Pupil premium strategy statement:

Woodthorpe Infant School

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	175
Proportion (%) of pupil premium eligible pupils	5%
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)**	2026-2029 (1st year)
Date this statement was published	01.12.26
Date on which it will be reviewed	December 2027
Statement authorised by	Emma Bowler
Pupil premium lead	Emma Bowler
Governor	Elizabeth Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,240
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£19,240**

Part A: Pupil premium strategy plan

Statement of intent

At Woodthorpe Infant School we strive to provide the best education for all of our children. Our vision is for the entire school community to Be Kind, Be Brave and Be Happy. We want our children to 'Be Brave' with their learning, using the school values. We have five values at Woodthorpe Infant School that are known as our 'learning powers'. These learning powers are about showing resilience, respect, reflectiveness, reciprocity and resourcefulness and are explicitly modelled, taught, and encouraged by staff. Through promoting our learning powers, it is our intention to equip children with learning strategies that will support them to become confident, resilient and lifelong learners.

The strategy reflects our belief that every pupil should have equal access to the same rich and ambitious curriculum, and that some children—particularly those facing disadvantage—may need additional, carefully planned support to achieve this. High-quality teaching sits at the heart of our approach, as research and our own practice evidence that improving the quality of teaching benefits all pupils and has the greatest impact on those who are disadvantaged.

Our work is guided by three key principles, following the Education Endowment Foundation's tiered model:

1. Quality of Teaching – Ensuring that every class is led by a highly effective teacher through continuous professional development, instructional coaching and the consistent delivery of a well-sequenced, knowledge-rich curriculum.
2. Targeted Academic Support – Providing structured, evidence-informed interventions in reading, writing and mathematics for pupils who require additional help to reach age-related expectations or greater depth.
3. Wider Strategies – Removing non-academic barriers to success, such as attendance, wellbeing and access to enrichment, ensuring that all pupils feel a strong sense of belonging and engagement in school life.

Our approach is responsive to individual needs and grounded in robust diagnostic assessment rather than assumptions about disadvantage. Strategies are designed to complement each other, ensuring coherence across teaching, intervention, and wider provision.

We aim to ensure that all our children have access to a wide and full curriculum and are given the opportunity to succeed in line with their peers. This is not only in the core subjects but throughout the whole curriculum. We want to give them life experiences, skills and knowledge that will benefit them as they move through their education and

further on into their adult lives. We want them to develop as life-long learners so that they can succeed.

We are passionate in our determination to ensure that the provision in our school enables all our children to overcome any barriers and maximise their potential. As a school, we strive to support and work with our families to increase engagement so that we can be the champion our Pupil Premium children and their families deserve. We will always go above and beyond to ensure we increase attainment, provide strategies to support pupils socially and emotionally, achieve high levels of attendance, provide cultural capital and prepare our pupils for life in modern day Britain.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have a greater difficulty with **phonics** than peers. This negatively impacts their development as readers.
2	Assessments indicate that **reading** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Assessments indicate that **writing** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Assessments indicate that **maths** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Assessments, observations and discussions with pupils and families have identified **social and emotional** issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our **attendance** data for our disadvantaged pupils is below that of non-disadvantaged.

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
To improve phonics attainment among disadvantaged pupils.	Attainment in children passing the phonics screener for PP pupils is in line with National.
To improve reading attainment among disadvantaged pupils.	Attainment in reading for PP pupils is in line with National.
To improve writing attainment among disadvantaged pupils.	Attainment in writing for PP pupils is in line with National.
To improve maths attainment among disadvantaged pupils.	Attainment in maths for PP pupils is in line with National.
To achieve and sustain improved wellbeing for all our pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • Qualitative data from pupil voice, parent surveys and teacher observations. • Boxall data, for those pupils who have participated in interventions e.g. Theraplay, Lego Therapy and ELSA shows a positive impact.
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	Attendance for PP pupils improves to be in line with National expectations and there is no gap between PP and non-PP pupils.

