

Woodthorpe Primary School

Pupil Premium Report

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
Number of pupils in school	401 (44 - nursery)
Proportion (%) of pupil premium eligible pupils	20.7% (83 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J McGann Executive Principal
Pupil premium lead	C Grason-Taylor Head of School
Governor / Trustee lead	J Parker

Funding overview

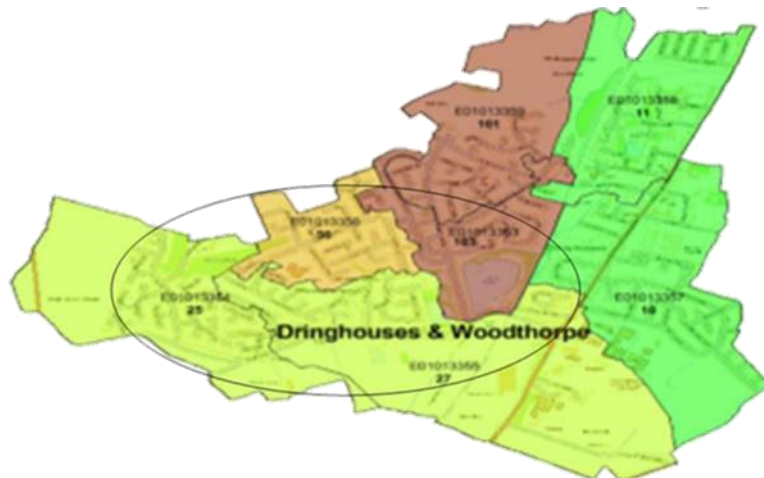
Detail	Amount
Pupil premium funding allocation this academic year	£121,648
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,648

Statement of Intent

At Woodthorpe, we share a relentless drive to ensure that day-to-day provision allows all children to achieve their full potential. For our children in receipt of pupil premium funding, we have created carefully designed systems in order to stimulate engagement, broaden horizons, develop skills, improve performance, raise aspirations and maximise achievement in order to close the attainment gap between our disadvantaged students and their non-disadvantaged peers.

Our school strategy places our most vulnerable learners at the centre of what we do within school. We ensure that within pupil progress BRAG meetings, these are the children who are discussed in most detail and who are tracked the closest. We then aim to offer a graduated response to pupil's needs which takes into account the research conducted by the Education Endowment Foundation. The Excel Learning Trust's commitment to poverty proofing is evident in all aspects of our decision making processes, ever taking into account the socioeconomic needs of our diverse community.

Our key principle is that no single intervention is going to address the attainment gap between disadvantaged pupils and their peers. Therefore, we aim to build on progress day in, day out. We aim to ensure that the quality of education for these pupils is the best it can possibly be and, leaving nothing to chance, our 'vulnerable' pupils are the most monitored group of pupils within the school.



Map showing the contrast between 'wards' within the school's catchment. Light green shows an area of lower deprivation, the brown area shows an area of very high deprivation.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our most disadvantaged pupils remains lower than non-disadvantaged pupils. In the academic year 2024 / 2025 there was a 1.15% difference in attendance between both groups.
2	The attainment of disadvantaged pupils has high variance throughout the school. In some areas, attainment for disadvantaged pupils is higher than non-disadvantaged peers i.e. year 1 phonics screening. However, this is not consistent throughout the school and is linked closely to the % of disadvantaged pupils who may also have a special educational need.
3	Many pupils are identified in EYFS as having communication / language barriers that might limit progress as they move through school if left unchallenged. Many of these pupils are identified as 'possibly' vulnerable as their families might not have applied for the premium at the point that children start within the school.
4	All children learn best when they have an outstanding teacher. To ensure that the percentage of outstanding teachers within school continues to rise, we ensure that every adult is exposed to high quality CPD linked to educational research. Staffing changes for the current academic have resulted in an initial decline in experience and quality.
5	Families needing additional support. These are families who have been identified by Social Services or by the school as requiring additional need. The school's ' Pastoral List ' identifies a higher % of need within PP children.

