Pupil premium strategy statement
Woodton Primary
2026 – 2029 (Year 1)

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	41
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027, 2028, 2029
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	£15,530
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*	£15,530

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 intention is that all pupils, irrespective of their background or the barriers they may face, achieves their full potential. Our Pupil Premium strategy is designed to support disadvantaged pupils in achieving these outcomes, including those who are already attaining highly.

Our Pupil Premium strategy aims:

- To ensure that all pupils have access to the same extra-curricular activities, wraproud care and music provision
- 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.
- To provide support for children's emotional wellbeing so that they are ready to learn and to make progress
- To 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:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve,
- ensure disadvantaged pupils are challenged through high expectations of their achievement.
- act early to intervene at the point need is identified

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 some children need additional support with learning to ensure that they achieve in line with their peers.
2	55% of our disadvantaged pupils also have SEND.
3	Through monitoring attendance, we can see that some children's attendance is lower than their peers and they are more likely to be persistently absent from school.
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	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.

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
Educational Achievement Improved attainment for pupils, so that the gap closes between Pupil Premium children and their peers. Especially those pupils with Pupil Premium AND SEND.	• Analysis of attainment data will show that the progress of pupil premium and SEND children 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.
Aspirational for Educational Success Attendance data tell us that disadvantaged children's attendance is in line with or above disadvantaged children nationally, but it is lower than that of their non-disadvantaged peers in this school and nationally.	• The attendance gap between disadvantaged children and their non-disadvantaged peers is at least in line with comparative national data. • Attendance data shows that pupils are in line with or above their peers for attendance.
Lived Experiences Children have access to the same wraparound care, extra-curricular activities, enrichment experiences, music tuition and school trips / residentials as their peers.	• 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.
Mental Health & Wellbeing The wellbeing of pupil premium children is well supported and improves, so that they are ready to access learning.	• Discussions with pupils, pupil surveys and observations will show that pupils feel happy and are ready to learn.

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: £4,000

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 Phonics, Little Wandle Handwriting and Spelling Shed to support Writing.	Literacy Tree annual subscription. Writing Roots supports Vocabulary, Grammar & Punctuation to embed into the writing. Little Wandle Handwriting. 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: £9,500

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
Additional Handwriting support for pupils that need it in small groups or 1:1	Some pupils need additional support to stay on track with their peers and they have this through use of the Litte Wandle Handwriting. ***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.	55% 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: £2,030

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
Access to emotionally available adult for bespoke support, including bereavement / trauma.	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).***	2, 3, 4, 5
Step Up / Step On and Sensory Circuits training to support consistency in behaviour and regulation.	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).***	1, 3, 4, 5
Financial support to enable pupil premium children to access wraparound care, extra-curricular activities, music tuition, trips and residentials.	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).***	1, 3, 4, 5

Total budgeted cost: £15,530

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 cohort changes from year to year and small changes in numbers have a disproportionate impact on percentages. It would also be easy to identify individual children from the data. Therefore, this section of this report is deliberately in very general terms. For more information, please contact us.

In 2026 our summary data shows:

- 71.74% of pupils in Reception achieved GLD.
- Little Wandle continues to have a positive impact and 100% of pupils in Year 1 passed their Phonics Screening Check.
- The average score for the Multiplication Times Table Check is 22.17
- For the Key Stage 2 SATs there were 6 pupils and they achieved
    - 83% in Reading
    - 100% in Writing
    - 83% in Maths
- This means that the combined score was 83%, well above the national average of 62%.

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