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: £9,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase/annual subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff to ensure a consistent approach to the teaching of phonics (Little Wandle). We will fund release time for the phonics lead to provide ongoing support for staff.	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	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance across the school.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	4

Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices via our Respect Curriculum and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5
Enhancement of our teaching of reading and curriculum planning. We will purchase additional Little Wandle reading books and use the Little Wandle videos (annual subscription) to train the staff to ensure a consistent approach to the teaching of reading (Little Wandle). We will fund release time for the English lead to provide ongoing support for staff.	Refining the teaching and learning of reading across school so that there is a consistent approach, with improved reading comprehension outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
Purchase/annual subscription of Talk 4 Writing to secure stronger teaching of writing for all pupils. Training for staff to ensure a consistent approach to the	New whole school approach to the writing curriculum. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3

teaching of writing (T4W). We will fund release time for the English lead to provide ongoing support for staff.		
Accessing professional learning – CPD and Networks are enabling staff to stay up to date with the latest research allowing the school to remain outward facing.	DFE 2016 - Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.	1, 2, 3, 4

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

Budgeted cost: £4,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Little Wandle phonics sessions (1:1 and small group keep ups) targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Small group reading, writing, maths and SEMH interventions	EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4, 5

Responding to marking and pre and post teaching in place for identified groups and 1:1 with a view to children 'keeping up' rather than 'catching up'.	Providing feedback is well evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and sometime after learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
1:1 tuition for identified children to accelerate progress and address gaps in learning in reading (Little Wandle), writing (T4W) and maths (Number Sense).	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3, 4, 5

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

Budgeted cost: £4,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer to monitor absences followed up daily with first response provision	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Attendance rewards in place for all classes. Packs of work sent home for extended absences.		
Workshops/meetings for parents	Parental engagement has a positive impact on average 4months+ additional progress. It is crucial to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4
Provide a range of before and after school clubs, trips and residentials to enrich pupils' experiences	Improve the range of activities and experiences for PP children (subsidised) https://onlinelibrary.wiley.com/doi/abs/10.1111/1468-4446.12711 https://culturallearningalliance.org.uk/what-is-cultural-capital/	5, 6
Provide regular Forest School sessions with a trained Forest School lead	Analysis of data for behaviour, along with observations, show a positive impact on specific children's social and communicative development and emotional regulation since attending Forest School sessions. Additionally, the Forest School Association provides evidence based on a longitudinal study on the impact of Forest School, citing evident changes in children's self-regulation and resilience.	5, 6

Total budgeted cost: £19,240

Part B: Review of the previous academic year (2025-26)

Outcomes for disadvantaged pupils

To improve phonics attainment among disadvantaged pupils.

- We use Little Wandle to teach phonics and early reading. This is embedded in school.
- This is monitored by the English lead, and any new staff would be supported and coached.
- The phonics lead has coached identified staff who deliver Little Wandle.
- Staff use the training videos and resources on the Little Wandle platform to ensure high quality teaching remains.
- Monitoring showed that staff's confidence with teaching Little Wandle is strong. Staff are consistently using the Little Wandle delivery approach.
- Little Wandle groups are adjusted each half term following assessments to match the needs of the children.

Y1 phonics data:

	WIS	LA	National
All (58)	91%	81.7% 9.7%	81.8% 9.6%
FSM (1)	100%	65.3% 34.7%	
Non-FSM (57)	91.2%	85.5% 5.7%	

- Our school were above LA and National.
- Our PP and Non-PP chn were above LA.

Y2 re-check data:

	WIS	LA	National
All (4)	75%	54.3% 20.7%	
FSM6 (0)	-	48.3%	
Non-FSM (6)	75%	57.8% 17.2%	

- Our school were above LA.
- Our Non-PP chn were above LA.
- We didn't have any PP chn re-take the phonics screener.

To improve reading attainment among disadvantaged pupils.

- We have been using Little Wandle for 4+ years to each phonics and early reading.
- This is monitored by the English lead, and any new staff would be supported and coached.
- Staff use the training videos and resources on the Little Wandle platform to ensure high quality teaching remains.
- Children do 3x reads in school focusing on decoding, prosody and comprehension. The reading practice book then goes home along with a 'sharing' book.
- Monitoring showed that staff's confidence with teaching Little Wandle is strong.

