

Woodlands Park Primary Pupil Premium 3-year Strategy 2025-2028

Academic Year 2025-2026



At Woodlands Park Primary School, we are committed to an inclusive culture where every child can thrive academically, socially, and emotionally. Our approach is grounded in **relational practice**, ensuring that strong, positive relationships underpin all aspects of school life. We believe that improving outcomes for all learners requires a holistic, evidence-informed strategy that addresses both academic and emotional needs.

- Our Pupil Premium strategy follows the **tiered approach recommended by the Education Endowment Foundation (EEF)**, which is widely recognised as best practice for maximising impact:
 - **High-quality teaching** – The EEF highlights that improving teaching is the most effective way to raise attainment for disadvantaged pupils. We prioritise professional development, curriculum coherence, and consistent instructional practices to ensure excellence in every classroom.
 - **Targeted academic support** – According to the EEF's *Guide to the Pupil Premium*, timely and precise interventions such as small-group tuition, phonics programmes, and language development are essential for closing gaps in attainment. Our strategy includes structured interventions like Read Write Inc., maths mastery coaching, and speech and language support.

o **Wider strategies** – The EEF emphasises the importance of addressing non-academic barriers to learning, including social and emotional wellbeing. We implement pastoral care, Emotional Literacy Support Assistants (ELSA), and access to enriching experiences to promote resilience, mental health, and engagement.

By embedding these principles, we aim to ensure that disadvantaged children receive the support they need to succeed, while maintaining high expectations for all. Our strategy is designed to close gaps, foster wellbeing, and empower every child to achieve their full potential.

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2025-26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodlands Park Primary School
Number of children in school	324
Proportion (%) of pupil premium eligible children	15% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	23.10.25
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Lakey
Pupil premium lead	Sarah Lakey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,588.75
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	£96,588.75

Part A: Pupil premium strategy plan

Statement of intent

At Woodlands Park Primary School, we believe that providing the highest quality teaching is the best approach for ALL of our children.

We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

Effective teaching must be adaptive and personalised: Teachers and Teaching Assistants engage with our high quality CPD package; coaching and mentoring package; and evidence-informed approaches to reflect and refine practice. Subject mastery is encouraged and developed, seeking to always to improve subject knowledge and expertise

We believe that all children, irrespective of their background, challenge or need, make good progress, achieve well and thrive in wider school life. The focus of our pupil premium strategy is to support wellbeing, personal development, social interactions and academic learning.

The key principles of our strategy plan are:

1 Teaching

- Ensure quality first teaching for all children through:
 - Read Write Inc Phonics & Spelling
 - Maths Mastery (Power Maths)
 - Opening Worlds
 - Consistent deliberate practice of Mastering Number and Number Sense at Foundation, KS1 and KS2.
 - Reading Fluency Project
 - Book Writes
- Targeted CPD for all staff on curriculum delivery with an emphasis on direct instruction.
- Coach staff in the delivery of RWINC. (RWINC Manager and Development Day).
- Provide TAs with CPD on precision instruction and high-quality teaching.
- Provide staff with further Paul Dix training to support understanding of Relational approaches.
- Use of Accelerated Reader to promote reading for pleasure.
- Provide training for staff to support Reading Fluency project implementation.
- Purchase high quality texts to support the teaching of reading.
- Ensuring children in our EYFS and into Y1 have the best start.



2 Targeted academic support

- Evidence based intervention support, including pre/post teaching, YARC reading intervention.
- Targeted support for Fast Track RWINC.
- Targeted Speech and Language support.
- Language Link screening in EYFS and into KS1.
- HLTAs to enable small group support.
- TAs are strategically deployed to deliver interventional

3 Wider Strategies

- Multi-agency support team access to resources such as Educational Psychologist, counselling, and Family Support Workers.
- Emotional Literacy targeted support in classrooms and lunchtime club.
- Wild Tribe.
- Subsidise residential trips and wider school activities.
- Provide emotional support for children from service families through Poppies Military Club.
- Pastoral support: FSW to provide SEMH, attendance support and providing a link for families.
- Liaise with Trust attendance support and school attendance officer to support families.
- Embed a Relationships Policy

