

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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
School name	Woodlands Infant School
Number of pupils in school	193 (October 2025)
Proportion (%) of pupil premium eligible pupils 19x (1515.00) =£28785.00 2x LAC (£2630.00) =£5260.00	21 (11%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year: 2025-2026
Date this statement was published	
Date on which it will be reviewed	July 2026
Statement authorised by	Anthony Waters
Pupil premium lead	Gaynor Knowles
Governor / Trustee lead	Lucy Wright/ Deborah Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28785.00
Recovery premium funding allocation this academic year	£0
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	£28785.00

Part A: Pupil premium strategy plan

Statement of intent

At Woodlands Infant School, we are committed to ensuring that all children, regardless of their background or individual challenges, have access to an inclusive, high-quality education that enables them to thrive academically, socially, and emotionally. Our Pupil Premium Strategy reflects our dedication to addressing inequalities and overcoming barriers to achievement, with a particular focus on raising the attainment and life chances of our disadvantaged pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-Quality Teaching and Targeted Interventions is central to our approach.

Our strategy is rooted in ensuring excellent teaching for all, complemented by evidence-based interventions tailored to meet the needs of our disadvantaged pupils. This is proven to have the greatest impact on closing the disadvantaged attainment gap. We will continuously develop staff expertise to deliver the highest quality education and support.

We are committed to **providing a rich, broad, and balanced curriculum that is inclusive** of all pupils. This includes ensuring equitable access to extra-curricular activities, educational visits, and cultural opportunities that build confidence and enhance learning experiences for disadvantaged pupils.

We believe that **strong home-school relationships** are integral to pupil success. Our strategy involves working closely with parents, carers and the wider community to address the barriers that disadvantaged pupils face, including those that impact on good pupil attendance.

Our school's **strong focus on wellbeing and nurture** support all children to thrive and be ready to learn. We aim to equip every child with the skills, knowledge, and experiences they need to achieve their full potential and transition confidently to the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data for 24-25 indicates attendance amongst disadvantaged pupils is lower than that of non-disadvantaged pupils (94.8% for compulsory school age pupils, 91.8% for pupil premium of compulsory school age).

2	Internal and external assessments indicate that end of KS1 maths attainment, whilst increasing for disadvantaged pupils is still below that of other core subjects.
3	Foundation stage data analysis 2024-2025 shows SEND and disadvantaged pupils achieve less and boys attainment in EYFS maths, whilst improved, remains slightly below that of girls.
4	Internal and external assessments indicate that end of KS1 writing attainment, amongst disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal and external assessments indicate that end of KS1 reading attainment, within greater depth, amongst disadvantaged pupils is below that of non-disadvantaged pupils.
6	Phonic interventions continue to support disadvantaged pupils and continue to monitor gaps.
7	Supporting SEMH (Social, Emotional and mental health needs) for children in school to support a positive and holistic approach to behaviour and attitudes and personal development.
8	Our observations and discussions with pupil and families have identified a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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 achieve and sustain improved attendance data for all pupils, particularly our disadvantaged pupils.	Attendance gap between disadvantaged and non-disadvantaged is reduced. The percentage of disadvantaged pupils who are persistently absent is reducing. Parents are supported to manage their child's attendance. Where there are attendance concerns, these are addressed quickly.
Improved maths attainment amongst disadvantaged pupils.	End of KS1 maths assessments show a higher percentage of disadvantaged pupils meeting the expected standard in 2025-26.
To achieve improved maths attainment within EYFS for boys and SEND pupils.	End of EYFS assessments show an increased percentage of boys and SEND pupils reaching the expected standard in 2025-26.
Improved writing attainment amongst disadvantaged pupils.	End of KS1 writing assessments show a higher percentage of disadvantaged pupils meeting the expected standard in 2025-26. The percentage of pupil premium children meeting the expected standard in writing will be at least in line with non-pupil premium peers.

Improved reading attainment amongst disadvantaged pupils. Improved reading skills enable children to better access the wider curriculum.	End of KS1 reading assessments show a higher percentage of disadvantaged pupils meeting more than the expected standard in 2025-26.
Children's phonic skills are stronger and gaps in phonic knowledge have been closed.	Gaps in attainment in 2025-26 phonics checks between disadvantaged and non-disadvantaged children is reduced. Little Wandle Letters and Sounds will be followed with fidelity and interventions continue to support pupils.
Children's individual SEMH (Social, Emotional and mental health) are met and children are equipped to learn and make progress both academically and socially.	To be accredited as a Nurture UK school. All children are ready to learn. All children assessed via Boxall profile and robust interventions are in place to support children with SEMH needs. Support/ advice/ signposting for parents where additional needs identified.
To achieve and sustain enrichment activities for all children in school, particularly our disadvantaged pupils.	A sustained increase in enrichment activities across the course of the school year. A range of morning play time and lunchtime clubs across the school year are available to all pupils and promoted to disadvantaged pupils. Disadvantaged pupils across KS1 are also given cups of milk during morning break on a daily basis.

