pupils including Chatterbugs, Language for thinking and Rhodes to language</p>	<p>On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). EEF</p>	<p>1,2, 3 & 5</p>
<p>Nurture provision: Self-regulation strategies through Nurture group</p>	<p>Nurture groups support the development of children's emotional wellbeing and relationships. Most significant for teachers was the reduction of disruptive behaviour in class. Improved emotional regulation skills as well as social skills were both involved in enabling this change</p> <p>Primary Teachers' experiences of the effectiveness of Nurture groups, MacPherson & Phillips, 2021</p>	<p>1 & 2</p>
<p>Trained ELSA practitioners supporting pupils with emotional and social difficulties</p>	<p>Research has shown that ELSA improves young people's emotional literacy in understanding a range of emotions and being better able to emotionally regulate, as well as their self-efficacy and having positive experiences of school (Silver, Emanuel & Jones, 2024). Children develop their skills in communicating, relational and social skills (Purcell & Kelly, 2023).</p>	<p>1 & 2</p>
<p>Social and Emotional Learning interventions such as Circle of Friends, Lego Therapy and Language for Behaviour and Emotions</p>	<p>The average impact of successful SEL interventions is an additional three months' progress over the course of a year. EEF 2025</p>	<p>1 & 2</p>

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<p>Social, Emotional and Mental Health Mentoring through Sporting Chance</p>	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>1 & 2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic deployment of adults to provide daily emotional and physical support through regular intervention and targeted support	<p>The evidence confirms that the strategic use of support staff, rather than their general presence in the classroom, is the key factor for a positive impact on both academic progress and holistic pupil outcomes (including social, emotional, and physical support).</p> <p>Research found that pupils who received the most one-to-one support from a TA, particularly when the TA was constantly with them (the "Velcro TA" effect), often made less academic progress and developed learned helplessness.</p> <p>Education Endowment Foundation (EEF). (2025). <i>Deployment of Teaching Assistants: Guidance Report (Third Edition)</i>. London: EEF.</p>	1, 2
Parental engagement support to assist entry/exit into and out of school and for families to support emotional and mental health and with cost of living crisis	<p>Research consistently shows that when schools and parents/carers work together, children are more likely to thrive both academically and in their general wellbeing (Bostani, 2014).</p> <p>Parental involvement positively influences children's social and emotional adjustment, emotional resilience, and their ability to deal with challenging problems (Barger et al., 2019; Gonzales et al., 2014).</p>	1, 2
Additional financial support to attend	Participation Gap: Children from low-income families are consistently and significantly less likely to participate in	1, 2, 3, 4, 5

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<p>extracurricular sports clubs</p>	<p>club-organised sports compared to their middle- or high-income peers. The data shows a direct link between household income and participation for almost all extra-curricular activities, especially sport (GOV.UK, 2019; EPI, 2024).</p> <p>Extracurricular sports clubs are critical for developing "soft skills" such as teamwork, communication, discipline, independence, and problem-solving (GOV.UK, 2019).</p> <p>Extra-curricular activities generally promote improved confidence, motivation, and positive learning behaviours in school, which directly support academic attainment (Children's University RCT, 2017).</p>	
<p>Access to financial support for school uniform and trips</p>	<p>Financial support ensures that all students can participate in these activities. Denying a student a place on a trip due to cost is an educational disadvantage, as they miss out on the tangible, real-world context that aids memory retention, critical thinking, and deeper understanding of concepts. School trips are also vital for developing social skills, teamwork, and independence outside the formal classroom setting (GOV.UK, 2019)</p> <p>High uniform costs can lead to lower school attendance (Child Poverty Action Group, 2022).</p> <p>Financial difficulties in meeting uniform costs can lead to students wearing incorrect, ill-fitting, or damaged uniform items, which identifies them as</p>	<p>1, 2, 3, 4, 5</p>

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	<p>disadvantaged and exposes them to bullying, shame, and social exclusion.</p> <p>The Children's Society. (2021)</p> <p>Removing this barrier reduces the stress and anxiety associated with poverty, allowing students to focus their cognitive resources on learning.</p>	
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Total budgeted cost: £161,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Attendance

Attendance Data 2024-2025

Whole school 93.1%

Pupil Premium 89.3%

Persistent Absentees 32.2%

Unauthorised Absence 3.4%

Severely absent 4.2%

Lates 2.3%

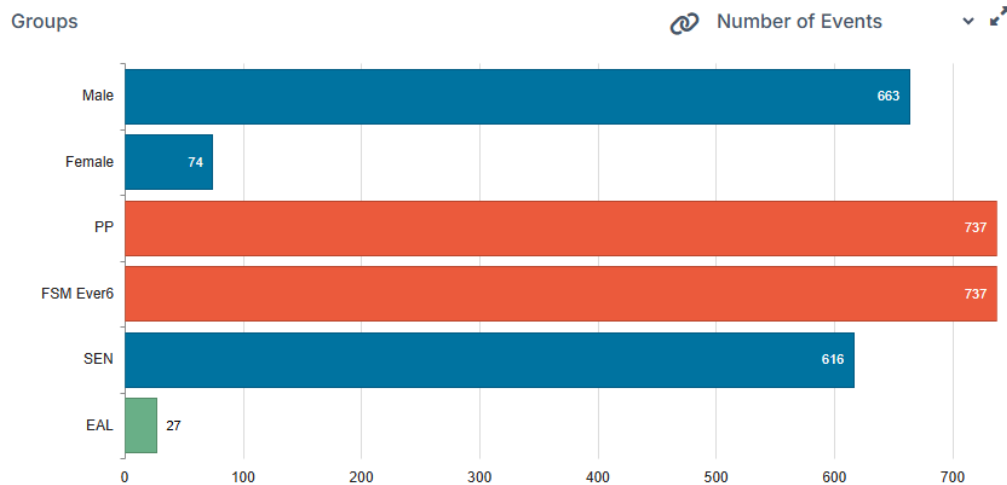
Challenge 2: Fixed term suspensions and other behaviour incidents

