

# Pupil premium strategy statement – Woolden Hill Primary 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	206
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2027 Review of 2024 - 2025
Date this statement was published	31.10.2025
Date on which it will be reviewed	01.10.2026
Statement authorised by	Candi Norman Headteacher
Pupil premium lead	Candi Norman Headteacher
Governor / Trustee lead	Barbara Gibson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,875

## Part A: Pupil premium strategy plan

### Statement of intent

Woollen Hill Primary School is a vibrant primary school in Leicestershire. All members of our school are committed to providing the very best education possible for our children. We believe that children learn best when they feel valued and are offered a wide range of opportunities. We are dedicated to working with all our stakeholders; children, parents, advisory board and our wider community. Our Intention is to improve the academic outcomes of disadvantaged children of all abilities, irrespective of their background or the challenges they may face. The focus of our strategy is to ensure that we support disadvantaged pupils to achieve high attainment across all subject areas.

We invest the majority of our allocated Pupil Premium allowance high quality teaching and Well-being – we believe as a school, that this matters most. The quality of education that we provide our children, is the biggest driver when we consider the impact of pupil attainment and ensuring that they are ready to learn is key. We ensure that support and interventions are targeted and backed up by research.

Pupil Premium has a high profile in our school and our Headteacher runs the Pupil Premium Networks for our trust. Our school is supported by the Advisory Board, with a lead Advisory Board member who works alongside the Pupil Premium lead on school projects. As a school we strongly believe that all stakeholders have a part to play and we work closely with our community, Advisory Board and pupils to ensure that our offer supports all pupil premium pupils. We ensure that pupils of all abilities are supported and challenged to ensure progress, this includes interventions to close the gap as well as to those targeted at pupils who are learning at a greater depth level.

Our SLT monitor the impact interventions and ensure that all staff are accountable for the attainment and progress children in receipt of pupil premium through half termly pupil progress meeting, the use of data tracking and regular reporting to the Advisory Board. To ensure that we use the school's resources to improve the attainment of disadvantaged pupils for this current year, we have considered evidence on what will have the most impact for our children using educational research such as EEF Teaching and Learning Toolkit.

At Woollen Hill, we understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. We use an evidence-based approach to inform our thinking and to ensure that the allocation is used effectively. To ensure they are effective we will:

- Ensure all disadvantaged pupils are challenged
- Monitor progress and intervene when needs are identified
- Raise expectations of staff
- Ensure that our approach is supported by all stakeholders

## 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 indicate that disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts on their early reading development. Over the last 4 years, 40-100% of pupils have achieved a score of 32 or higher in phonics screenings compared to 85 - 96% of non-disadvantaged pupils.
2	Assessments, both internal and external indicate that although gaps are closing, reading progress among disadvantaged pupils is below that of the non-disadvantaged pupils. Over the last 3 years, 50 - 71% of disadvantaged pupils achieved age related expectations compared to 67- 87% of non-disadvantaged pupils in the end of KS2 assessments.
3	Assessments, both internal and external indicate that although gaps are closing, writing progress among disadvantaged pupils is significantly below that of the non-disadvantaged pupils. Over the last 3 years, 57- 66% of disadvantaged pupils achieved age related expectations compared to 78 - 90% of non-disadvantaged pupils in the end of KS2 assessments.
4	Assessments, both internal and external indicate that although gaps are closing, maths progress among disadvantaged pupils is significantly below that of the non-disadvantaged pupils. Over the last 3 years, 40 - 57% of disadvantaged pupils achieved age related expectations compared to 69 - 80% of non-disadvantaged pupils in the end of KS2 assessments.
5	Our assessments, observations, discussions with pupils and whole school well being survey indicate an increase in social and emotional issues for disadvantaged pupils, due to friendship concerns, online issues and an increase in isolation. This has impacted our disadvantaged pupils. 28% of the pupils referred for wellbeing are disadvantaged.
6	Our attendance data over the last 2 years indicate that although the gap between disadvantaged and non-disadvantaged has decreased, the attendance of our disadvantaged pupils is lower than for non-disadvantaged pupils. In 2024/2025 the gap was 3.61%. Our observations and research from the EEF show that absenteeism impacts disadvantaged pupils progress negatively.
7	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils, leading to increasing SALT needs for pupils entering EYFS or those pupils who are new to the school.

## 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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate improved oral language skills among disadvantaged pupils. 80% of disadvantaged pupils in EYFS reach listening, speaking and attention and understanding
Improve phonics attainment among our disadvantaged pupils.	Phonics outcomes increase each year and in 2026/27 show that more than 85% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes for 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2	KS2 writing outcomes for 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils at the end of KS2	KS2 maths outcomes for 2026/27 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain increased attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2026/27 demonstrated by: The overall absence rate of all pupils being no more than 2.5% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced by 1.5%
To achieve and sustain improved wellbeing for all pupils, with a particular focus on disadvantaged pupils	High levels of pupil wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• Student voice, parent and pupil survey</li> <li>• Observations</li> <li>• Reduction in incidents recorded on CPOMs</li> </ul> Increased participation in enrichment activities.

