

Pupil Premium Strategy Statement - Woodford Green

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodford Green Primary School
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jason Cook
Pupil premium lead	Melissa Logue
Governor / Trustee lead	Lena Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,175
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	£68,175
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The intention of schools in the Arbor Trust is that every child is important. Despite their backgrounds or challenges they face we hold high aspirations for every child in our care and we expect them to make good progress and achieve high attainment across all subject areas. We are determined to equip them to be global citizens and it is fundamental to this, that barriers are removed to enable all children access to opportunities to prepare them for future challenges. We ensure that effective budgeting prioritises the needs of all children and in addition, pupil premium grant is used to further close gaps and remove any barriers to learning.

- We ensure that teaching and learning meets the needs of all of our pupils, and that teaching, targets missing gaps in knowledge;
- We ensure the appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to providing opportunities for personalised learning and accelerating progress for all pupils, in particular vulnerable pupils;
- We will consider the challenges faced by vulnerable children, such as those who have a social worker, children from low-income families, children eligible for free school meals (FSM), children who have been eligible for FSM at any point in the last six years (Ever 6), children who are or have been looked after by the local authority (CLA/LAC), children adopted from care, children with a special guardianship order. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are socially disadvantaged are registered or qualify for PP. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils, the school has identified as being socially disadvantaged.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced and progressive curriculum;
- Pupil Premium resources may also be used to target children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education;
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap for socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of numbers and familiarity with reading. Pupils often lack meta- cognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
2	Due to a lower exposure to a wide vocabulary at home, many of our pupils in receipt of Pupil Premium Grant find reading comprehension challenging and perform less well than their peers.
3	Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
4	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils in impacted year groups.
5	Many of our disadvantaged pupils live in cramped, busy households (often moving homes in the formative years) which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
6	Some of the parents of our disadvantaged pupils lack the confidence, knowledge and skills to support their children with learning at home.
7	Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
8	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
9	The high proportion of pupils with SEND, particularly those with speech and language needs, who also come from disadvantaged backgrounds.

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. PPG funding is used to part fund

key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.

Intended outcome	Success criteria
Ensure disadvantaged children achieve as well as pupils nationally in phonics check	<ul style="list-style-type: none"> Access to good quality phonics teaching that address gaps Exposure to high quality texts Interventions to close gaps and support progression for children Phonics check data for disadvantaged pupils is 96% or above
Increase the number of disadvantaged pupils who are working at greater depth in reading, writing and maths by the end of KS1 and KS2.	<ul style="list-style-type: none"> Access to good quality teaching that systematically and coherently builds on knowledge through a well-designed curriculum Data collection shows progress in disadvantaged pupils attaining greater depth by the end of KS1 and KS2.
Quality first teaching and research-based retrieval methodology used to reduce missing components of knowledge.	<ul style="list-style-type: none"> Recall and rehearsal used to support closing gaps Lesson feedback, outcome monitoring and pupil voice shows evidence of sustained, deliberate practice to support progression for children. Sessions begin with a recap to revisit and re-hear prior learning Pupil voice demonstrates children know more and remember more. They are able to explain what they are learning and how it links to what they have learned in the past – linking components and weekly/termly composites.
To achieve and sustain the attendance of pupils in receipt of PPG is above 96%.	<ul style="list-style-type: none"> Sustained high attendance by 2026/2027 Reduction in persistent absence for PPG group. Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.
Increase enrichment opportunities, including trips, be-spoke activities that remove barriers to learning and improve mental health concerns.	<ul style="list-style-type: none"> Experiences, trips and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate in experiences that are not provided within the home environment, including access to wrap around care

	<ul style="list-style-type: none"> • Parental engagement activities are strategically planned and numbers demonstrate sustained engagement
To support the most vulnerable pupils in receipt of the PP funds to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.	<ul style="list-style-type: none"> • Good progress for target groups in R, W, M. • Reports from outside professionals show the impact of support. • Social skills and communication groups indicate impact