Challenges

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

Challenge number	Detail of challenge
1 <i>Link to SIP 1 and 2</i>	Observations, discussion and assessment show that oral language skills in our disadvantaged children is lower than that of other children. This slows reading, writing and overall progress in subsequent years.
2 <i>Link to SIP 1,2 and 5</i>	Observations, discussion and assessment show that disadvantaged children generally make slower progress in Read Write Inc. and read with less fluency in EYFS and KS1.
3 <i>Link to SIP 1 and 2</i>	Assessments, observations, and discussions with students indicate that disadvantaged pupils struggle more with mastering early writing transcription skills. This difficulty adversely affects their overall writing abilities across the curriculum.
4 <i>Link to SIP 1,2 and 4</i>	Observations, discussion and assessment show poor fluency knowledge and skills in maths. This is proving to be a barrier to further maths success across the breadth of the wider maths curriculum.
5 <i>Link to SIP 3</i>	Many children from disadvantaged backgrounds, particularly those who have experienced early trauma, display social and emotional difficulties and struggle to build trusted relationships. These children are not ready to learn and need pastoral support.

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
<p>Disadvantaged pupils develop strong, trusted relationships with staff and peers, fostering a safe, calm, and inclusive environment that supports emotional wellbeing and readiness to learn.</p> <p><i>Link to School Improvement Plan: Priority 1</i></p>	<ul style="list-style-type: none"> • All staff trained in trauma-informed and relational practices; Relationships Policy embedded. • Emotional wellbeing supported through FSW, Lego therapy Drawing Club and multi-agency provision (MAST). • Improved attendance above national average. • Pupils demonstrate positive engagement, emotional regulation, and motivation to learn.

	<ul style="list-style-type: none"> • Children able to regulate and respond to their emotional wellbeing. • All staff are trained in trauma informed practices and the school's Relationship's Policy and is part of new staff induction for all roles.
<p>Curriculum quality and delivery are strengthened as all staff, including new members, understand subject expectations, deepen their knowledge, and apply consistent approaches across classrooms to ensure high-quality provision for all learners.</p> <p><i>Link to School Improvement Plan: Priorities 1,2 ,3, 4 and 5</i></p>	<ul style="list-style-type: none"> • WPPS curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers. • Teaching and Learning to reflect the WeST Principles of Curriculum Delivery and weekly INSET on Instructional Practice is embedded in the classrooms. • Consistency in curriculum delivery across the school and across the curriculum. • Staff meeting time is dedicated to sharing expectations from subject leads to ensure consistent, high-quality teaching. • Regular release time by core subject leads providing effective monitoring of subjects. • Teachers have a secure understanding of how children learn. • Teachers feel confident in mastery curriculum delivery. • RWINc to be delivered to all children Foundation to Year 2 and children in KS2 if they have not reached the required standard.
<p>Good quality teaching is in place in all RWI lessons, and all children are making at least expected progress over time.</p> <p>The programme is well led by the RWI Lead.</p> <p>The number of disadvantaged children passing the Phonics Screening Check continues to increase and is above national levels.</p> <p>The number of disadvantaged children achieving below the expected level in a cohort decreases year on year.</p>	<ul style="list-style-type: none"> • RWI has a high priority within the school. • The RWI Manager is provided with release time to monitor and coach to support the provision of the subject. • Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified using the new online portal. • Additional support is put in place for children who are not making the

