

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	6%
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)	2023-2026 (3 rd year)
Date this statement was published	01.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Bowler
Pupil premium lead	Emma Bowler
Governor	Elizabeth Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,395
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£18,395

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. We want our children to 'Be Brave' with their learning, to promote their resilience and appropriate risk-taking, so that they are not afraid to make mistakes. Our Pupil Premium Strategy has been written to identify the challenges that our Pupil Premium children face and ways in which we can use the allocated funding to support us to overcome these challenges and maximise potential.

Research tells us that, following the COVID 19 pandemic, our Pupil Premium children have been widely impacted. The DfE findings from the Autumn 2021 document states "Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers". We are also aware our families in the community may now access Pupil Premium where they didn't before due to the impact of the pandemic. The challenges faced by our Pupil Premium pupils include gaps in their academic learning, attendance, mental health and wellbeing. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENCO and liaising with children and families.

We aim to ensure that Pupil Premium 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 our Pupil Premium 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, including a lack of enrichment opportunities during school closure, due to COVID 19. 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.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • 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: £9,197.50

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

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices via our Respect Curriculum and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Enhancement of our teaching of reading and curriculum planning.</p> <p>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).</p> <p>We will fund release time for the English lead to provide ongoing support for staff.</p>	<p>Refining the teaching and learning of reading across school so that there is a consistent approach, with improved reading comprehension outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
<p>Purchase/annual subscription of Talk 4 Writing to secure stronger teaching of writing for all pupils.</p> <p>Training for staff to ensure a consistent approach to the</p>	<p>New whole school approach to the writing curriculum.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	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: £4,598.75

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

<p>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'.</p>	<p>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.</p> <p>Feedback can be effective during, immediately after and sometime after learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4</p>
<p>1:1 tuition for identified children to accelerate progress and address gaps in learning in reading (Little Wandle), writing (T4W) and maths (Number Sense).</p>	<p>EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £4,598.75

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

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 residential 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: £18,395

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

To improve phonics attainment among disadvantaged pupils.

- We have been using Little Wandle for 3 years to each phonics and early reading.
- The school received training updates from the phonics lead through staff meetings.
- 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 (57)	95%	79.7% 15.3%	79.9% 15.1%
FSM6 (5)	100%	64.4% 35.6%	
Non-FSM6 (52)	94%	83.2% 10.8%	

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

Y2 re-check data:

	WIS	LA	National
All (6)	50%	49.6% 0.4%	
FSM6 (0)	-	40.1%	
Non-FSM6 (6)	50%	55.3% 5.3%	

- Our school were above LA.
- Our Non-PP were slightly below 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 3 years to each phonics and early reading.
- The school received training updates from the English lead through staff meetings.
- The English 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.
- 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 has increased.

F2

	Literacy								
	Comprehension			World Reading			Writing		
	WIS	LA	Nat	WIS	LA	Nat	WIS	LA	Nat
F2 (0) 59	-	63.5%	67%	-	54.6%	60%	-	49.2%	55%

- 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	40%	53.8%	13.8%	87%	77%	10%	47%	23.2%	

- Our PP children were 13.8% below LA and non-PP children 10% above LA.

GD

	Reading								
	PP			NPP			PP/NPP Gap		
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA	
Year 2 (5) 53	20%	7.5%	12.5%	36%	22.7%	13.3%	16%	15.2%	

- Our PP and non-PP children outperformed LA.

To improve writing attainment among disadvantaged pupils.

- We have been using Talk 4 Writing for 2 years. The school received external training from a Talk 4 Writing advisor for both fiction and non-fiction writing.
- 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 children made progress.
- Staff took part in both internal and external moderation. Through moderation with other schools, the school was able to see that Talk 4 Writing was beginning to have impact.
- Book looks showed that writing was being moderated once a term in line with the writing policy.

F2

	Literacy								
	Comprehension			World Reading			Writing		
	WIS	LA	Nat	WIS	LA	Nat	WIS	LA	Nat
F2 (0) 59	-	63.5%	67%	-	54.6%	60%	-	49.2%	55%

- 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	40%	47%	7%	73%	70%	3%	33%	23%	

- Our PP children were 7% below LA and non-PP children 3% above LA.

