

Pupil premium strategy statement – Woolenwick Junior 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	236
Proportion (%) of pupil premium eligible pupils	23.3%
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)	2025-2028 (Year 2)
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Richard Pallant
Pupil premium lead	Alice Hayhurst
Governor / Trustee lead	Laura Burt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7540
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>	£98,760

Part A: Pupil premium strategy plan

Statement of intent

At Woolenwick Juniors, our goal is to ensure all pupils make progress, regardless of their background or the challenges they face, make good progress, both academically and socially, and achieve well across the curriculum. Our goal is to ensure that our disadvantaged pupils' progress is in line, or exceeding those who are not disadvantaged. One of our goals is to ensure all children are exposed to different aspects of life, the world and the society in which they live. We strive to close the cultural capital gap through our memory making curriculum and enriching opportunities to ensure all children, irrespective of their status, can be equipped with the same opportunities and experiences to provide them in good stead for their next stage of education and future employment.

The main focus of our strategy is to ensure all pupils have access to high-quality teaching, using up to date pedagogical strategies, as well as participation in extra-curricular events. We will strive to ensure all teachers are supported to keep improving which will benefit all pupils but especially those identified as socio-economically disadvantaged. Inclusive practice is the beating heart of our delivery, with those disadvantaged children at the forefront. This has the greatest impact on closing the disadvantage gap as well as benefiting all pupils within the lesson. Our growth mind set approach teaches and guides children to tackle challenges head on and to become resilient, and ultimately successful as well as equipping and teaching our children Social emotional literacy. We want our children to love learning and to become lifelong learners through our curriculum and constant need to evolve and improve our practice.

Continuous professional development (CPD) of all staff is of paramount importance to improve the standards of all pupils as well as the disadvantaged. Our CPD is targeted and aligned throughout our school development plan which aims to improve standards. Our development to understand the pupils within our setting is of extreme importance. We can identify that many children have other needs which are more complex and may benefit from pastoral work.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by outside influences. Our inclusion team work with

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged, but accessible, in the work that they're set
- close the attainment gap between
- 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.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment gap between PP pupils and non PP pupils</u> <u>Maths gap</u> Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. <u>Reading and Writing gap</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
2	<u>SEND</u> We have an overlap of PP pupils with SEND currently which must be catered for in the classroom for them to make progress.
3	<u>Parental engagement</u> Leaders to identify ways to ensure there are ample opportunities for parents to engage with the school community and with learning at home.
4	<u>Health and wellbeing</u> Leaders to support children and families to be able to make healthy lifestyle choices to improve attainment, progress and SEMH needs.

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
<u>1. Attainment gap</u> - Standards in maths attainment are raised between PPG pupils - Standards in reading and writing are raised between PPG pupils	- High-quality teaching where all needs are being catered for - Differentiation evident in all areas of curium to ensure all pupils can access the learning - Smaller class sizes to accelerate progress - Consistent learning environments to minimise cognitive overload for pupils - Visuals displayed through all areas of teaching to minimise cognitive overload and to spark long term memory

	- Carefully planned interventions and boosters used to accelerate progress. Children are differentiated based on individual needs of children. - 2 lead teachers are part of Maths Hub work which delivers a mastery approach - Consistency within the reading approach used
2. <u>SEND</u> - Accelerated progress through high-quality teaching and targeted provision will close the gap between PP pupils with SEND needs	- Support plans are used with SMART targets. Targets analysed by SENCO to ensure target is appropriate and relevant. - Small steps training within maths to ensure teachers are starting at the most appropriate point - Visuals used, especially communication in print - Advice and guidance received and acted upon and implemented effectively which is evidenced in learning walks, support plans and classroom practice
3. <u>Parental engagement</u> - All parents to feel part of the school community and participate in the wider school community	- Many events planned to ensure check ins with parents and opportunity to collect feedback - Maximise opportunity for parents to come to school: open afternoons, parent consultations, sports day, carol concerts, coffee mornings. - Class dojo used consistently with most parents. Chat feature is used to communicate swiftly and effectively. Leaders and teachers respond well to any concerns raised. - Leaders are visible to parents everyday.
4. <u>Health and well-being</u> -Children have to have their basic needs met in order to reach their full potential and make good progress in all areas of the curriculum	- Improved attention for children in class as they have the right nutrients - Pupils have a greater understanding of the importance of their health and wellbeing and how to lead a healthy lifestyle - Pastoral lead communicates with key families to ensure importance of health and wellbeing of themselves and their children - To continue to improve the quality of social and emotional (SEL) learning.

