



Pupil premium strategy statement

Woodton Primary – 2024 - 2025

This statement details our school's use of pupil 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	58
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025, 2026 2027
Statement authorised by	Dawn Thomas
Pupil premium lead	Dawn Thomas
Governor / Trustee lead	Diane Perry-Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£333
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>	£27,623



Part A: Pupil premium strategy plan

Statement of intent

Our Federation vision is to 'Love our neighbour, enabling everyone to flourish and reach their full potential'. We aim for all of the children in our federation to be the very best that they can be.

Our Pupil Premium strategy:

- Ensures that all pupils have access to the same extra-curricular activities, wrapround care and music provision
- Aims to close any gaps in attainment with the use of targeted interventions so that pupils are able to reach their full potential and are in line with their peers.
- Provides support for children's emotional wellbeing so that they are ready to learn and to make progress
- Ensures that all children have full access to our curriculum and experience Quality First Teaching

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-pupil premium pupils in our school.

In addition to quality first teaching at Woodton Primary we also consider the wider needs of our children, so that as well as receiving quality first teaching, children also experience enriched provision.

Our approach at Woodton Primary will be to identify shared challenges and individual needs for disadvantaged pupils. This will be done through assessment and our knowledge of the pupils and their circumstances.

The approaches we have adopted complement each other to guarantee that pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



Challenges

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

Challenge number	Detail of challenge
1	Assessments of the curriculum show that children who are Pupil Premium are achieving below their peers: <ul style="list-style-type: none"> • Reading 43% of children are reaching the Expected Standard. • Writing 31% of children are reaching the Expected Standard. • Maths 50% of children are reaching the Expected Standard.
2	Through observations and teacher assessments disadvantaged pupils have underdeveloped oracy and more limited vocabulary in comparison to their peers. In Reception, half of the disadvantaged pupils have been identified as needing additional language support.
3	Some children have emotional, social or mental health needs that impact on their ability to learn or access the curriculum in line with their peers.
4	Through our observations and knowledge of the pupils and their social circumstances, disadvantaged pupils do not always have the same opportunities and wealth of experience as their peers.
5	50% of our disadvantaged pupils also have SEND.

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 attainment for pupils, so that the gap closes between Pupil Premium children and their peers.	<ul style="list-style-type: none"> • Analysis of attainment data will show that the progress of pupil premium is at least in line with their peers. • A higher percentage of Pupil Premium children will meet the expected standard in Reading, Writing & Maths. • The gap will narrow between pupil premium and non-pupil premium children.
The wellbeing of pupil premium children is well supported and improves, so that they are ready to access learning.	<ul style="list-style-type: none"> • Discussions with pupils, pupil surveys and observations will show that pupils feel happy and are ready to learn.
Improved outcomes for those pupils that are SEND and Pupil Premium.	<ul style="list-style-type: none"> • Analysis of attainment data will show that the progress of pupil premium is at least in line with their peers.
Children have access to the same wraparound care, extra-curricular activities, enrichment experiences, music tuition and school trips / residential as their peers.	<ul style="list-style-type: none"> • All disadvantaged pupils will attend school trips and residentials. • All disadvantaged pupils are able to attend extra-curricular activities and wraparound care. • All disadvantaged pupils have the opportunity to have musical tuition.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of VNET to support quality first teaching, by providing quality CPD and networking opportunities for staff.	Extensive research shows that improving quality first teaching is most effective for supporting all pupils, including pupil premium.	1, 2, 5
Purchase of PiXL subscription to support with assessment and interventions.	Standardised tests can provide reliable insights into the specific strengths of each pupil. PiXL supports with providing a national outlook as well as a local picture. PiXL programme is used to identify groups of children, including disadvantaged pupils to have 'therapies' which are interventions to support gaps in their learning.	1, 2, 5
Annual subscriptions of Literacy Tree, Little Wandle and Spelling Shed to support Writing.	Literacy Tree annual subscription. Writing Roots supports Vocabulary, Grammar & Punctuation to embed into the writing. Little Wandle used for Phonics and Spelling, then supplemented by Spelling Shed. Education Endowment Foundation (EEF): Phonics has a positive impact (+5 months).	1, 2, 5
Developing KS2 Reading Comprehension Strategies.	To trial and develop best practice to KS2 reading comprehension. Education Endowment Foundation (EEF): Reading Comprehension Strategies have a positive impact (+6 months).	1, 2, 5
Annual subscriptions to White Rose Maths, TTRS/Numbots.	Consistent approach to Maths based on mastery. TTRS and Numbots to support fluency in Maths. DfE Maths Guidance for KS1 & 2	1, 5