GD

	Writing								
	PP			NPP			PP/NPP Gap		
	WIS	LA	Gap	WIS	LA	Gap	WIS	LA	
Year 2 (5) 53	0%	2.6%	2.6%	11%	10.7%	0.3%	11%	8.1%	

- Our PP children were 2.6% below LA and non-PP children 0.3% above LA.

To improve maths attainment among disadvantaged pupils.

- At the start of each lesson, the children complete a WIS quiz which recaps previous learning in maths. Longitudinal learning is included in the WIS quiz and is also taught through regular classroom routines.
- Maths is carefully planned to build on mathematical concepts and understanding.
 - In Key Stage 1, the 'White Rose' overview' has been adapted and reorganised to enable a strong focus on place value and number.
 - In F2 we have created our own bespoke F2 medium term planning, alongside development matters.
- We encourage the children to share, discuss and celebrate their mathematical mistakes so that they can be used as a learning opportunity. The 'Learning Powers' enable the children to take control of their learning. The children are encouraged to be brave and independent through the use of their 'Learning Powers' which provide the children with guidance on what to do when they are stuck.
- Our lessons are carefully designed to build the children's confidence and ensure that they can be brave. Our lesson design focuses on the following:
 - WIS quiz – key skills and knowledge are rehearsed and embedded (speed of response is developed here)

- Noticing activity – taking time out to notice and talk about mathematical ideas and concepts
- Stem sentence or generalisation – a sentence to support learning and/or embody a mathematical concept
- Guided Practice – the teacher guides the whole class through a series of small steps to develop the children’s understanding of the mathematical concept. The children are guided and supported by the teacher through these small steps. This enables the teacher to check the children’s understanding and ensure that the children are supported if necessary, during reciprocal practice.
- Reciprocal practice – structured learning challenges (low floor, high ceiling) enable all children to work on fluency, problem solving/reasoning and promote challenge
- Plenary – an opportunity to celebrate children who have been brave during the lesson and have used their learning powers and have shared their mistakes. We use the mantra, ‘mistakes make your brain grow.’
- Key concepts, skills and knowledge are taught explicitly via a well-structured curriculum. Each lesson is developmental therefore building on previous skills, concepts and knowledge, as well as developing new concepts and challenging deeper understanding.

F2

Mathematics						
Number			Numerical Patterns			
	WIS	LA	Nat	WIS	LA	Nat
F2 (0) 59	-	61.7%	65%	-	61.2%	64%

- 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	60%	57.6%	2.4%	87%	79.7%	7.3%	27%	22.1%

- Our PP children were 2.4% above LA and non-PP children 7.3% above LA.

GD

Maths								
PP			NPP			PP/NPP Gap		
WIS	LA	Gap	WIS	LA	Gap	WIS	LA	
Year 2 (5) 53	0%	6.7%	6.7%	30%	21.4%	8.6%	30%	14.7%

- Our PP children were 6.7% below LA and non-PP children 8.6% above 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:
 - 12 children engaged in this intervention.
 - The Boxall assessments showed that impact ranged. Maximum impact was:
 - 34 for Development Strands
 - 17 for Diagnostic Profile.
- Lego Therapy:
 - 2 children engaged in this intervention.
 - The Boxall assessments showed that impact ranged. Maximum impact was:
 - 26 for Development Strands
 - 15 for Diagnostic Profile.
- Theraplay:
 - 20 children engaged in this intervention.
 - The Boxall assessments showed that impact ranged. Maximum impact was:
 - 37 for Development Strands
 - 46 for Diagnostic Profile.
- Engagement in clubs:
 - 10 (100%) of our PP children engaged in clubs last academic year.
 - We ran a range of clubs throughout the year. These included: Magical Maths, Clay Creators, Bricks 4 Kidz, On the Stage, Football, Multisport, Singing and Science 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)	96.4%	-	96.4%
Year 1 (5)	97.3%	98.6%	97.3%
Year 2 (5)	96.4%	91.8%	96.4%
National 23-24	94.5%	88.9%	94.2%

- 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