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: £14392.50 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue working alongside English Hub advisors to ensure the Little Wandle phonics scheme is taught with fidelity. Mentoring and coaching for school staff.	Research indicates that following a robust phonics program with fidelity significantly improves literacy outcomes for disadvantaged children, including those eligible for pupil premium. A study by the Education Endowment Foundation states, " <i>Systematic phonics is particularly beneficial for younger pupils and disadvantaged learners, helping close attainment gaps in early reading.</i> " Consistency ensures all students access high-quality, evidence-based instruction.	5 6
Continued Professional Development for whole	Research highlights that ongoing CPD is crucial for embedding phonics programs like Little Wandle. The	5

school around implementation of Little Wandle Phonics.	Education Endowment Foundation emphasises, <i>"High-quality professional development enhances teacher expertise, ensuring consistent delivery of phonics and improving outcomes for all learners, especially disadvantaged pupils."</i>	6
Supporting parental engagement in the Little Wandle program Parent workshops to support school approaches and to share phonic and reading strategies. Live lessons for parents to attend. Reading team to support additional 1;1 reading opportunities.	Research underscores the importance of parental engagement in supporting disadvantaged pupils with phonics. The Education Endowment Foundation states, <i>"Parental involvement in early literacy significantly boosts children's reading development, particularly benefiting disadvantaged pupils by reinforcing phonics learning at home."</i>	5 6
Provide robust CPD to support staff to deliver highly effective reading sessions that support decoding, prosody and comprehension.	Evidence highlights that reading sessions addressing decoding, prosody, and comprehension significantly improve outcomes for young children. The National Reading Panel (2000) states, <i>"Effective reading instruction integrates phonics (decoding), fluency (prosody), and comprehension to build strong literacy skills, ensuring children can both read text and understand its meaning."</i>	5 6
Maths lead / Maths Hubs to deliver CPD to enhance maths teaching and curriculum planning in line with DFE and NCETM guidance. Parent workshops.	The Education Endowment Foundation reports, <i>"Mastery learning strategies improve mathematics achievement by five additional months, benefiting pupils across all abilities, particularly disadvantaged learners, by emphasising fluency, reasoning, and problem-solving skills in a structured framework."</i> July 2016 DfE Standard for teachers professional development state that: Professional development must be prioritised by school leadership.	2 3
Continue to provide CPD / coaching on The Write Stuff approach to develop expertise in its delivery. Parent workshops.	The Education Endowment Foundation emphasises, <i>"Sustained professional development improves teaching quality and pupil outcomes, particularly in structured writing frameworks."</i> The DfE writing framework (2025) outlines a common approach to teaching writing based on evidence and existing good practice.' The aim of the guidance is to help schools meet the expectations of writing in the National Curriculum for key stages 1 and 2, and the Early Years Foundation Stage (EYFS) statutory framework. Strong Foundations in the First Years of School, examines how well early years education prepares children for long-term academic and personal success. It provides evidence-based insights into curriculum, pedagogy, assessment, and behaviour within early years and Reception settings.	4