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.	KS2 reading outcomes in 2024/25 show that 69% (EXS)/15%(GD) of disadvantaged pupils met the standard. Target 25/26: 75% (EXS)/20% (GD)
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that 85%(EXS)/8%(GD) of disadvantaged pupils met the standard. Target 25/26: 75% (EXS)/20% (GD)
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that 62%(EXS)/0%(GD) of disadvantaged pupils met the standard. Target 25/26: 75% (EXS)/20% (GD)
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	100% of disadvantaged pupils to achieve the expected standard within the year 1 phonics check with all SEN PP children receiving additional catch-up intervention if they are not on track to achieve this.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The percentage of all disadvantaged pupils is 95% and for those who are persistently absent, below 10%.

Tiered approach	Cost	Action linked to EEF typical gains / Evidence that supports this approach.	Activity	Challenge number addressed
Teaching	£18,000	Staff & TA CPD programme, with clear structure & standards for all. ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.’ (EEF)	To ensure that each staff member is engaged within CPD activities to ensure improved outcomes for all pupils. Use of the Walkthru CPD package forms the bases of staff CPD. Phonics teaching is supported via a CPD package – Little Wandle.	4,2
Targeted Academic Support	£9,000	Continue the development of bespoke speech and language support ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’ (EEF)	To ensure that all disadvantaged pupils are screened using the Welcomm Speech and Language tool and that all pupils who are identified receive additional support if needed. The EYFS Leader to ensure that all subjects taught within the unit have clear key knowledge and vocabulary identified. EYFS Leader to complete ELKLAN training.	3
	£20,000	Targeted focused daily intervention ‘Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.’ (EEF)	Accelerated Reader & Little Wandle phonics assessments are used to ensure a tight focus between assessed need and intervention. Disadvantaged pupil’s reading and phonics remains the priority for interventions across school.	2
	£22,000	Phonics interventions ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ (EEF)	To ensure that all disadvantaged pupils are given reading catch-up intervention if they are working below the average standard of their peers. Specialised teaching assistant in ‘reading champion’ role to target phonics interventions across school. To ensure that the reading books that pupils have for independent reading closely match their current phonics stage.	2
	£2,000	Early maths ‘Mathematics plays a key role in a child’s development. Very young children are naturally curious, noticing differences in quantity and the shape of objects. They use early mathematical concepts when they play. Mathematical understanding helps children make sense of the world around them, interpret situations, and solve problems in everyday life.’ (EEF)	To ensure that Early Maths is implemented as soon as possible within EYFS and, using the White Rose curriculum, children are ready for the demands for KS1 and beyond.	2

Wider strategies	£8,000	Continue to support attendance, lateness and persistent absentees ‘Pupil premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning, such as attendance and behaviour.’ ‘Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy.’ (EEF)	To ensure that all disadvantaged pupils have their attendance closely monitored and are supported in order to arrive at school on time and ready for each day. Disadvantaged pupils remain a priority for attendance team with regular check ins and support for families. Strategies for disadvantaged pupils include personalised reward charts and early conversations with families to ensure that attendance doesn't slip.	1
	£22,000	Development of wellbeing & disadvantaged pupil champion ‘The most significant non-academic barriers to success in school include attendance, behaviour and social and emotional support.’ (EEF)	To ensure that disadvantaged children are supported emotionally by dedicated support from our Children's Champions where needed. To collect feedback from daily pupil voice that enables school leaders to monitor pupils' wellbeing throughout the school. When making decisions, mental and physical wellbeing remain a priority for leaders within school.	5
	£4,000	Parental engagement ‘Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’ (EEF)	To ensure that parents are fully engaged with the child's education and that families feel supported to offer the best advice and guidance at home. Strategies include resources being sent home and regular parent meetings.	2
	£18,000	Emotion Coaching ‘Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.’ (EEF)	To ensure that children continue to be supported with the best possible pastoral care. SLT have been trained in this area so that they are able to share this expertise with staff.	5
	£2,000	Deep support ‘By being able to fully participate without worrying about missing items, pupils are better able to focus, learn and achieve.’ (Children NE, Poverty Proofing)	To employ an associate senior leader within school who will take on responsibility of supporting & engaging the school community. Initiatives may include eco-laundry, food parcels, homework support etc.	1,2,5

