Pupil premium strategy statement – Woodland View Junior School

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	155 (Sept 25)
Proportion (%) of pupil premium eligible pupils	15.5% (24) (Sept 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	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	H. Jordan Executive Headteacher
Pupil premium lead	H. Payne Head of School (WV) Disadvantaged Lead
Governor / Trustee lead	

Funding overview

2025 Detail	Amount
Pupil premium funding allocation this academic year	£36,360
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£36,360

Part A: Pupil premium strategy plan

Statement of intent

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 attaining highly.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational excellence for all, notably in its targeted academic support, responsive pastoral support and a curriculum that applies best educational research related to child development, Primary learning and progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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	In 2024-2025 assessments, observations, and discussions with pupils and parents suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Key barriers include vocabulary, decoding and comprehension. Being below the expected standard in Reading means children are unable to access written information at the expected standard in all other subjects. At Key Stage 2 (2025) 100% of our disadvantaged pupils met the expected standard in Reading, but due to small numbers in each cohort, this percentage fluctuates considerably year-on-year. 14% of pupils in 2025 reached the Higher standard in Reading compared to 39% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.) 25% of pupils do not read regularly outside of school in KS2. Of these, 23% are disadvantaged.
2	In 2024-2025 assessments, observations, and discussions with pupils and parents find that more disadvantaged pupils have poorer outcomes in Maths than their non-disadvantaged peers. Barriers include fluency and problem solving. At Key Stage 2 (2025) 29% of our disadvantaged pupils did not meet the expected standard in Maths compared to 17% of non-disadvantaged pupils. No disadvantaged pupil met the Higher standard in Maths compared to 35% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)
3	In 2024-2025 assessments, observations, and discussions with pupils and parents find that more disadvantaged pupils have poorer outcomes in Writing than their non-disadvantaged peers. The primary barrier is GPS. At Key Stage 2 (2025) 86% of our disadvantaged pupils met the expected standard in Writing, which was higher than their non-disadvantaged peers, however due to small numbers, this is not consistent over a three-year period. No disadvantaged pupil met the Higher standard in Writing compared to 17% of non-disadvantaged pupils. (Data set recorded with caution as numbers are too small to be reliable or significant.)
4	Our assessments (including Year 3 on-entry information, behaviour tracking and annual wellbeing survey), observations and discussions with pupils and families have identified social and emotional challenges, including an increase in higher-level trauma or SEND-related behaviours that harm, a decrease in self-esteem including an increase in body

	image-related anxieties and fewer skills in independence. Poor family and pupil wellbeing and mental health, a lack of social and other enrichment opportunities outside of school (particularly offline) and limited access to parenting advice, not least for those families in emergency accommodation (within the village) disproportionally affects disadvantaged pupils, including their attainment. Teacher referrals for support (24-25) have remained high since the pandemic. 18 pupils (7 of whom are disadvantaged) currently require additional support with personal, social and/or emotional needs, with 9 (4 of whom are disadvantaged) receiving regular, targeted interventions.
5	Our attendance data over the last three years indicates that overall attendance among disadvantaged pupils has improved year-on-year and in 2024-2025 was only 0.7% lower than for non-disadvantaged pupils. Analysis of intersectionality however finds that a significantly high proportion of disadvantaged pupils have other challenges that negatively impact on their attendance. Lateness, illness and medical absences are high within this group. A specific focus, which links attendance to health and wellbeing factors is therefore a priority.

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 attainment among disadvantaged pupils	Triangulated information demonstrates significantly improved vocabulary KS2 Reading outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard
Improved Maths attainment among disadvantaged pupils	KS2 Maths outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard
Improved Writing attainment among disadvantaged pupils	KS2 Writing outcomes by 2027-28 show that more than 80% of disadvantaged pupils consistently achieve the expected standard

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys, FSA feedback and teacher observations • a significant reduction in the quantity and severity of pastoral issues requiring interventions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant reduction in the number of behaviour logs (online/pastoral-related) and behaviour support plans required
To sustain strong attendance for all pupils in our school, and reasons for non-attendance particularly for our disadvantaged pupils are overcome when linked to intersectionality.	Sustained high overall attendance from 2027/28 demonstrated by: • the overall absence rate for all pupils maintained at no more than 5%. Analysis of reasons for absence demonstrates: • intersectionality challenges have been identified and supported early • Progress for pupils in multiple groups improves.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7812