<p><i>Link to School Improvement Plan: Priority 2, 3 and 5</i></p>	<p>expected progress and/or working below the expected level.</p> <ul style="list-style-type: none"> • RWI Development Days and in school progress meetings are used to ensure external and internal support is in place for RWI Manager and staff are receiving the most up-to date information and training. • Resources are replaced as appropriate to ensure all children and staff have access to the resources they need.
<p>Continue to achieve and sustain academic progress across the school.</p> <p><i>Link to School Improvement Plan: Priorities 2, 3, 4 and 5</i></p>	<ul style="list-style-type: none"> • Attainment in Reading, Writing, and Maths (ARE and Greater Depth) exceeds national expectations and places the school within the top 20% nationally. • All pupil groups demonstrate improved progress from their starting points. • Children embed knowledge securely into long-term memory. • Pupils can confidently understand, apply, and retrieve knowledge across the curriculum.
<p>Children in EYFS and KS1 with identified speech and language difficulties make accelerated progress through targeted intervention programmes.</p> <p><i>Link to School Improvement Plan: Priorities 1,2,3, 4 and 5</i></p>	<ul style="list-style-type: none"> • Early identification of children requiring SALT ensures that children receive support quickly. • Language Link is embedded to support early identification. • Referrals are made to Livewell for Speech and Language support. • There are more opportunities for sharing high-quality repetitive texts to build on language and oracy. • Language is explicitly taught to make steps towards closing the word gap.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff are clear about the expectations for each subject and consistent approaches are seen in all classrooms leading to high quality provision.	EEF Toolkit (Feedback) EEF Toolkit (Metacognition) EEF Toolkit (Individualised instruction) EEF Toolkit (Collaborative learning)	1 2 3 4
Continue to provide teachers with planning, coaching support and training on effective modelling and direct instruction in the curriculum sequence.	EEF Toolkit (Collaborative learning) EEF Toolkit (Feedback) EEF Toolkit (Mastery Learning)	1 2 3 4
Coaching for maths mastery. NCETM and Number Sense. Power Maths Programme Further development of Oracy in maths	EEF Toolkit (Mastery Learning) The EEF Professional Development guidance report.	4
All reading teachers receive support through regular RWI training, termly RWI Development Day and weekly team coaching to maintain quality first teaching of phonics.	EEF Toolkit (Phonics) EEF Improving Literacy Ofsted Reading Review March 2024	2
Purchase high quality texts to support the writing curriculum and adapt the Reading River to reflect cohort needs.	EEF Improving Literacy The Writing Framework 2025	1 3
Continue to embed Widgit and scaffolding to support adaptive teaching.	EEF Special Educational Needs in Mainstream	
Provide TAs with further training to support high-quality teaching.	EEF Teaching Assistant Interventions EEF Selecting Interventions guidance. EEF Making Best Use of TAs guidance	1 2 3 4

Provide staff with training from Paul Dix (2-year programme) to support and embed relational practices.	EEF Toolkit EEF Professional Development Guidance EEF Improving Behaviour in Schools EEF Special Educational Needs in Mainstream guidance report	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,500.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pre and post teaching maths support and targeted individual and small group intervention through additional TAs to support the delivery of evidence-based programmes.	EEF Toolkit (Small group tuition) EEF Toolkit (Feedback) EEF Toolkit (Individualised Instruction) EEF Toolkit (One to One Tuition)	1 4
Early reading and phonics targeted support. RWI Spelling	EEF Toolkit (Early intervention) EEF Toolkit (Phonics) EEF Toolkit (One to One Tuition) Ofsted Reading Review March 2024	2
Speech and Language needs are identified as early as possible using Speech and Language Link assessment and targeted support.	EEF Toolkit (Individualised Instruction) EEF Toolkit (Oral language)	1 3
Increase the social, emotional resilience of children to enable them to be ready to learn.	EEF Toolkit (Social and Emotional)	5

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

Budgeted cost

Budgeted cost: £31,588.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child Wellbeing/Family Support Worker	Emotional wellbeing needs are being well supported. Attendance of PP children continues to improve. EEF Toolkit (Metacognition and self-regulation) EEF Toolkit (Social and emotional learning)	5
MAST access and support.	A wider range of external support services are available to our children and families. EEF Toolkit (Metacognition and self-regulation)	5
Wild Tribe	Promote resilience, problem solving skills and develop self-esteem. EEF Toolkit (Outdoor Adventure Learning) EEF Toolkit (Social and Emotional Learning)	1 5
Subsidise residential trips and other activities for eligible children to ensure children have access to enriching experiences developing self-confidence, stamina and motivation. (including peripatetic music, enrichment after school clubs and trips)	EEF Toolkit (Social and Emotional Learning)	5
A lunchtime wellbeing club providing nurturing support for children who find the playground a challenging environment.	EEF Toolkit (Social and Emotional Learning)	5