Outcomes:

Woodthorpe Primary School (2027)

Eligible cohort: 5 Ineligible cohort: 0

	Emerging	Expected		Avg Pts / Goal
Prime Learning Goals¹	60.0%	40.0%		1.66
● Communication & Languages¹	60.0%	40.0%		1.40
Listening, Attention & Understanding	60.0%	40.0%		1.40
Speaking	60.0%	40.0%		1.40
● Personal, Social & Emotional Development¹	40.0%	60.0%		1.60
Self-Regulation	40.0%	60.0%		1.60
Managing Self	40.0%	60.0%		1.60
Building Relationships	40.0%	60.0%		1.60
● Physical Development¹	0.0%	100.0%		2.00
Gross Motor Skills	0.0%	100.0%		2.00
Fine Motor Skills	0.0%	100.0%		2.00
Specific Learning Goals¹	60.0%	40.0%		1.58
● Literacy¹	60.0%	40.0%		1.53
Comprehension	60.0%	40.0%		1.40
Word Reading	40.0%	60.0%		1.60
Writing	40.0%	60.0%		1.60
● Mathematics¹	40.0%	60.0%		1.60
Numbers	40.0%	60.0%		1.60
Numerical Patterns	40.0%	60.0%		1.60
Understanding the World¹	60.0%	40.0%		1.40
Past & Present	60.0%	40.0%		1.40
People, Culture & Communities	60.0%	40.0%		1.40
The Natural World	60.0%	40.0%		1.40
Expressive Arts & Design¹	20.0%	80.0%		1.90
Creating with Materials	0.0%	100.0%		2.00
Being Imaginative & Expressive	20.0%	80.0%		1.80
● Good Level of Development	60.0%	40.0%		1.62
All Early Years Foundation Stage Profile Goals¹	60.0%	40.0%		1.61

Woodthorpe Primary School (2027)

Subject	Cohort	No SS	N	80-89	90-99	100-109	110-114	115-120	Scaled Score Distribution	Avg SS	<Exp	≥Exp	High
Reading	58	1.7%	0.0%	3.4%	15.5%	50.0%	22.4%	6.9%		105.1	19.0%	79.3%	29.3%
FSM Eligible	14	0.0%	0.0%	14.3%	21.4%	50.0%	14.3%	0.0%		100.5	35.7%	64.3%	14.3%
Not FSM Eligible	44	2.3%	0.0%	0.0%	13.6%	50.0%	25.0%	9.1%		106.6	13.6%	84.1%	34.1%
GPS	58	3.4%	0.0%	3.4%	15.5%	37.9%	29.3%	10.3%		106.4	19.0%	77.6%	39.7%
FSM Eligible	14	7.1%	0.0%	14.3%	21.4%	28.6%	21.4%	7.1%		103.9	35.7%	57.1%	28.6%
Not FSM Eligible	44	2.3%	0.0%	0.0%	13.6%	40.9%	31.8%	11.4%		107.2	13.6%	84.1%	43.2%
Maths	58	5.2%	0.0%	3.4%	12.1%	53.4%	17.2%	8.6%		105.0	19.0%	79.3%	25.9%
FSM Eligible	14	7.1%	0.0%	7.1%	28.6%	57.1%	0.0%	0.0%		100.4	42.9%	57.1%	0.0%
Not FSM Eligible	44	4.5%	0.0%	2.3%	6.8%	52.3%	22.7%	11.4%		106.5	11.4%	86.4%	34.1%
Writing TA	58	-	-	-	-	-	-	-		-	20.7%	79.3%	20.7%
FSM Eligible	14	-	-	-	-	-	-	-		-	21.4%	78.6%	7.1%
Not FSM Eligible	44	-	-	-	-	-	-	-		-	20.5%	79.5%	25.0%

External Provided Programmes	
TT Rockstars	Timetables practice tool
Jigsaw	PSHE Curriculum
Spelling Shed	Online spelling platform
Precision Teaching	Targeted intervention at core areas of learning.
STAR Reader	Reading assessment tool
Little Wandle	Accredited phonics scheme
KAPOW Curriculum	To ensure a rich curriculum in foundation subjects