## 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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Progress in Reading in KS2</b> Embed the use of whole class guided reading, daily one to one reading and the use of Accelerated Reader to assess	<b>EEF:</b> Research into high reading comprehension strategies shows high impact for very low cost based on very extensive research. Reading comprehension strategies + 6 months Research states it is imperative that the right level of text is identified to support pupil progress, so the use of AR will enable this. <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eeef/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
<b>Progress in Writing</b> Support & training from Lead Practitioner in English to ensure that planning for the teaching of writing is high quality and that feedback is used effectively.	<b>EEF:</b> Research into strategies shows the following high impacts for low costs. Feedback + 6 months There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with studies suggesting gains equating to more than two years' progress in one year. <a href="https://educationendowmentfoundation.org.uk/feedback-eeef/">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	3
<b>Progress in Mathematics</b> Continue embed the mastery approach through the use of White Rose Maths to increase mathematical progress.	<b>EEF:</b> Research into strategies shows the following high impacts for low costs. Feedback + 6 months Mastery Learning + 5 months Metacognition + 7 months <a href="https://educationendowmentfoundation.org.uk/feedback-eeef/">Feedback   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/mastery-learning-eeef/">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulation-eeef/">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	4

<p><b>Phonics and Early Reading</b></p> <p>Embed the use of RWInc phonics scheme to ensure that pupils make good progress in EYFS and KS1.</p>	<p><b>EEF:</b> Research into high quality synthetic phonics programmes shows high impact for very low cost based on very extensive research.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/Phonics-EEF/">Phonics   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Phonics-EEF/">(educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p><b>Quality First Teaching</b></p> <p>To provide high quality teaching for all. To narrow the gap between disadvantaged children and their peers using mastery learning, metacognition and feedback</p>	<p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies</p> <p><b>EEF:</b> Research into strategies shows the following high impacts for low costs.</p> <p>Feedback + 6 months Mastery Learning + 5 months Metacognition + 7 months</p> <p><a href="https://educationendowmentfoundation.org.uk/Feedback-EEF/">Feedback   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Feedback-EEF/">(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Mastery-learning-EEF/">Mastery learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Mastery-learning-EEF/">(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Metacognition-and-self-regulation-EEF/">Metacognition and self-regulation   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Metacognition-and-self-regulation-EEF/">(educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 7</p>
<p><b>Coaching to improve QFT</b></p> <p>To provide coaching for all teachers to improve QFT focusing on reducing the gap between disadvantaged children and their peers using Onvu cameras to improve feedback and mastery learning</p>	<p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies</p> <p><b>EEF:</b> Research into strategies shows the following high impacts for low costs.</p> <p>Feedback + 6 months Mastery Learning + 5 months Metacognition + 7 months</p> <p><a href="https://educationendowmentfoundation.org.uk/Feedback-EEF/">Feedback   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Feedback-EEF/">(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Mastery-learning-EEF/">Mastery learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Mastery-learning-EEF/">(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Metacognition-and-self-regulation-EEF/">Metacognition and self-regulation   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Metacognition-and-self-regulation-EEF/">(educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 7</p>

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Century &amp; TTRS</b> The use of targeted interventions and challenges in mathematics, spelling and reading in small groups with teaching assistants	<b>EEF:</b> Research into strategies shows the following high impacts for low costs. Feedback + 6 months Mastery Learning + 5 months Teaching Assistant interventions + 4 months Small group tuition + 4 months <a href="https://educationendowmentfoundation.org.uk/Small-group-tuition/">Small group tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions/">Teaching Assistant Interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Feedback/">Feedback   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Mastery-learning/">Mastery learning   EEF</a>	2, 3, 4
<b>Phonics Portal</b> The use of the portal to group children dynamically and assess progress, identify gaps	Phonics + 5 months <a href="https://educationendowmentfoundation.org.uk/Phonics/">Phonics   EEF</a>	1
<b>Phonics interventions</b> Use of additional phonics sessions for KS1 and LKS2 and the use of Fresh Start in UKS2 in small targeted intervention groups	<b>EEF:</b> Research into strategies shows the following high impacts for low costs. Phonics + 5 months Teaching Assistant interventions + 4 months Small group tuition + 4 months <a href="https://educationendowmentfoundation.org.uk/Small-group-tuition/">Small group tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions/">Teaching Assistant Interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Phonics/">Phonics   EEF</a>	1, 2,
<b>Precision Teaching</b> Use of precision reading and spelling sessions for pupils to close gaps taught by trained staff on 1:1 basis.	<b>EEF:</b> Research into strategies shows the following high impacts for low costs. Teaching Assistant interventions + 4 months <a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions/">Teaching Assistant Interventions   EEF</a>	1, 2

