

# Pupil premium strategy statement - Woodley 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	386
Proportion (%) of pupil premium eligible pupils	14% (55 pupils)
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> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr P. Langridge (Headteacher)
Pupil premium lead	Mrs L. Hibbert
Governor / Trustee lead	Mrs K. Gummett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,150
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>	£74,150

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodley Primary School, we have high aspirations for ALL children, and believe that no child should be left behind. We are determined to ensure that every child, irrespective of their background or the challenges that they face, is given the opportunity to realise their full potential through exposure to a rich and exciting curriculum, and carefully targeted support where necessary.

Every year we receive a dedicated amount of Pupil Premium funding to support our disadvantaged children and, along with allocations made from the school's own budget, we aim to ensure that this money is spent to noticeably improve the outcomes for eligible pupils and to diminish the difference between their attainment and that of other non-eligible peers nationally. We will consider the challenges faced by vulnerable pupils to inform our approach.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and their peers, both nationally and within internal school data
- For all disadvantaged pupils to make at least expected progress and for as many as possible to make better than expected progress
- Improve the life chances for all disadvantaged pupils
- Ensure access to a wide range of opportunities to develop knowledge and understanding of the world
- To provide increased enrichment opportunities for disadvantaged pupils
- Support the social and emotional wellbeing and mental health of all of our disadvantaged pupils
- Ensure that attendance of disadvantaged pupils improves, aiming for it to be in line with their peers

To achieve these objectives we will use a range of provision including but not limited to:

- Provide all teaching staff with high quality CPD to ensure that all pupils access effective quality first teaching
- Ensure disadvantaged pupils are challenged appropriately in the work that they are set

- Provide targeted additional teaching and learning opportunities, through trained LSAs in order to quickly address identified gaps in learning including the use of small group work and 1:1 support
- Support payments for enrichment activities, educational visits, residentials and experiences to allow equal access
- Provide opportunities for pupils to access sports coaching and enriched music opportunities
- Provide access to trained, specialist staff in areas including Speech and Language Therapist and Pastoral Office
- Provide appropriate mental health training to support pupils in their emotional and social development

This list is not exhaustive and will change according to the needs and support that our disadvantaged children require.

## Challenges

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

Challenge number	Detail of challenge
1.	Low <b>attendance</b> averages for disadvantaged pupils compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with all pupils and families have identified <b>social and emotional health issues</b> for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Assessments, observations, and discussions with pupils and families indicate underdeveloped <b>oral language skills</b> and <b>vocabulary gaps</b> among many disadvantaged pupils. These are evident from EYFS through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
4	Internal assessments indicate that <b>reading attainment</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils. n.b. Although the attainment of disadvantaged in all areas of the curriculum is significantly behind that of non-disadvantaged pupils, school are focusing on reading as a priority, as we believe this will naturally help them improve in all areas.

## 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 <b>attendance</b> with gap closing between disadvantaged pupils and their peers	Attendance for disadvantaged children improves; the gap between disadvantaged and non-disadvantaged to within 1%
To achieve and sustain improved <b>wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved <b>oral language skills and vocabulary</b> among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved <b>reading</b> attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes (both internal and external) in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.

## 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: £38,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic <b>assessments</b> . Training for staff to ensure assessments are interpreted and	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. (ref: EEF)	3,4

administered correctly.		
<p>Improve the overall <b>quality of teaching</b> to ensure that all pupils can access the entire curriculum.</p> <p>We will fund additional training across the curriculum for teachers and support staff.</p>	<p>High quality teaching benefits all children and ensures that every child accesses every lesson (ref: EEF)</p>	1, 2, 3, 4
<p>Embedding <b>dialogic activities</b> across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. (ref: EEF)</p>	3
<p>Improve the quality of <b>social and emotional teaching and learning</b>.</p> <p>Approaches will be embedded into routine educational practices 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). (ref: EEF)</p>	2
<p><b>Additional adults</b> deployed to provide high quality interactions and carry out daily interventions where necessary</p>	<p>Internal data has highlighted the delayed progress and attainment, particularly for our disadvantaged children resulting in the need for additional adult support. LSAs have been deployed across school to help improve the academic progress within the curriculum. LSAs are</p>	1, 2, 3, 4