F2

	Literacy								
	Comprehension			World Reading			Writing		
	WIS	LA	Nat	WIS	LA	Nat	WIS	LA	Nat
F2 (0) 59	-	82.4%	83%	-	78%	79%	-	74.7%	76%

- We had no PP children in F2.

Year 2

ARE+

	Reading							
	PP			NPP			PP/NPP Gap	
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA
Year 2 (5) 53	100%	52.9%	47.1%	80.4%	76.5%	3.9%	19.6%	23.6%

- Our PP and non-PP children outperformed LA.

GD

	Reading							
	PP			NPP			PP/NPP Gap	
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA
Year 2 (5) 53	40%	6.5%	33.5%	32.1%	22.4%	9.7%	7.9%	15.9%

- Our PP and non-PP children outperformed LA.

To improve writing attainment among disadvantaged pupils.

- We have been using Talk 4 Writing for 3+ years in KS1 and Drawing Club for 2+ years in EYFS.
- The English lead used staff meetings to deliver further CPD on Talk 4 Writing.
- Monitoring showed that writing lessons in KS1 consistently followed the Talk 4 Writing structure and in F2 the Drawing Club structure. In all years the children made progress.
- Staff took part in both internal and external moderation. Through moderation with other schools, the school was able to see that both Drawing Club and Talk 4 Writing are having a positive impact.

F2

	Literacy								
	Comprehension			World Reading			Writing		
	WIS	LA	Nat	WIS	LA	Nat	WIS	LA	Nat
F2 (0) 59	-	82.4%	83%	-	78%	79%	-	74.7%	76%

- We had no PP children in F2.

Year 2

ARE+

	Writing							
	PP			NPP			PP/NPP Gap	
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA
Year 2 (5) 53	100%	45.1%	54.9%	75%	70.2%	4.8%	25%	25.1%

- Our PP and non-PP children outperformed LA.

GD

	Writing							
	PP			NPP			PP/NPP Gap	
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA
Year 2 (5) 53	0%	3.1%	3.1%	10.7%	10.1%	0.6%	10.7%	7%

- Our PP children were 3.1% below LA and non-PP children 0.6% above LA.

To improve maths attainment among disadvantaged pupils.

- At the start of each lesson, children complete Flashback 4, which provides regular opportunities to revisit and consolidate prior learning. Longitudinal learning is also embedded through regular classroom routines, ensuring that key knowledge and skills are revisited over time.
- Maths is carefully sequenced and planned to build progressively on children's mathematical concepts, skills and understanding.
- Practical resources and representations: Children have access to a range of practical mathematical resources and visual representations to support the development of conceptual understanding. Resources such as Numicon, rekenreks, number lines, part-whole models and Base 10 are used purposefully to help children explore mathematical concepts, make connections and develop secure understanding. Teachers encourage children to select and use appropriate resources independently to support their learning, with additional scaffolding and guidance provided where needed.
    - In Key Stage 1, we follow the White Rose Maths structure, adapting the sequence and delivery as necessary to meet the needs of all children. Daily Mastering Number sessions are taught to develop children's fluency and confidence with number, building a deep understanding of number relationships and mathematical structures. It focuses on developing strong number sense
    - In F2, Mastering Number is used to deliver daily teaching of number and numerical patterns, alongside the EYFS framework and Development Matters.
- We actively encourage children to share, discuss and celebrate their mathematical mistakes, recognising these as valuable learning opportunities. Our Learning Powers support children to take ownership of their learning, develop independence and build resilience. Children are encouraged to be brave, persevere and draw on their Learning Powers to help them identify strategies when they are unsure or become stuck.