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: £68,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEND and more Able. Training to develop teacher knowledge of the most effective ways to ensure children know more and remember more and make good or better progress from starting points	Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).	1,2,3,4
Release time for middle leaders to provide additional coaching/mentoring support for early years practitioners including supervision Leadership coaching sessions for all leaders, develop and empower leaders to drive and improve achievement and attainment Actions research groups including all	Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).	1,2,3,4

staff (TA, EYP, teachers, leaders, SEND support staff)		
<p>Training for Teaching Assistants, SEND staff and EYFS support staff to enable targeted interventions and follow up within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly.</p> <p>Teaching Assistant/SEN support staff lesson studies ensure good practice is shared.</p> <p>Outside agencies provide training sessions for staff.</p>	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more in-formal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. EEF, 2021. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	1,2,3,4
<p>Home reading books and shared reading books, resources are regularly replenished to ensure pupil access to high quality texts is consistent to ensure breadth of reading opportunity.</p>	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socio-economic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).</p> <p>Within the school context, reading and vocabulary are a priority in all lessons.</p>	1,2,3,4,5,6,7,8
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</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>	7

<p>professional development and training for staff.</p> <p>The recovery curriculum focuses on the social emotional and wellbeing aspects of learning and includes, reflective journal, well-being sessions, mindfulness, happy boxes, hygiene and safety.</p>	<p>EEF_Social_and_Emotional_Learning. Pdf (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £68,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specific teaching assistant to lead 1:1 and small group reading sessions with a focus on communication and language	<p>Communication and language approaches</p> <p>Emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Within the school context, the specific investment of an additional teaching assistant to deliver speech and language intervention is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.</p>	1,4
Allocated adult specifically employed to read with pupils 1:1	<p>Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing</p>	3

	up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018).	
Online programmes including: Google Classroom, Bug Club and Mathletics	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	4
Additional phonics follow up sessions 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	1,3
Research Table and follow up sessions	The reduction in the ratio of pupils to teachers compared to a regular class- room setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1,2,3,4,5,6,7,8

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £68,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised peripatetic music lessons and subsidised residential visit for children in receipt of the EYPP fund.	The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning to ensure an effective spending model.	7,8
Subsidised extended day including wrap around and after school club offer for disadvantaged pupils	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and ensuring behaviour is seen as communication.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,3,5

<p>Leadership of coffee mornings (including additional EYFS specific coffee mornings)</p>	<p>The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF, 2021). A revised strategy in response to COVID 19 has been implemented in the school context to ensure parent partnership structures are rebuilt.</p>	<p>5,6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1,2, 5, 8</p>

Total budgeted cost: £68,175

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 2024 to 2025 academic year.