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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonics to support pupils in small groups or 1:1	Some pupils need additional support to stay on track with their peers and they have this through Catch Up or Keep Up interventions. Education Endowment Foundation (EEF): Phonics has a positive impact (+5 months).	1, 2, 5
Staff to deliver PiXL 'Therapy' interventions.	Through the use of PiXL assessments, areas are identified for individual or groups of children to have support in targeted areas for Maths, Reading and VGPS. Education Endowment Foundation (EEF): Teaching assistant interventions/small group interventions (+4 months).	1, 2, 5
To enhance the provision of non-core subjects for the wellbeing of all pupils.	50% of our pupils that are Pupil Premium are also SEND. Through observations and the knowledge of our children, the wider curriculum is important for these pupils. Develop the provision for music across the school Education Endowment Foundation (EEF): Arts participation (+3 months) & Physical Activity (+1 month)	1, 2, 3, 5
To embed an approach to improve Vocabulary and Oracy across the school for all pupils.	To develop the oracy and vocabulary of pupils in our school. Develop a whole a school approach as well as using bespoke interventions for those pupils that need it. Education Endowment Foundation (EEF): Oracy intervention has a positive impact (+6 months).	

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

Budgeted cost: £3,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support wellbeing the wellbeing of pupils, including those with SEND needs by creating a sensory area / sensory circuits approach.	The importance of mental health and wellbeing is well documented. Some pupils need bespoke support to allow them to be ready for learning. Education Endowment Foundation (EEF): Social and emotional learning has a positive impact (+4 months).	1, 3, 5



<p>Access to emotionally available adult for bespoke support, including bereavement / trauma.</p>	<p>The importance of mental health and wellbeing is well documented. Some pupils need 1:1 support to allow them to process events, traumas and bereavements before being ready for learning. Education Endowment Foundation (EEF): Social and emotional learning has a positive impact (+4 months).</p>	<p>2, 3, 4, 5</p>
<p>Step Up / Step On and Sensory Circuits training to support consistency in behaviour and regulation.</p>	<p>Research/evidence based training from Norfolk Steps. Ensuring whole school approach to behaviour to support learning. Training to support understanding the emotional regulation of children, so that they are ready to learn. Education Endowment Foundation (EEF): Social and emotional learning has a positive impact (+4 months).</p>	<p>1, 3, 4, 5</p>
<p>Financial support to enable pupil premium children to access wraparound care, extra-curricular activities, music tuition, trips and residential.</p>	<p>Provide after school and breakfast clubs for all pupils. Provide a broad range of activities at lunchtime through the play leaders. Activities, Trips and residential to be subsidised or FOC for disadvantaged pupils Peripatetic music lessons to be offered to all and FOC for disadvantaged pupils Education Endowment Foundation (EEF): Art participation and involvement in physical activity has a positive impact (+3/+1 months).</p>	<p>1, 3, 4, 5</p>

Total budgeted cost: £27,623



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The small number of pupils in each year group at Woodton means that data is statistically insignificant.

The implementation of the SSP Little Wandle appears to have had a positive impact on our data and 80% of Year 1s passed the Phonics Screening Check and there was 100% in the Year 2 retakes. This means that pupils now have a solid foundation for reading at Woodton Primary.

In 2024 there were 8 pupils who took the KS2 SATs. They achieved 75% in Reading, 63% in Writing and 50% in Maths. This resulted in 50% combined. As a result of this data and further assessment data for other year groups in school, Writing is now priority 1 on our SIDP and the Maths lead will continue to work on improving Maths.

All pupils who are Pupil Premium accessed wellbeing support as needed in 2023-2024.

All pupils have had equal access to music tuition, breakfast club and after school club as well as extra-curricular activities. The majority of Pupil Premium pupils took up the offer of these places.

Pupil Premium children have all attended trips and Year 5 & 6 Pupil Premium attended our bi-annual residential.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
CPD/School Improvement support	VNET
Assessment and Intervention support	PiXL