	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (ref: EEF)	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Speech and Language Therapist</b> additional 'buyback' support to enable a therapist in school approximately a day per week. Therapist to assess, plan and model strategies to support children with specific needs	Studies of communication and language approaches consistently show the positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.  On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (ref: EEF)	3
<b>Wellcomm intervention</b> to target support for children with poor communication skills. Children are assessed in EYFS and, as needed, in KS1 and KS2 using Wellcomm Primary.	As above	3
<b>Emotion Coaching: ELSA</b> Dedicated and trained member of staff who delivers ELSA 1:1 weekly for children with SEMH needs	Emotion Coaching is a communication strategy which supports children to self-regulate and manage their stress responses. It provides an effective way to nurture mental health and wellbeing in education settings when used as an integral part of behaviour management and interaction skills. See: <a href="#">ELSA network</a>	2

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

Budgeted cost: £21,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of SLT dedicated to monitoring and improving attendance  Support from EWO	See: <a href="#">DfE School Attendance Framework</a>	1
Member of SLT as Pupil Premium Lead	A non-teaching member of staff who is dedicated to monitoring the progress of the disadvantaged children. Monitoring is undertaken on a weekly basis to ensure quality first teaching is impacting upon the children's achievements.	1, 2, 3, 4
Pastoral Officer	The Pastoral Officer supports attendance and punctuality and ensures that our disadvantaged children are regularly attending school in order to access learning. The manager builds positive relationships with the children and their families. The pastoral manager liaises with services and agencies to meet the needs of the disadvantaged children.	1,2
Cultural experiences prioritised	See: <a href="#">DfE Cultural Education</a>	1, 2, 3
Enriched music provision for Y3, Y5, Y6 classes	See: <a href="#">Stockport Music Service</a>	1,2, 3
Enriched Shakespeare experience for Y4	See: <a href="#">Northwest Drama</a>	1, 2, 3
Sports Coaches utilised during lunchtimes, during the afternoons and for extra-curricular activities	To improve the physical wellbeing and mental health of our disadvantaged children, additional specialist sports coaching time has been allocated within the curriculum. Objectives include to improve team work, resilience and cooperation. We also encourage active learning	1, 2, 3

	to avoid obesity and support weight management.	
Educational Visits subsidised	For many of our disadvantaged children, the only time away from home during the year is on a school residential. We feel that it is essential that our children gain a breadth of experiences and skills that they will then be able to transfer to the classroom.	1, 2, 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4

**Total budgeted cost: £74,150**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments for the 2024/25 academic year indicate that the performance of our disadvantaged pupils continues to be significantly lower than that of their non-disadvantaged peers across key curriculum areas. Specifically, the ambitious outcomes targeted in our previous strategy were not fully realised.

A critical finding from our analysis is the significant disparity in attendance between disadvantaged pupils and their non-disadvantaged counterparts. This cohort's persistent absence rate is substantially higher, which directly correlates with the widening attainment gap. Every day of lost learning reduces exposure to high-quality teaching and crucial curriculum knowledge, making it exponentially harder for these pupils to keep pace and achieve expected outcomes. Addressing the underlying causes of this irregular attendance, which often stem from complex external barriers and anxieties amplified by recent disruptions, is therefore central to our current strategy for improving academic success.

This persistent attainment gap is a function of lingering disruption that disproportionately affected our disadvantaged cohort. Although immediate school closures are over, the residual impact of the COVID-19 pandemic continues to be felt. The intended benefits of our Pupil Premium-funded improvements to teaching and targeted interventions were not fully capitalised upon, as the disruption significantly impaired the capacity of our most vulnerable pupils to engage consistently and effectively with their learning.

Our assessments and observations confirm a continued heightened need for support around pupil behaviour, wellbeing, and mental health, with the effects proving particularly acute for disadvantaged pupils. Pupil Premium funding was strategically used to provide universal wellbeing support and targeted interventions for those most in need.

We acknowledge the need for continued, targeted investment and are building on this support through the activities detailed in our current plan to actively close the attainment divide.

## 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
Speech and Language Therapist	NHS
Shakespeare Festival	Northwest Drama Services