

Pupil premium strategy statement – Woodnewton a learning community (reviewed July 2025)

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	822
Proportion (%) of pupil premium eligible pupils	225 pupils (27%)
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)	2025 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kate West – Head of School
Pupil premium lead	Kate Harle – Deputy Head Teacher
Governor / Trustee lead	Adam Palmer – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,590
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£299,590

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils should thrive and flourish at Woodnewton, through high expectations, excellent quality first teaching, and a range of enriching learning opportunities. We utilise Pupil Premium funding effectively to ensure that all pupils' needs are met, and that they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision, to widen their experiences.

To provide the highest quality teaching and learning to enable PP pupils to succeed, and narrow the attainment gap. To ensure all pupils achieve their potential. For PP pupils to make accelerated progress across the curriculum.

- ★ High Quality Teaching across the curriculum is a key priority area in our School Strategic Plan for 2025/26. A whole-school approach to Pupil Premium continues to be worked on. (See **What is different for a Pupil Premium child at Woodnewton**). The school continues to work hard at raising the profile of the PP pupils by putting them at the forefront of everything we do.
- ★ As a result of monitoring, we have introduced a Vulnerable Groups QFT strategy of 'First Check Ins', 'First feedback and marking', and 'Ensuring knowledge of gaps in learning are planned for' for PP pupils. This will ensure that PP pupils are not only on task but also understand the learning taking place, as well as their next steps that are needed in order to improve and succeed. Class teachers will provide 'live feedback' to PP pupils in every lesson, to ensure they are making progress towards, or within the intended learning outcomes. This has resulted in an updated Feedback Policy for September 2025. Flexible Groupings is also a key teaching and learning strategy that will be focused on this year, ensuring that PP pupils are worked with within lessons with targeted support.
- ★ EYFS continues to improve for all groups of children. However, there are still gaps between the Pupil Premium children on track to achieve GLD and the non-Pupil Premium children.
- ★ This year, Woodnewton will continue to work with a local feeder Secondary school in supporting pupils' academic achievement. Sixth formers will be supporting targeted pupils at Woodnewton in a range of academic activities, including Science, Reading and Maths. The students will also support in lessons with a particular focus on reading. They will be carrying out wider enrichment activities with targeted pupils from the TYOP up to Year 6.
- ★ Our whole-school approach to reading has developed into daily whole-class reading lessons with a class novel text also shared each day. This new approach focuses on providing regular and consistently high-quality access to texts and exploration of reading skills.

The text selection has been planned across the school to provide a wide range of age-appropriate cultural capital learning experiences. This year, Fluency is a key focus as well as developing children's comprehension skills.

- ★ We know that our PP pupils are less likely to encounter cultural capital outside of school and so these experiences within the curriculum are of paramount importance in supporting improved attainment, but also in the overall development of our PP pupils.
- ★ The implementation of the Whole-Class Reading approach (WCR) has had a positive impact on our PP pupils' attainment in 2024/25. Our intention is to see this continue into 2025/26 as even though the PP pupils are making progress, there are still gaps in attainment between the PP pupils and the Non-PP pupils.
- ★ Our intended impact is to see the percentage of PP pupils' attainment increase across the curriculum by another 10%.

Increase the opportunity for learning outside of the classroom.

- ★ Improving parental engagement needs to continue. It is important that for every event that we hold, we know the amount of pupil premium parents/carers who are taking part, so that we can monitor this effectively. The school has set up a Parents and Friends Association to help build community links. It is important that this group is well represented and includes PP families to help support parental engagement even further.
- ★ This year we will continue to improve our home learning offer with the use of the 1:1 Devices – our iPads where children can practise their key skills through the iPad Apps. Pupil voice tells us that pupils enjoy learning at home this way.
- ★ The Forest School area of the school site has been enhanced and we also now have our Wild Meadow. The outdoor learning provision has expanded to allow PP pupils the opportunity to participate in activities. The Forest School offer will continue to be further developed to include more off-site visits to local wooded areas.
- ★ The Forest School leader has completed CPD in order to develop an outdoor learning programme which is continually worked upon. This allows more pupils to access the outdoor provision and offer opportunities for pupils with SEMH to attend Forest Schools off site.
- ★ As a school, we are offering a wider range of clubs and residential opportunities locally and cross-curricular activities. These will be subsidised/discounted for our PP pupils.

To provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips children with the knowledge and cultural capital they need to succeed in life. This also supports pupil premium pupils' well-being.

- ★ The allocation of an allowance to each class to support in planning and delivering enrichment and cultural capital activities has helped to develop a whole-school approach to including enrichment into the wider curriculum. Offering such opportunities will motivate some reluctant learners who are within the Pupil Premium identified group. This will also contribute to supporting the wellbeing of all pupils, including

the PP pupils.

- ★ Focused CPD for staff is planned for 2025/26, to ensure that planning is adapted effectively without the need to pay for external enrichment opportunities (where possible).
- ★ Our sports coaches are in school on Friday's offering fun sports to pupils.
- ★ The new WCR approach focuses on providing regular and consistently high-quality access to texts and exploration of reading skills. The text selection has been planned across the school to provide a wide range of age-appropriate cultural capital learning experiences. We know that our PP pupils are less likely to encounter cultural capital outside of school, and so these experiences are of paramount importance in supporting improved attainment, but also in the overall development of our PP pupils and their well-being.
- ★ Links have been made with a local feeder secondary school where PP pupils attend clubs after school. These include, cooking, art and design, sports and drama.

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points and gaps within achievement compared to the Non-Pupil Premium pupils.
2	Lack of life experiences impacting on pupils' knowledge and skills, understanding of the world, and cultural capital.
3	Low confidence and self-esteem impacting on pupils' wellbeing.
4	Low aspirations and valuing of education.
5	Parental Engagement
6	Attendance – Persistent Absence

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
Staff have the knowledge to address barriers and close the gaps in learning.	Staff surveys evidencing usefulness of Professional Learning Sessions (CPD)

<p>Evidence of improved teaching and learning (specific strategies that have been taught in training put into practice – Flexible Groupings/Retrieval Practice/Quality of Feedback).</p> <p>Gaps in knowledge and skills closing between the PP pupils and the non-PP pupils.</p>	<p>Staff viewing Steplab as useful and an integral part of CPD and a coaching culture in school.</p> <p>Drop Ins on Steplab Deep Dives Improvement in Data Outcomes Accurate formative assessment and summative assessment judgements.</p> <p>Raising attainment and Progress of the PP pupils across the curriculum.</p>
<p>Effective use of material in subscriptions seen during monitoring, including book/planning scrutiny, lesson visits and learning walks.</p> <p>Attainment and progress in reading, writing and Maths will improve.</p> <p>Cornerstones data for PP pupils will be used for gap analysis effectively – precise teaching.</p>	<p>Staff will understand schemes of work and find them useful. Staff surveys will show this.</p> <p>Gaps will close between the PP pupil and the non-PP pupils.</p>
<p>Increased reading at home. Improved attainment and progress in reading – Cornerstones and Phonics assessments.</p> <p>Pupils have resources that match their ability/provide appropriate challenge.</p>	<p>Wider range of texts explored.</p> <p>A love of reading will be evident through pupil voice.</p>
<p>Approach B – Academic support (Targeted academic support – whole school, group and personalised)</p>	
<p>Improved attainment and progress for Early reading outcomes and phonics screening assessments.</p> <p>Ongoing formative assessment will show that pupils are gaining confidence and</p>	<p>Pupils have learning activities that match their level of ability and provide appropriate challenge.</p> <p>Smaller phonics groupings.</p> <p>Targeted support and 1:1 interventions effective.</p>

