

# Pupil premium strategy statement – Woodvale Primary Academy

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	452
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 2025/26 2026/27
9	
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Charlotte Krzanicki
Pupil premium lead	Laura Wright
Governor / Trustee lead	N/A

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,569
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£154,569</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodvale Primary Academy, our aim is to see **'everyone thriving'**. This is particularly important for our disadvantaged pupils. Whilst it would not be correct to adopt a one size fits all approach to the barriers that disadvantaged children might face, common barriers that we see at Woodvale include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour issues and attendance and punctuality problems. There may also be complex family situations that prevent children from thriving.

### **Principles:**

- We believe in achievement for all and this is promoted through our school values.
- We prioritise teacher and curriculum development as we recognise that what happens in the classroom makes the biggest difference to the attainment and life chances of pupils whether they are disadvantaged or not.
- We will engage with external evidence and choose appropriate strategies to best support disadvantaged pupils' needs.
- Our value of 'We support' means that we ensure teaching and learning opportunities meet the needs of all learners and we understand the impact that timely support can have on overcoming some of the external barriers and SEMH challenges that disadvantaged pupils might face.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all socially disadvantaged families qualify for free school meals. By adopting a whole school approach, we aim to support those who need it most regardless of contextual factors

### **Objectives:**

- To diminish the difference in attainment between disadvantaged and non-disadvantaged children in national data and internal data.
- To ensure that all pupils can thrive in all aspects of school life, regardless of their personal or family context by promoting equity of opportunity.

## Challenges

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

Challenge number	Detail of challenge
1	Weaker language and communication skills which impacts on acquisition of phonics in Early Years and KS1 but also use of vocabulary in KS2.
2	Attainment in Maths within KS2 with a particular focus on MTC and End of Key Stage 2 assessments
3	Pupils' social, behavioural and emotional needs can impact on their readiness to learn and academic achievement.
4	Disadvantaged pupils attend school less than non-disadvantaged pupils leading to them missing learning impacting on academic achievement.
5	In school analysis shows that disadvantaged pupils do not engage with wider curriculum and extra-curricular opportunities as frequently as their non-disadvantaged peers impacting on their cultural capital.

## 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
Ensure that children's communication, language and vocabulary skills are not a barrier to attainment	Y1 PSC results (including for disadvantaged pupils) are in line with national figures. Reading attainment results (and progress at end of KS2) at statutory assessment points are in line with national figures. Children participating in speaking and language interventions move from red to amber/green.
Ensure that the implementation of the schools' curriculum is underpinned by robust evidence and addresses underachievement.	Staff's knowledge and practice (through surveys and quality assurance of teaching and learning) addresses underachievement.
Improve academic outcomes for disadvantaged pupils in Mathematics	At statutory assessment points, the gap between the achievement of in school disadvantaged pupils and non-disadvantaged pupils nationally is reduced. The attainment of disadvantaged pupils is broadly in line with national averages at statutory assessment points.

Ensure that attendance improves and persistent absence reduces for disadvantaged pupils.	Attendance for disadvantaged pupils is in line with other pupils There is a reduction in the number of pupils eligible for pupil premium who are persistently absent. Attendance for disadvantaged pupils improves on previous year and shows an upward trend.
Ensure continued equity of opportunity regardless of economic circumstance to further develop cultural capital.	Disadvantaged children can thrive and participate fully in all aspects of school life - for example, extra-curricular opportunities, pupil leadership roles, school trips and events etc.
Effective support is provided to vulnerable pupils to minimise the impact of social, behavioural and emotional needs on academic attainment.	Over time, social, emotional and behavioural barriers to learning are addressed reducing the number of behavioural incidents impacting on their well-being and achievement. Qualitative data drawn from pupil voice indicates higher levels of well-being.