Classroom Removals Data:

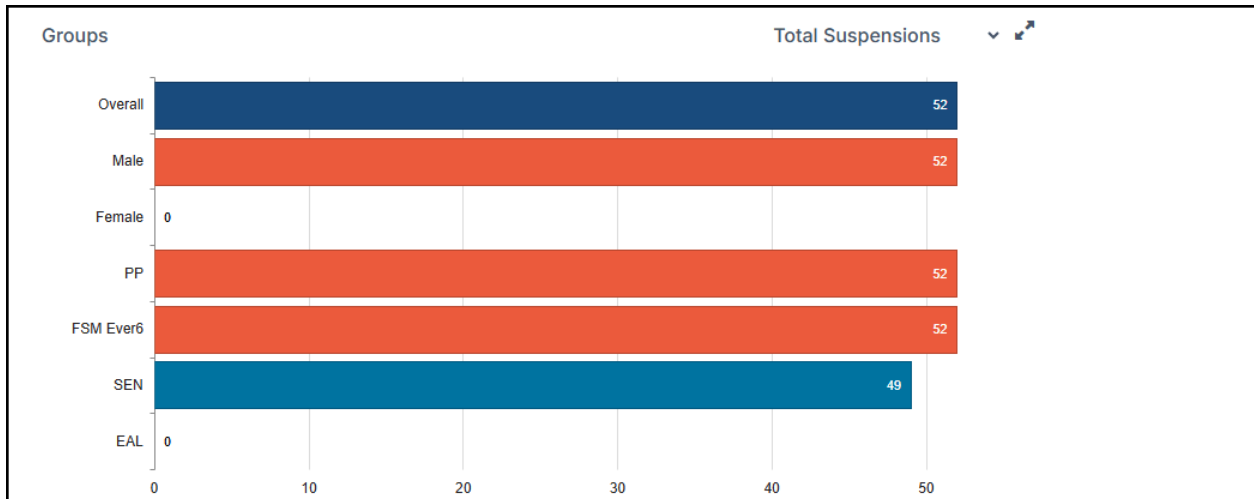
38% PP - Removal from peers

90% on PP removals from class were boys

84% of PP removals also have SEND



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Suspension Data:

62% suspensions PP (52/84)

All 52 FTS were boys and of these 49/52 incidents were a child with both PP and SEND.

Challenge 3: Writing

Our KS2 outcomes for writing are 62%. Children in receipt of PP achieved 45% ARE. This gap is wider than the local authority and national average.

Writing Outcomes							
Attribute	Cohort	EXP+	LA Av EXP	Nat Av EXP+	High	LA Av High	Nat Av High
All	60	61.7%	72.4%	72%	3.3%	7.0%	13%
EAL	13	92.3%	67.1%	72%	7.7%	5.6%	13%
Female	41	70.7%	79.7%	78%	4.9%	9.1%	16%
Male	19	42.1%	65.3%	65%		4.9%	10%
Non PP	38	71.1%	76.5%	78%	5.3%	8.1%	16%
PP	22	45.5%	54.7%	58%		2.3%	6%
SEND E	2		15.8%	12%		1.1%	1%
SEND K	9		37.5%	36%		2.3%	3%
SEND N	49	75.5%	84.0%	83%	4.1%	8.4%	16%

Challenge 4: Maths

Our KS2 outcomes for Maths are 70%. Children in receipt of PP achieved 59% ARE. This gap is smaller than the local authority and in line with the national average.

Maths Outcomes										
Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	60	70.0%	74.8%	73%	15.0%	26.1%	24%	103.3	104.8	104.0
EAL	13	76.9%	76.9%	77%	23.1%	34.5%	30%	106.8	106.4	106.0
Female	41	75.6%	75.2%	73%	17.1%	22.6%	21%	103.7	104.3	104.0
Male	19	57.9%	74.5%	74%	10.5%	29.5%	27%	102.4	105.3	105.0
Non PP	38	76.3%	79.9%	79%	15.8%	30.2%	29%	104.2	105.8	106.0
PP	22	59.1%	52.9%	59%	13.6%	8.6%	13%	101.6	100.2	101.0
SEND E	2		18.4%	17%		2.1%	4%	91.0	96.3	97.0
SEND K	9	33.3%	49.2%	44%		9.9%	8%	96.2	99.2	99.0
SEND N	49	79.6%	84.5%	83%	18.4%	31.2%	29%	104.4	106.2	106.0

Challenge 5: Phonics

79% passed their Phonics Screening in Year 1. Children in receipt of PP achieved 71%. This gap is smaller than both the local authority and the national average.

Attribute	Cohort	No. Exp. Std	% Exp Std	LA Av 2025	Nat Av 2024
All	58	46	79.3%	82.1%	80.0%
CiC				50.0%	
EAL	6	5	83.3%	80.0%	80.0%
Female	26	22	84.6%	86.5%	84.0%
Male	32	24	75.0%	77.7%	77.0%
Non PP	51	41	80.4%	84.4%	84.0%
PP	7	5	71.4%	61.4%	68.0%
SEND E	4	1	25.0%	15.0%	20.0%
SEND K	6	3	50.0%	49.9%	52.0%
SEND N	48	42	87.5%	88.9%	88.0%

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
Mentoring	Sporting Chance