The Write stuff units of work are reviewed by staff / curriculum lead and adapted to meet the needs of our pupils and to ensure appropriate skill coverage.	The Education Endowment Foundation highlights, <i>"Curriculum materials must be periodically reviewed to ensure they remain impactful and meet the diverse needs of learners, fostering improved attainment across subjects."</i> The DfE writing framework (2025) outlines a common approach to teaching writing based on evidence and existing good practice.' The aim of the guidance is to help schools meet the expectations of writing in the National Curriculum for key stages 1 and 2, and the Early Years Foundation Stage (EYFS) statutory framework. Strong Foundations in the First Years of School, examines how well early years education prepares children for long-term academic and personal success. It provides evidence-based insights into curriculum, pedagogy, assessment, and behaviour within early years and Reception settings.	4
Transcription – CPD and resources to support strong transcription, integrating systematic phonics with handwriting and spelling instruction.	Evidence supports a strong transcription approach in early writing as foundational for developing fluency and expression. The Education Endowment Foundation emphasizes, <i>"Automaticity in handwriting and spelling allows pupils to focus on higher-level composition skills, improving overall writing quality."</i> Graham et al. (2012) found that systematic transcription instruction enhances both speed and accuracy, critical for early writing development and long-term literacy success. The DfE writing framework (2025) outlines a common approach to teaching writing based on evidence and existing good practice.' The aim of the guidance is to help schools meet the expectations of writing in the National Curriculum for key stages 1 and 2, and the Early Years Foundation Stage (EYFS) statutory framework. Strong Foundations in the First Years of School, examines how well early years education prepares children for long-term academic and personal success. It provides evidence-based insights into curriculum, pedagogy, assessment, and behaviour within early years and Reception settings.	4 5 6
Professional development to complete Nurture UK Nurturing schools programme. All teaching staff to be trained on Boxall Profile. Mental Health Support team in school for coffee mornings and advice and offer advice via webinars.	Research by the Education Endowment Foundation highlights that <i>"Targeted social and emotional interventions, such as nurture approaches, can improve pupil self-regulation and social skills, with positive impacts on engagement and learning."</i> Additionally, a study published in the <i>British Journal of Educational Psychology</i> (Sanders, 2007) found significant improvements in emotional well-being and classroom behaviour among pupils attending nurture groups.	6

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

Budgeted cost: £8635.50(30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boxall assessments completed for all children and 1:1 or small group interventions address needs.	The Boxall Profile is widely evidenced as an effective tool for supporting pupils with SEMH needs. A study by Colley (2009) in the <i>Emotional and Behavioural Difficulties Journal</i> found that <i>"the Boxall Profile enables early identification of social, emotional, and behavioural difficulties, guiding tailored interventions that improve pupil well-being and classroom engagement."</i>	6
Provide language screening to identify needs around communication and language, and oracy skills to support pupils. (e.g. NELI)	The Nuffield Early Language Intervention (NELI) is supported by robust evidence as an effective intervention for improving oral language skills in young children, especially those from disadvantaged backgrounds. A study by the Education Endowment Foundation found, <i>"NELI improves children's language skills by four additional months of progress, with notable impacts on vocabulary, listening, and narrative skills."</i>	2 3 4 5 6
1:1 and small group phonics and reading interventions. Afternoon timetable of support for children identified from assessments as benefitting from catch up sessions.	Evidence shows that well-trained teaching assistants effectively deliver phonics and reading interventions, helping close gaps for disadvantaged pupils. The Education Endowment Foundation states, "Targeted interventions delivered by TAs, when structured and supported by training, can improve literacy outcomes for disadvantaged children, particularly in phonics and early reading skills." Proper guidance ensures impactful, focused support.	5 6 2 3 4 5
Transcription and phonics skills developed through sensory play for identified children.	Evidence supports a strong transcription approach in early writing as foundational for developing fluency and expression. The Education Endowment Foundation emphasizes, <i>"Automaticity in handwriting and spelling allows pupils to focus on higher-level composition skills, improving overall writing quality."</i> Graham et al. (2012) found that systematic transcription instruction enhances both speed and accuracy, critical for early writing development and long-term literacy success.	4

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

Budgeted cost: £5757.00 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CSAWS to support with attendance related issues.	The involvement of Central Schools Attendance and Welfare Service (CSAWS) supports disadvantaged pupils by improving attendance, which is closely linked to better academic outcomes. Research by the Department for Education (DfE) states, <i>"Pupils with higher attendance are more likely to achieve better academic results, and targeted attendance interventions significantly benefit disadvantaged learners."</i> CSAWS provides tailored support to address barriers, fostering consistent engagement with education and reducing chronic absenteeism.	1
Wider enrichment opportunities provided. After-school clubs/ playtime clubs and lunchtime clubs promoted and funded.	Evidence strongly supports the importance of wider enrichment opportunities for disadvantaged pupils in improving educational and social outcomes. The Education Endowment Foundation states, <i>"Enrichment activities, such as arts, sports, and extracurricular programs, enhance pupil engagement, confidence, and aspirations, helping to narrow attainment gaps."</i> Research from the Sutton Trust also highlights that participation in enrichment boosts resilience and broadens horizons, particularly for disadvantaged learners. The Joseph Rowntree Foundation state <i>"Holiday hunger and lack of structured activities disproportionately affect low-income families, leading to educational regression and poor well-being."</i> Research by the EEF shows that holiday programs improve pupil engagement, physical health, and readiness to learn upon returning to school.	7
Support for families with subsidising costs of educational visits and uniform.		7
HAF clubs and meal voucher entitlements during school holidays.		7

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)