## 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: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development through online learning programmes and other professional development opportunities to develop staff understanding of how to best meet the needs of disadvantaged children.	By using research based approaches to teaching and learning, we aim to ensure that staff focus on the 'best bets' for ensuring that all pupils (including disadvantaged pupils) make strong progress in the curriculum.  The school utilises 'Walkthrus' as a way of codifying effective aspects of teaching and learning.	1,2,3

Release time for teachers to visit others		
Additional resources and training to support the implementation of Little Wandle phonics.  CPD for staff	Little Wandle is a DFE approved scheme for the teaching of phonics which builds on the school adapted version of Letters and Sounds used previously.  Phonics approaches have consistently found to be effective in supporting younger readers to master the basics of reading with an average impact of an additional 4 months progress.	1
Continued participation in Enigma Maths Hub with a focus on the Mastering Number programme to secure early fluency  CPD for staff on Maths mastery with a focus on reasoning.	Mastery learning is shown to have a positive impact on attainment (+5 months EEF Toolkit) Continuing to fund release time for the Maths leads allows time for CPD and working alongside class teachers to develop their practice.  In school data shows rising attainment in arithmetic but the need for further professional development for staff on approaches to problem solving and reasoning.	2
Use of Times Tables Rockstars and Numbots to support pupils with fluency of times tables and foundational number facts.	A fluent knowledge of foundational number facts and times tables is essential as children progress through the school to enable to apply this to more complex calculations, reasoning and problem solving.	2
Fund access to PiXL programme to provide all teachers with support and resources to address gaps in pupils' knowledge	PiXL provides strategies and resources to address gaps in pupils' understanding. Alongside teaching resources, assessments help identify where these knowledge gaps exist.	1,2,3

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

Budgeted cost: £ 55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Same day intervention for pupils and use of PiXL therapies	The school believes in the 'keep up, not catch up' philosophy and this is supported by the EEF report 'Closing The Attainment Gap' which states that 'Catch up is difficult – we should aim to get it right first time round for all children' EEF Teaching and Learning Toolkit states that overall 'small group tuition is effective and as a rule of thumb the smaller the group the better'	1,2
Little Wandle phonics intervention	Small group tuition led by trained teaching assistants or other trained staff are identified by the EEF toolkit as being 'moderate impact for low cost'. Pupils are identified as needing intervention through regular assessments by class teacher and there are effective systems and processes in place for tracking progress overseen by the Phonics Leader.	1
HLTA to provide speech and language intervention to children in EYFS/Year 1	S+L interventions are targeted at EYFS and KS1 pupils who have weaknesses in their language skills so are at risk of experiencing difficulties with their reading. Early intervention is known to close the gap between disadvantaged children and their more economically advantaged peers.	1
Plan appropriate interventions to meet the needs of disadvantaged pupils.	Teachers to be fully aware of the need of pupils within their class and prepare suitable interventions and QFT to meet the needs of disadvantaged pupils.	1, 2, 3

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

Budgeted cost: £ 54569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of pupil premium passport – support for trips and residentials	There is a disconnect between the percentage of pupils who receive pupil premium funding and the real world deprivation that some families are in. To encourage uptake of free school meals, particularly in EYFS and KS1, parents	1,2,3,4,5

	and carers are offered a 'passport' which can be redeemed against uniform, residential visits etc.....	
Increase opportunities for pupils' leadership	The EEF report 'Closing The Attainment Gap' identified essential life skills or 'character' as being important in determining life chances. We believe that by providing opportunities for children to be actively involved in the life of the school we are making a positive contribution towards their character.	5
Targeted invitation to extra-curricular and in school clubs to ensure these are representative of the schools context and demographics.	In school analysis shows that disadvantaged pupils are not as well represented as their non-disadvantaged peers in pupils who access clubs/extra-curricular activities. By carefully targeting invitations to disadvantaged families who school feel would benefit from participating in these clubs, it is hoped that this will increase the sense of belonging that these pupils have, the 'pull' factor to attending school more frequently and address wider barriers to learning.	3,4,5
Family Support Worker and Learning Mentor provision	Many of our disadvantaged families face safeguarding, attendance and SEMH challenges. This provision is essential to support those families.	3,4,5

**Total budgeted cost: £149480**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Intended outcome

Ensure that children's communication, language and vocabulary skills are not a barrier to attainment

#### Success Criteria:-

Y1 PSC results (including for disadvantaged pupils) are in line with national figures.

Reading attainment results (and progress at end of KS2) at statutory assessment points are in line with national figures.

Children participating in speaking and language interventions move from red to amber/green.