1 school jumper/cardigan per year and free access to pre-loved uniform	EEF Toolkit (Working with Parents to Support Learning)	5
Lego Therapy and Draw and Talk Therapy	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional selfregulation, both of which may subsequently increase academic attainment EEF Toolkit (Social and Emotional Learning)	5

Total budgeted cost: £96,588.75

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 children in the 2024 to 2025 academic year.

The achievements for pupil premium children in school achieved (end of summer 2025):

	School Data			Disadvantage FSM + E6
EYFS (44 pupils)	GLD = 79.5% (35)			50% (2 pupils)
Year 1 Phonics Screening Check (51 pupils)	92.% (47 pupils)			75% (4 pupils)
Year 4 MTC (50 pupils)	+20/25 = 66% (33)			+20/25 = 40% (10 pupils)
	25/25 = 28% (14)			25/25 = 10% (10 pupils)
Year 6 (52 pupils)		ARE +	GD	ARE + 7 pupils
	Reading	75% (39)	25% (13)	57%
	Maths	67.5% (36)	17.5% (10)	43%
	Writing	85% (44)	20% (9)	71%
	RWM	62.5% (33)	10% (5)	43%
	GAPs	70% (36)	17.5% (9)	57%

- Providing a 0.5 FTE Family Support Worker across the school enabled us to support the high number of children with complex needs and particularly support their social, personal, and emotional needs. Small group/ friendship support and individual support in learning how to play and regulate their emotions was a particular focus.
- Three RWI Development Day and Progress Meetings took place over the year where the RWI Lead and staff were coached to ensure they were confident in delivering the programme. This training enabled the RWI Lead to coach staff in the same way. This is reflected in the 92% of children who passed the phonics screening in 2025.
- Accelerated Reader continues to demonstrate that Pupil Premium children are engaging in the programme and motivated to read more frequently outside of school which leading to raised attainment over time. Systems for monitoring progress and achievement have been improved which ensures early identification of children who are not engaging.
- Families and children have been supported through our own school Family Support Advisor and MAST provision. These services are improving attendance and over all behaviour of many of our PP children through building relationships with our families, helping them to

emotionally regulate themselves. Targeted MAST intervention is in place and the EP is consulted when a wider system response is required.

- Power Maths Mastery programme is implemented for all year groups and coaching for teachers and teaching assistants has been ongoing through the year.
- One-to-one coaching in Year 6 has supported children to close the gap to their peers.
- Opening Worlds supports speech and language development through oracy based practices. This has enhanced the speech and language development and confidence of our pupils.
- Intense CPD with ALL staff focusing on supporting disadvantaged pupils, using a consistent and positive approach to attendance, behaviour and teaching and learning strategies has supported our children socially, emotionally and academically.
- Our highly skilled support staff have supported children with both basic skills in English and maths lessons. They also run high-quality interventions and targeted support in small groups.

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
Read Write Inc	Ruth Miskin/ Oxford University Press
Power Maths	Pearson
White Rose Maths	White Rose
Mastering Number	NCTEM
MAST	Plymouth Learning Partnership
Accelerated Reader	Renaissance
Book Writes	Devon Education Services
Re-Think Reading	Devon Education Services
Spelling Shed	EdShed
Times Table Rockstars	ttrockstars.com
Widgit	Widgit Online
Opening Worlds	Christine Counsell and Steve Mastin
Jigsaw PSHRE	Jigsaw

Service pupil premium funding (optional)

12 pupils at WPPS are within service families.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Poppies Military Club.• Family Support Advisor /Teaching assistant to support families with a single point of contact and provide emotional, wellbeing support during times of parent/service personnel deployment.• Regular activities held during the year include opportunities to get together and share experiences.
What was the impact of that spending on service premium eligible children?	Children able to feel emotionally ready for learning through having a known trusted adult to talk with.