Intended outcome	Outcome																															
To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check.	<p>Through regular monitoring and termly screening checks, PP children made good progress and almost all PP pupils passed their phonics screening checks in Year 1.</p> <p>Phonics screening</p> <table border="1"><thead><tr><th></th><th>All</th><th>PP</th></tr></thead><tbody><tr><td>Year 1</td><td>88%</td><td>60%</td></tr><tr><td>Year 2</td><td>0%</td><td>0%</td></tr></tbody></table>			All	PP	Year 1	88%	60%	Year 2	0%	0%																					
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Increase the number of disadvantaged pupils who are working at greater depth in reading, writing and maths by the end of KS1 and KS2.	<p>CPD and moderation has ensured quality first teaching. Lessons are adapted and resources are provided to ensure that the components are met. Writer's workshop, Maths work- shops and reading interventions help develop cusp children to become GDS.</p> <p>Key stage 1 - GDS</p> <table border="1"><thead><tr><th></th><th>All</th><th>PP</th></tr></thead><tbody><tr><td>Numeracy</td><td>60%</td><td>50%</td></tr><tr><td>Reading</td><td>50%</td><td>25%</td></tr><tr><td>Writing</td><td>50%</td><td>25%</td></tr><tr><td>Combined</td><td>50%</td><td>25%</td></tr></tbody></table> <p>Key stage 2 - GDS</p> <table border="1"><thead><tr><th></th><th>All</th><th>PP</th></tr></thead><tbody><tr><td>Numeracy</td><td>43%</td><td>29%</td></tr><tr><td>Reading</td><td>39%</td><td>14%</td></tr><tr><td>Writing</td><td>43%</td><td>14%</td></tr><tr><td>Combined</td><td>21%</td><td>14%</td></tr></tbody></table>			All	PP	Numeracy	60%	50%	Reading	50%	25%	Writing	50%	25%	Combined	50%	25%		All	PP	Numeracy	43%	29%	Reading	39%	14%	Writing	43%	14%	Combined	21%	14%
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<p>Quality first teaching and research-based retrieval methodology used to reduce missing components of knowledge.</p>	<p>CPD to develop teachers. Escorted visits and observations for teachers. This has improved the number of good/out-standing lessons being taught. Adapted teaching, modelling and resources to ensure missing components are met. This improves the quality of the lessons and the outcomes. Small groups, interventions and 1:1 teaching develops progress and addresses gaps.</p>												
<p>To achieve and sustain the attendance of pupils in receipt of PPG is above 96%.</p>	<p>The number of children persistently absent from school is steadily decreasing.</p> <table border="1" data-bbox="595 572 1406 759"> <thead> <tr> <th></th><th>National</th><th>All pupils' %</th><th>PP %</th></tr> </thead> <tbody> <tr> <td>Attendance</td><td>95%</td><td>95.2%</td><td>92%</td></tr> <tr> <td>Persistent attendance</td><td>22.5%</td><td>13.6%</td><td>30.4%</td></tr> </tbody> </table>		National	All pupils' %	PP %	Attendance	95%	95.2%	92%	Persistent attendance	22.5%	13.6%	30.4%
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	<p>The school has employed an Attendance welfare officer who continues to work closely with the in-school attendance officer to ensure that they are working closely with families to increase attendance. The rate of absence and PA have improved compared to previous years. However, for some, the attendance is still low which has had an impact on pupil's progress and outcomes. Early intervention informs the way to support families to access support to help improve pupils' attendance. The school continues to promote good attendance through weekly assemblies, termly rewards and end of year recognition. Attendance is a running agenda on Inclusion meetings and the close working relationship with the attendance welfare office has enabled improvements in attendance with some families.</p>												

<p>Increase enrichment opportunities, including trips, bespoke activities that remove barriers to learning and improve mental health concerns.</p>	<p>The school offers a wide range of extra-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Enrichment activities included gymnastics, multi-sports, karate, 3D printing, cooking and football. The school ensures that disadvantaged children have the opportunity to participate in enrichment activities, ringfencing spaces specially allocated to them. The school also funds places for pupil premium pupils to take part in individual instrumental lessons, especially if a pupil has shown a talent or interest. The school also supports some children to completing their grading exams for their instrumental lessons. Performances such as drumming and 'Rock Steady' music tuition helps disadvantaged pupils develop listening and social skills which may include sharing and turn-taking, coordination and concentration and assist with fine and gross motor skills. Trips and visitors are scheduled throughout the year. These are selected to enhance pupil experience and help develop an appreciation for the natural world, learn more about the environment or become inspired by a visitor/visit, build confidence and enhance social skills. Many of our pupils', especially those who are disadvantaged, do not get opportunities to gain these experiences without the school's involvement. The school supports with the costs of these trips and ensures that pupils' and their families benefit from these experiences. Throughout the year a range of coffee mornings sessions were held to support and develops parents understanding of areas such as phonics, maths, reading, writing, autism and safeguarding.</p>
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<p>To support the most vulnerable pupils in receipt of the PP funds to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.</p>	<p>The sustained levels of well-being were demonstrated through a reduction of behaviour incidents for these pupils and an increase in participation of enrichment activities.</p> <p>The school employs a Music Therapist who worked with some of the most vulnerable pupils to improve attention and awareness as well as play skills. Music therapy gives pupils a means of expression and communication through interactive music-making without the need for words.</p> <p>A karate instructor is employed to work with some of our disadvantaged pupils. The sessions help these pupils with self-confidence, self-defence, building competence, dedication and self-discipline, promote mental and physical well-being and develop leadership skills.</p> <p>The school Inclusion lead also offered pastoral support for some pupil premium children who were vulnerable and who needed recognized adults to support them and their families.</p>
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