#### Outcome Review

##### PSC

<b>Y1</b> Phonics	Academy All	National All	Academy <u>Non PP</u>	Academy PP	National PP	PP National vs PP <del>Acad</del> gap	Gap between PP/ <u>Non</u> PP in academy
22-23	76%	79%	81%	60% (15 pupils)	67%	-7%	21%
23-24	86%	80%	92%	76% (17 pupils)	68%	+8%	16%
24-25	83%	80%	85%	70% (10 pupils)	67%	+3%	15%

<b>Y2</b> Phonics	Academy All	National All	Academy <u>Non PP</u>	Academy PP	Gap between PP/ <u>Non</u> PP in academy
22-23	89%	89%	91% (43 pupils)	69% (16 pupils)	22%
23-24	89%	89%	98% (35 pupils)	63% (16 pupils)	35%
24-25	95%	89%	97% (39 pupils)	90% (21 pupils)	7%

(pupil numbers in brackets = total number of pupils)

For all three years the children who did not pass the PSC were also on the SEND register.

There is a general upward trend in PSC pass rate for all children.

The gap between PP/non PP is closing over 3 years.

PP attainment has been just above National for the last 2 years.

### **Chatterway:**

The two children in Reception who were on the Chatterway programme moved to amber/green by the end of Reception. The child on amber will continue into Year 1.

The child in Year 2 on the Chatterway programme moved to green by the end of Year 2.

### Next steps:

- Continue to monitor the quality teaching and delivery of LW phonics through monitoring and evaluation.
- Continue to monitor effective teaching of LW guided reading in EYFS and Y1
- Use Little Wandle assessment tracker to identify gaps which can be taught in intervention.
- Use LW assessment tracker to monitor the progress of children in KS2 who did not pass PSC and are working on the 'catch up' programme. Teach daily interventions to plug gaps.
- Track impact of attendance on phonic sessions and phonic interventions, with attendance champion.

## **Intended outcome**

Ensure that the implementation of the schools' curriculum is underpinned by robust evidence and addresses underachievement.

### Success Criteria:-

Staff's knowledge and practice (through surveys and quality assurance of teaching and learning) addresses underachievement.

## **Outcome Review**

The school's curriculum draws on best practice underpinned by research in its approach to teaching, learning and overall implementation. This has a positive impact on all pupils through high expectations and an ambitious curriculum which prepares children for the next stage of their learning. This includes work supported by the the Maths Hub and EEF by the maths lead evidence and based practice from the English Review.

Quality assurance of this curriculum and its implementation has shown strengths in modelling (which supports disadvantaged pupils) and scaffolding to enable all pupils to access the curriculum.

### EYFS GLD

	Academy Attainment all	National Attainment	Academy Attainment PP	Academy Attainment non-PP
22 – 23	71%	67%	67% (10/15 pupils)	72%
23 – 24	64%	68%	33% (3/9 pupils)	70%
24 -25	70%	68%	64% (7/11 pupils)	70%

Children eligible for PP have achieved close to National data for all children in two of the last three years. In 23/24 two of the six children who did not achieve GLD are on the SEND register.

The focus on early speech and language is having a positive impact on attainment in speaking, and in listening and attention.

Next steps:

- A continued focus on word reading and fine motor skills needs to be in place to improve the attainment of children eligible for pupil premium as these are barriers to achieving GLD.
- Targeted phonic and daily reading for children, using LW interventions.
- A focus on fine motor skills through the development of the provision, extending the opportunities for children as they access both classrooms. Use the progression of skills document to develop challenge through the year on playdough, sand, water and DT resources.
- Use of outdoor learning and 'Welly Wednesdays' to develop gross and fine motor skills using the outdoor environment and a range of tools and techniques to develop strength and control.

### MTC

	Average score			21+			Pass 25/25		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All children	18.5 (Nat 20.2)	18 (Nat 20.6)	21.4	42%	49%	74%	16% (Nat 29%)	17% (Nat 34%)	39%
PP children	16	15	19	28%	30%	53%	6% (1/18 pupils)	5% (1/20 pupils)	35% (6/17 pupils)
Non-PP	19	19	23	48%	58%	83%	18%	23%	40%
Gap PP – Non-PP	3	4	4	20%	28%	30%	12%	18%	5%

There was a significant improvement in attainment, including scoring 21+, for all pupils last year. Precise monitoring and targeting of pupils by the maths lead and Y4 class teachers had a positive impact on attainment. The attainment gap for PP/non-PP closed significantly last year as part of the significant improvement in overall attainment.