Activity	Evidence that supports this approach	Challenge number(s) addressed

Facilitate a senior member of staff to lead CPD of teachers, enable peer support and track progress of pupils and so enable professional conversations that support and challenge attainment (£6742)	Staff wellbeing, time for reflective, guided evaluation and peer learning all contribute to supporting effective teaching and learning. Feedback from peer assessment can reinforce learning and correct misunderstanding Peer tutoring | EEF (educationendowmentfoundation.org.uk) When individualised instruction employs digital technology, the EEF find the positive effect on learners of this approach to be higher due to the more immediate feedback that is enabled Individualised instruction | EEF (educationendowmentfoundation.org.uk) Article 3 of the UN convention on the rights of the child states that the best interests of the child must be a top priority in all decisions and actions that affect children	1, 2, 3, 4, 5
Enhancement of our English and 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 and to access English and Maths Hub resources and CPD (including VNET Professional Community). (6 half day supply £570)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF 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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	1, 2, 3

	Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance on Mastery Learning (the Maths approach taken) finds most impact when direct instruction is combined with collaborative learning: Mastery learning | EEF Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 30 states children have the right to learn the and use the language of their families	
TA training: Supporting TA Expertise with the aim of ensuring every interaction is impactful (£500)	There is a strong evidence base that suggests knowledgeable interactions between classroom staff and children have high impacts on learning: Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) For TAs to lead the most effective interventions, they must be well-trained. General classroom support can be less impactful, yet where TAs are responsible for specific interactions including behaviour and feedback they should be as impactful as teachers: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Feedback | EEF (educationendowmentfoundation.org.uk) Article 28 of the UN convention on the rights of the child states that children have a right to education.	1, 2, 3

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

Budgeted cost: £5089

Activity	Evidence that supports this approach	Challenge number(s) addressed

Facilitate a Teacher and HLTA to lead lunchtime tutoring support in phonics, Reading, Writing and Maths targeted at disadvantaged pupils who require further academic support. Homework text books purchased to extend learning (Teacher 5h/w for 2.5 terms £2700 based on £20 per hour) (HLTA 5h/w for 2.5 terms £2115) (Collins text books £274).	Evidence suggests that well-trained TAs have the most impact in the interventions they lead: Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) There is extensive evidence that phonic interventions and reading comprehension interventions have high impact: Phonics | EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) 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: One to one tuition | EEF (educationen-dowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's abilities	1, 2, 3

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

Budgeted cost: £23411

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate the FSA and pastoral TA to provide responsive interventions to pupils and parents	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	4, 5

and so meet needs in relation to wellbeing, attendance and behaviour (FSA contribution £11325) (MSA contribution £8560) (ELSA £480)	performance, attitudes, behaviour and relationships with peers): Social and emotional learning | EEF Article 28 of the UN convention on the rights of the child states that children have a right to education. Article 29 states that education should develop each child's personality and talents to the full	
Enhancement of the social and emotional curriculum through subsidising enrichments including clubs, trips, music tuition and activities (£500).	Outdoor adventure learning can have a positive impact on academic learning and non-cognitive outcomes such as self-confidence – the impact is greater for more vulnerable students Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk) Social and emotional interventions that develop a positive school ethos and support greater engagement in learning also evidence positive impact for learners in academic and non-academic skills: Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Article 29 of the UN convention on the rights of the child states that education should develop each child's personality and talents to the full. Article 31 states children have the right to relax, play and join in a wide range of leisure activities	4, 5
RISE UP! And Stormbreak programme for all Year 6 pupils, including identified other pupils to support general and specific needs most	Social and emotional learning has identifiable and valuable impact on attitudes to learning, social relationships and attainment. Improvements are most likely when staff are specifically trained and teachers committed to supporting the approach	4, 5