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

Budgeted cost: £ 25,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA sessions</b> Support wellbeing of pupils and build knowledge, social skills, and resilience through interventions	<b>EEF:</b> Research into strategies shows the following moderate impacts for moderate costs. Social and emotional learning + 4 months Behaviour interventions + 4 months <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
<b>Attendance</b> Increase attendance of PP pupils to 97% to increase access to learning opportunities and interventions.	Research from DfE 2010, states that children with poor attendance are less likely to succeed academically and they are more likely not to be in education, employment, or training (NEET) when they leave school.	6
<b>Enrichment Fund</b> Encourage all PP pupils to access a wide variety of opportunities to widen their experiences and increase wellbeing. Use of enrichment fund to access after school clubs, music lessons, trips and uniform	<b>EEF:</b> Research into strategies shows the following moderate impacts for moderate costs. Extending the school day + 3 months Arts participation + 3 months <a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5, 6
<b>Working with LCH</b> Working with Lifting Children's Hopes charity (locally based) to enable disadvantaged pupils to access support beyond the school.	<b>EEF:</b> Research into strategies shows the following moderate impacts for moderate costs. Social and emotional learning + 4 months <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	5

**Total budgeted cost: £ 37875**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This academic year the focus was on attainment and attendance. Whole school assessments were used to identify gaps and target strategies. The school used Arbor, to track pupils regularly throughout the academic year and Pupil Premium data was collected alongside Non-Pupil Premium data to identify gaps moving forward, teachers met with SLT to complete pupil progress meetings with a focus on disadvantaged pupils.

Phonics data showed that the gap between PP and non-PP has reduced by 4%. In 2023/24 50% of Pupil Premium pupils passed the phonics screen compared with 85.7% of non-Pupil premium pupils. During the academic year 2024/25 100% of Pupil Premium pupils passed the phonics screen, and 88.5% of Non-Pupil Premium pupils. This is a reversal of data for previous years. Special consideration for this academic year is to be taken into account as the PP group is below 4 pupils.

#### **Data 2024/25**

In year 1 the gap between PP and non-PP children for maths the gap was 13.5% reduced from 14% in 23/24. In writing it was 34.6% reduced from 48% in 23/24. In reading PP pupils did better than non-PP pupils with 100% of PP pupils meeting the standard. The gap for RWM combined was 24.6%, which a reduction from 40% in 23/24.

In year 2, the gap between PP and non-PP children for reading is 53%, In maths the gap between PP and non-PP children is 4%, and in writing it was 39.8%. The gap for RWM combined was 24.4%, this gap has decreased from 33.3%. This year group has a very small number of pupils who are PP.

In year 3, the gap between PP and non-PP children for reading was 13.6%, in maths the gap was 40% and in writing it was 13.6%. The gap for RWM combined was 11.2%, this gaps between pp and non pp pupils has decreased.

In year 4, the gap between PP and non-PP children for reading was 20%, in maths the gap was 24% and in writing it was 58%. The gap for RWM combined was 53%, special consideration needs to be taken into account for high levels of SEND in this group.

In year 5, the gap between PP and non-PP children for reading closed and was -5%, in maths the gap was closed and is -0.7% and in writing it was -9.4%%. The gap for RWM combined was 2.9%, this gap has decreased from previous years.

In year 6, the gap between PP and Non- PP pupils in reading, was 19.6% down from 27% from the previous year. In writing the gap was 15.9% which is lower than the previous year. In maths the gap was 19.6%, again down from last year. There gap between PP and Non-PP in RWM combined was 6.5%. All gaps for year 6 are closing.

The attendance of our disadvantaged children remains similar to the previous year - finishing at 88.43% by the summer term. Attendance for PP pupils was impacted by pupils waiting for

SEND provision in the local authority and who are on reduced timetables. There remained a gap with non-Pupil Premium who finished the year with an attendance of 96.98%, which is an increase from the previous year.

## 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
Fresh Start	Read Write Inc
Phonics	Read Write Inc
Maths, Spelling and Reading lessons	Century

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The service pupil premium funding was allocated to the Enrichment Fund and pupils were able to select trips, afterschool clubs, music lessons and or uniform. All pupils in receipt of this funding were also able to access ELSA sessions and were part of the daily reading programme. They are also included in any intervention that has been put in place for all PP children and will be based on their needs.

### **The impact of that spending on service pupil premium eligible pupils**

Using the service pupil premium in this way has enabled pupils to access a range of enrichment to improve their school experience and has enhanced learning time. Daily reading has supported the children regardless of ability. Being able to access all PP offers has supported all service pp pupils to make good progress.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Using devices to enable all children to access blended learning in KS2 classrooms using tools such as immersive reader, Century and Accelerated Reader..
- Using Progress Teach tools to support regular assessment and data analysis to identify target pupils.

### **Planning, implementation, and evaluation**

When planning our pupil premium strategy, we used evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We used the research from the EEF database to identify schools that were similar to ours to support our planning. We used evidence from *The Inclusive Classroom* by Daniel Sobel to support our teacher development.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We have also taken part in EEF projects over the last 12 months and will be continuing with the NELLI schools project, which aims to support language gaps for pupils in EYFS.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.