achieving well/gaps in knowledge are closing.	
A love of reading will be evident – pupils will feel more confident in reading	Improved Cornerstones data. Improved Phonics data. Pupil Voice
Pupils will engage at home and at school-tracked by subject leads using online tools. Attainment for arithmetic in maths will improve.	Improved attainment evident through structured tracking and monitoring by subject leaders. Teachers use gap analysis for planning.
Boxall Profile PASS SDQ PP pupils access pastoral support available.	Pupil voice will show happiness and confidence improving. Parent/carer surveys and staff surveys evidence successful case studies of individual and groups of PP pupils.
Gaps in knowledge will close.	Improved Year Group outcomes for the core subjects. Improved end of KS2 results.
Approach C - Wider strategies (Support to overcome non-academic barriers including attendance, social and emotional support, behaviour for learning, parental/carer engagement and extended school provision)	
For pupils to experience a range of activities both in school and after school. Curriculum planning shows an exciting range of activities for all in all year groups.	Pupil surveys will evidence that the pupils enjoy the activities. Parent voice.
Pastoral support across all areas of child development and learning.	Improvements in BOXALL profile PASS test SDQ Pupil voice, parent / carer voice / staff surveys will evidence successful case studies.

<p>Weekly picture news sessions to raise awareness of the wider world and cultural capital.</p> <p>Pupils access weekly forest school sessions evidenced via floor books</p> <p>Uptake in support evident by subsidising enrichment activities and residential.</p> <p>PP being an identified vulnerable group with a PP lead assigned.</p>	<p>Displayed in the classroom with pupil participation evidence.</p> <p>Improved attainment and progress for PP pupils across all subjects.</p>
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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: £45,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. To provide the highest quality teaching and learning to enable PP pupils to succeed, and narrow the attainment gap. To ensure all pupils achieve their potential. For PP pupils to make accelerated progress across the curriculum.</p>	<p>PP pupils have made progress this year in both Reading and Writing. Maths continues to be an area to focus on so that pupils have a secure knowledge and understanding of the subject. Maths is a whole school priority for 2025/26</p> <p>Gaps in attainment between the PP pupils and the Non-PP pupils still exist across the core subjects.</p>	<p>All PP students</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions/Booster Sessions/Homework Clubs)

Budgeted cost: £ 200,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Interventions with Literacy Specialist in KS1.</p> <p>Adult support in small groups including Master Classes for more- able pupils. For example, 6 teacher led Maths groups in Year 6.</p> <p>SLT members are teaching small targeted groups of pupils across the school each day.</p> <p>Support through the environment - literacy resources.</p> <p>Subscriptions to enhance pupil experience and providespecific support: TT Rock-stars Numbots</p> <p>White Rose Maths Hub The Mastery Approach across school. Accelerated Reader Arithmagicians Spelling Frame</p> <p>Core subject additional funding; Maths, English and Science</p>	<p>Phonics knowledge is improving in school with Year 2 phonics being at or above National in the last 4 years. The phonics is supported by a progressive reading scheme. Data is collected termly and used to inform the planning of groups/gaps in pupil's knowledge and understanding.</p> <p>Progress is evident in both Cornerstones, Teacher Assessment, Mock SATs and Phonics outcomes.</p> <p>Little Wandle approach ensures that all reading materials match the child's ability but still provides them with appropriate levels of challenge.</p> <p>A wide range of resources are available to all learners across a wide variety of areas of learning. Links are sent out to all parents / carers on the termly whole school newsletter.</p> <p>Monitoring evidence that the approaches are working.</p> <p>The View, The Meadow, The Nest, KS1 Hive, The Den, KS2 Hive and The Burrow are providing targeted support where needed led by skilled staff including HLTAs, Learning mentors and SEND support staff</p> <p>Learning environments are purposeful and support the learning of all.</p> <p>Curriculum development has included the development of characters for each of the curriculum areas along with a</p>	