notably in relation to transitions (£998)	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child	
Purchasing ingredients for Cook and Connect - small group cooking followed by family sharing and chatting sessions to engage with families, creating strong links between home and school – Y3 focus (£98)	Developing effective parental engagement for all parents to improve their children's attainment has strong impact. There is evidence to suggest that parental engagement is consistently associated with pupils' success and support for parents with their first child will benefit their siblings. Parental engagement | EEF (educationendowmentfoundation.org.uk) Article 3 of the UN convention on the rights of the child states that all organisations concerned with children should work towards what is best for each child. Article 27 states that children have the right to a standard of living that is good enough to meet their physical and mental needs	1, 2, 3, 4, 5
Embedding principles of good practice set out in the DfE's Behaviour in Schools - Advice for headteachers and school staff Feb 2024 advice and RSE statutory guidance Relationships Education, Relationships and Sex Education and Health Education guidance.	The DfE behaviour guidance recognises that good behaviour is central to a good education and poor behaviour can have multiple negative impacts on children including on their wellbeing and attendance at school The DfE RSE statutory guidance recognises that children need knowledge and skills to make informed decisions about their wellbeing. This is linked to teaching online safety in schools. Teaching online safety in schools - GOV.UK	4

This will involve training and release time for key staff to develop and implement new procedures (2 day supply £380)	Article 17 of the UN convention on the rights of the child states that all children have the right to reliable information from a variety of sources and protection from material that could harm them	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for key staff to develop and implement new procedures (3 day supply £570)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Article 28 of the UN convention on the rights of the child states that children have a right to education	5
Contingency fund for acute issues. (£500) (Potential Wellcomm assess-ment tool £449)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £36,312

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

Outcomes for disadvantaged pupils in the 2024 to 2025 academic year:

Pupil Group	*Pupils*	*National*	*School*
KS2 Reading – Expected Standard			
All pupils	*30*	*75%*	*77%*
Disadvantaged	*7*	*63%*	*100%*
Non-disadvantaged	*23*	*80%*	*70%*
KS2 Maths – Expected Standard			
All pupils	*30*	*74%*	*80%*
Disadvantaged	*7*	*60%*	*71%*
Non-disadvantaged	*23*	*80%*	*83%*
KS2 Writing – Expected Standard			
All pupils	*30*	*72%*	*73%*
Disadvantaged	*7*	*59%*	*86%*
Non-disadvantaged	*23*	*78%*	*70%*
Social, Emotional and Mental Health			
Pupils receiving support		*Pupils receiving targeted intervention*	
All pupils	*147*	*All pupils*	*147*
All pupils supported	*33*	*All pupils supported*	*12*
Disadvantaged	*13*	*Disadvantaged*	*10*
Attendance			

Total attendance		*Persistent absence*	
All pupils	*96%*	*All pupils*	*4.8%*
Non-disadvantaged	*96.49%*	*Non-disadvantaged*	*4.3%*
Disadvantaged	*95.82%*	*Disadvantaged*	*7.1%*

Last year marked the end of a previous pupil premium strategy plan. The small number of disadvantaged pupils in each cohort means that all data must be read with caution. Due to the small numbers, outcome-based data fluctuated considerably year-on-year, so lacks validity. (Average number of pupils included in the Y6 data sets was 3.)

Teacher-led tutoring was seen to be particularly effective in improving outcomes in maths. Parental engagement in Y6 homework, using the text books purchased saw a 100% take-up, positive feedback and no doubt a positive impact on outcomes.

Staff training and development was accessed in full and improved teacher knowledge and confidence.

Throughout the period of the last plan, the FSA role increased from part-time to full-time meaning a greater number of pupils and their families were able to access support. The quantity of referrals did not reduce, but the timeliness of response improved. Pupil's conduct has been a growing concern across the period of the last plan. The reasons behind this link to social, emotional and mental health needs and wider family issues. This needs further exploration.

Enrichment opportunities were well-attended and should continue with tracking of impact. Links to Spoken Language (for example through Play in a Day) further enriched learning. Working with other professionals including The Community School Team and Life Coach has been beneficial in meeting specific needs.

Attendance improved year-on-year. Deeper analysis suggests exploration of intersectionality would be beneficial.

The funding was used to positive affect but until all disadvantaged pupils consistently achieve in line with their non-disadvantaged peers, particularly in Reading, Writing and Maths, our intended outcomes should be reviewed but maintained. The above review has informed the intended outcomes for the new plan.

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
Drawing and Talking	FSA + TA
Working on Worries	FSA
ELSA	FSA + TA
Lego Therapy	TA
Activ8	Paddy Venner
Man by Choice	Paddy Venner
RISE UP/Storm Break	NCC/Teaching and Pastoral team