- Lessons are carefully designed to build children's confidence, develop mathematical understanding and encourage them to be brave learners. Our consistent lesson structure includes:
    - Flashback 4: Key skills and knowledge are regularly revisited and rehearsed to support retention and develop fluency and confidence in recalling prior learning.
    - Starter activity: Dedicated time to notice, explore and discuss mathematical ideas and concepts that will support understanding of the lesson's main learning focus.
    - Stem sentence or generalisation: A carefully chosen sentence or generalisation to support mathematical language, articulate understanding and highlight key mathematical relationships.
    - Guided practice: The teacher models and guides the whole class through a sequence of small, carefully considered steps to develop understanding. This provides opportunities to check understanding, address misconceptions and offer additional support before children move on to reciprocal practice.
    - Reciprocal practice: Structured learning challenges, designed with a low floor and high ceiling, enable all children to access learning, develop fluency, apply their understanding and engage in problem-solving and reasoning, with opportunities for further challenge.
    - Plenary: An opportunity to reflect on and celebrate learning, particularly where children have demonstrated bravery, perseverance and independence through their Learning Powers. Children are encouraged to share mistakes and reflect on what they have learned.
- Key mathematical concepts, skills and knowledge are taught explicitly through a carefully sequenced and structured curriculum. Learning is developmental, with each lesson building on prior knowledge and understanding while introducing new concepts, deepening understanding and providing opportunities for children to make connections and apply their learning.
- Teachers use ongoing assessment and responsive teaching to identify gaps in disadvantaged pupils' mathematical understanding. Additional scaffolding, targeted support and opportunities for overlearning are provided where needed to ensure that pupils can access the curriculum, secure key knowledge and make good progress

F2

	Mathematics					
	Number			Numerical Patterns		
	WIS	LA	Nat	WIS	LA	Nat
F2 (0) 59	-	81.6%	81%	-	81.2%	81%

- We had no PP children in F2.

Year 2

ARE+

	Maths							
	PP			NPP			PP/NPP Gap	
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA
Year 2 (5) 53	100%	55%	45%	80.4%	77.7%	2.7%	19.6%	22.7%

- Our PP and non-PP children outperformed LA.

GD

	Maths							
	PP			NPP			PP/NPP Gap	
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA
Year 2 (5) 53	40%	5.6%	34.4%	30.4%	18.7%	11.7%	9.6%	13.1%

- Our PP and non-PP children outperformed LA.

To achieve and sustain improved wellbeing for all our pupils, particularly our disadvantaged pupils.

- There were a range of SEMH interventions being delivered across the school:
  - ELSA
  - Lego Therapy
  - Drawing & Talking
  - Gardening Club
  - Theraplay
- The impact of these interventions was measured with Boxall (pre and post).
- ELSA:
  - 9 children engaged in this intervention.
  - The Boxall assessments showed that impact ranged. Maximum impact was:
    - 32 for Development Strands
    - 27 for Diagnostic Profile.
- Lego Therapy:
  - 6 children engaged in this intervention.
  - The Boxall assessments showed that impact ranged. Maximum impact was:
    - 33 for Development Strands
    - 25 for Diagnostic Profile.
- Theraplay:
  - 10 children engaged in this intervention.
  - The Boxall assessments showed that impact ranged. Maximum impact was:
    - 16 for Development Strands
    - 17 for Diagnostic Profile.
- Engagement in clubs:
  - 10 (91%) of our PP children engaged in clubs last academic year.
  - We ran a range of clubs throughout the year. These included: Clay Creators, On the Stage, Dance, Football, Multisport, Disney Dance, Christmas Craft, Easter Craft, Singing and OPAL Club.

To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.

We have a range of systems in place to encourage good attendance:

- Attendance was reviewed daily, and first response phone calls are made.
- Weekly class attendance awards are given to those classes whose attendance are 98+%. These rewards can be banked or exchanged for class treats.
- The HT and attendance officer met weekly to discuss concerns and patterns of absence.
- At the end of each term, letters were sent home to inform all parents of their child's attendance.
- Attendance concerns were shared with teachers to discuss at Parents Evening.
- Attendance is high-lighted in weekly school newsletters.

National attendance is 94.8%

Year Group	All	PP	Non-PP
Foundation (0)	95.9%	-	96%
Year 1 (5)	96.7%	97.3%	96.7%
Year 2 (5)	97.6%	97.2%	97.7%
National 24-25	94.8%	89.4%	94.6%

- Attendance for our PP children was above National PP in all year groups.
- Attendance for our non-PP children was above National in all year groups.

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
ELSA	Led by School Staff
Lego Therapy	Led by School Staff
Drawing & Talking	Verve