<p>Year 6 Booster classes/Homework Clubs</p>	<p>description of what each do. E.g. a scientist is..... These are displayed via large wall wraps in both the KS1 and KS2 halls as well as in classrooms.</p> <p>Booster classes were offered to learners in Y6 covering all Core areas of learning. The uptake was good and attendance was consistent throughout.</p> <p>Easter revision classes were a success with a high number of PP pupils attending.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the opportunity for learning outside of the classroom.</p>	<p>The Forest School area of the school site has been enhanced and we now also have The Wild Meadow. The outdoor learning provision has expanded to allow PP pupils the opportunity to participate in activities. The Forest School offer has further developed to include off-site visits to local wooded areas.</p> <p>Pupil Voice informs us that PP pupils love going to Forest School and our Wild Meadow. It helps them to feel good about themselves and more confident about their abilities.</p> <p>The Forest School leader has completed CPD in order to develop an outdoor learning programme. This has enabled more pupils to access the outdoor provision and offer opportunities for pupils with SEMH to attend Forest Schools off site. Pupil voice informs us that the PP pupils thoroughly enjoy these trips and</p>	

	<p>gain awe and wonder from their experiences.</p> <p>As a school, we have offered a wide range of residential opportunities locally and cross-curricular activities. These have been subsidised/discounted for our PP pupils. This has enabled PP pupils to be included and have these life-long, valuable experiences.</p>	
<p>To provide high quality enrichment activities to ensure the breadth of the curriculum offer, which equips children with the knowledge and cultural capital they need to succeed in life. This also supports pupil premium pupils' well-being.</p>	<p>Some high-quality enrichment activities have taken place across the school this year. Pupil voice shows that PP pupils feel more motivated after trips and experiences as they feel happier inside and more confident. This needs to continue next year. The after school clubs have been a huge success.</p> <p>Staff have received CPD around ensuring the curriculum is appropriate for all pupils and fit for purpose. This needs to continue next year.</p> <p>Our whole-school approach to reading focuses on providing regular and consistently high-quality access to texts and exploration of reading skills. Our PP pupils are less likely to encounter cultural capital outside of school, and so these experiences are of paramount importance in supporting improved attainment, but also in the overall development of our PP pupils and their well-being.</p>	

Total budgeted cost: £299,590

Part B: Review of the previous academic year. Outcomes of Disadvantaged Pupils

		2022/23			2023/24			2024/25			
			DA	Non - DA	Diff	DA	Non - DA	Diff	DA	Non - DA	Diff
End of KS2	Combined	GDS	9%	11%	-2%	0%	0%	0%	0%	8%	-8%
		EXS				46%	49%	-3%	40%	61%	-21%
	Reading	GDS				3%	17%	-14%	14%	30%	-16%
		EXS	59%	68%	-9%	46%	56%	-10%	56%	72%	-16%
	Writing	GDS	9%	15%	-6%	0%	1%	-1%	0%	7%	-7%
		EXS	47%	64%	-17%	57%	67%	-10%	63%	85%	-22%
	Maths	GDS	6%	9%	-3%	3%	17%	-14%	7%	19%	-12%
		EXS	56%	61%	-5%	46%	56%	-10%	54%	74%	-20%

		2022/23			2023/24			2024/25			
			DA	Non - DA	Diff	DA	Non - DA	Diff	DA	Non - DA	Diff
End of KS1	Reading	GDS	0	5%	-5%	0%	1%	-1%	0%	5%	-5%
		EXS	39%	66%	-27%	21%	34%	-13%	48%	58%	-10%
	Writing	GDS	7%	21%	-14%	28%	49%	-21%	0%	0%	-
		EXS	21%	47%	-26%	28%	49%	-21%	39%	63%	-24%
	Maths	GDS	0%	0%	0%	0%	8%	-8%	0%	0%	-
		EXS	36^	63%	-27%	17%	33%	-16%	48%	73%	-25%
	Phonics Y2	67%	63%	+4%	54%	66%	-12%	85%	96%	-11%	
End of Y1	Phonics Y1	58%	72%	-14%	31%	74%	-43%	48%	79%	-31%	

End of EYFS	GLD	50%	65%	-15%	62%	74%	-12%	63%	75%	-12%
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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
NA	