Children eligible for PP in 24/25 attained in line with the overall pass rate for all pupils in 23/24.

- The gap between average score and 21+ remains the same for the last three years and the progress and attainment of children eligible for PP needs to continue to be a target for this year. Targeted interventions and tracking of progress using TTRS and direct teaching need to be the focus.

### End of KS2 attainment

	Combined			Reading			Writing			Maths		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All children	43% (Nat 60%)	50% (Nat 60%)	51% (Nat 61%)	58% (Nat 73%)	70% (Nat 74%)	68% (Nat 75%)	68 (Nat 71%)	70 (Nat 72%)	75 (Nat 72%)	55 (Nat 73%)	65 (Nat 73%)	63 (Nat 74%)
National PP	44%	46%	47%	60%	62%	63%	58%	58%	59%	59%	59%	61%
PP children	24% (21 pupils)	56% (25 pupils)	35% (17 pupils)	43%	64%	53%	48%	64%	65%	29%	72%	41%
Non-PP	54%	46%	57%	67%	74%	74%	79%	74%	79%	69%	60%	71%
Gap PP – Non-PP	30%	+10%	22%	24%	10%	21%	31%	10%	14%	40%	+12%	30%
Gap PP/National PP	20%	+10%	12%	23%	+2%	10%	10%	+ 6%	+ 6%	30%	+ 13%	20%

Gaps remain between the attainment of children eligible for PP and those not, as well as compared to national data.

There is a two-year trend of PP attainment in writing being just above National data. The design of the writing curriculum as a sentence level curriculum support all learners to write coherently, through direct teaching of grammatical skills and awareness of audience and purpose.

- Action: targeted provision with small group teaching of children eligible for PP.
- QLA gap analysis of Pixl assessments to provide specific interventions for PP children to catch up with their peers.

#### Intended outcome

Ensure that attendance improves and persistent absence reduces for disadvantaged pupils.

#### Success Criteria

Attendance for disadvantaged pupils is in line with other pupils

There is a reduction in the number of pupils eligible for pupil premium who are persistently absent.

Attendance for disadvantaged pupils improves on previous year and shows an upward trend.

#### Review of outcome

<b>Overall Attendance</b>	22-23	23-24	24-25
All pupils	94.4	93.50%	93.50%
PP	92.2	89.80%	89.90%
Non-PP	95.3	95.20%	94.30%
Gap	-3.1	-5.4	-4.4

<b>Persistence Absence</b>	22-23	23-24	24-25
All pupils	9.90%	19.00%	20.10%
PP	19.90%	36.60%	37%
Non-PP	5.30%	10.50%	13.80%
Gap	-14.60%	-26.10%	-23.20%

Data shows that strategies to reduce the gap between the attendance of PP and non-PP pupils have not been successful. Although the gap in overall attendance was reduced in 24-25, this coincided with an overall drop in attendance for all pupils.

Persistent absence increased in the years 23-24 and 24-25 overall and this is reflected in the gap between disadvantaged and non-disadvantaged pupils persistent absence in these years.

- Action – ensure swift and robust actions to support and challenge all pupils attendance with a particular focus on disadvantaged pupils.
- Action – establish effective strategies for raising disadvantaged pupils through targeted interventions such as use of Breakfast Club.
- Action – work closely with the local authorities SASO to ensure individual pupils where attendance is a concern are identified, supported and challenged to improve their child’s attendance.

#### Review of outcome

Ensure continued equity of opportunity regardless of economic circumstance

#### Success Criteria

Disadvantaged children can thrive and participate fully in all aspects of school life

#### Review of outcome

The Pupil Premium Passport continues to provide a way of ensuring that economic circumstance does not have an impact on participation in school events.

Monitoring of children eligible for PP accessing clubs and pupil leadership opportunities shows that this group of pupils are often not accessing these opportunities.

Next steps:

- Some places in sports clubs reserved for children eligible for PP. Children to be directly invited to take up places.
- Monitoring of access to clubs by PP Lead to ensure that children eligible for PP are taking up places in clubs and in leadership opportunities and are being directly invited to do so where applicable.

## 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
Times Tables Rockstars	Maths Circle Ltd

Accelerated Reader	Renaissance Learning
Spelling Shed	Education Shed
Kapow	Kapow
PiXL	PiXL Ltd

## Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*