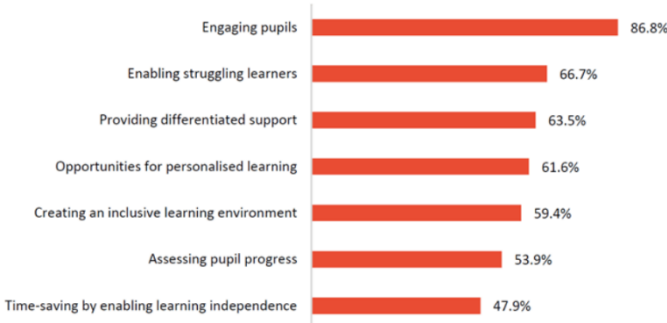
Activity in this academic year

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: £ 50, 776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training opportunities for staff to ensure the teaching is high-quality where all pupils' needs are met. English TLA will conduct staff meetings and learning walks which provides leaders with up to date pedagogy and action plans to improve teachers' practice. 2 staff members attend and participate with the local Maths Hub.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF) Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (EEF)	1, 2
Professional Development in Mastery-Based Teaching Approaches throughout training sessions. We will increase the skill of teachers in delivering mastery based sessions in maths, focusing particularly on disadvantaged children to close the gap. Increase the adeptness of teachers in delivering mastery-based instruction, particularly in	The Education Endowment Foundation (EEF) suggests that mastery learning can, on average, lead to an additional five months' progress over a school year. "Coaching around the core principles of mastery, time to observe principles in action, time to plan mastery into curriculum. All of this has developed my pedagogical understanding and improved the standard of my teaching. I would therefore recommend the Maths Hub work group to others". School participating on Primary Teaching for Mastery Developing Programme. (Maths Hub) The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2

those subjects with observable attainment gaps.																		
Introduction of technology to break down barriers for struggling learners- clicker and voice-typing to be used for children with barriers to writing.	The National Literacy Trust evidenced the use of technology (including Clicker and voice typing) and have shown the key ways they felt technology could positively impact on pupil's literacy learning. Main benefits of using technology to support literacy  <table><thead><tr><th>Benefit</th><th>Percentage</th></tr></thead><tbody><tr><td>Engaging pupils</td><td>86.8%</td></tr><tr><td>Enabling struggling learners</td><td>66.7%</td></tr><tr><td>Providing differentiated support</td><td>63.5%</td></tr><tr><td>Opportunities for personalised learning</td><td>61.6%</td></tr><tr><td>Creating an inclusive learning environment</td><td>59.4%</td></tr><tr><td>Assessing pupil progress</td><td>53.9%</td></tr><tr><td>Time-saving by enabling learning independence</td><td>47.9%</td></tr></tbody></table> Various success stories within this can be accessed through https://cricksoft.com/success-story/clicker-success-in-aberdeenshire/	Benefit	Percentage	Engaging pupils	86.8%	Enabling struggling learners	66.7%	Providing differentiated support	63.5%	Opportunities for personalised learning	61.6%	Creating an inclusive learning environment	59.4%	Assessing pupil progress	53.9%	Time-saving by enabling learning independence	47.9%	1, 2
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To strategically deploy teaching assistants to support all pupils directly within the classroom, focusing their efforts on feedback and to specific attainment gap areas.	TAs help ease workload and stress, reduce classroom disruption and allow teachers more time to teach (EEF) Teachers are largely positive about the contribution of TAs in classrooms, reporting that increased attention and support for learning for those pupils who struggle most has a direct impact on their learning, and an indirect effect on the learning of the rest of the class. (EEF)	1, 2																
To deploy teaching staff strategically through the use of smaller sized groups	EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.																	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase relevant resources (Voice 21) and fund ongoing teacher training and release time.	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 impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2																

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

Budgeted cost: £ 26,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted English and Maths Interventions to be implemented, structured, evidence-based interventions to directly address identified gaps. This includes HfL Fluency project, The Code, early maths skills, Forward with Phonics.	Education Endowment Foundation: 'reading fluently provides us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.'	1 ,2
Teaching Assistants are used strategically to deliver interventions to pupils as well as up to date training	4 months of progress if deployed correctly. 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. 2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1 ,2

School Leaders to attend Hertfordshire Conferences, effectively implement guidance and provide relevant in house training for teachers and support staff		1,2

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

Budgeted cost: £22,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support children to be healthy by offering free milk and daily fruit to ensure that they are in the best position to be able to focus and learn.	Research links improved nutrition to better concentration and academic performance. Maslow Hierarchy of needs: Needs lower down in the hierarchy (including food, warmth and rest) must be satisfied before individuals can attend to needs higher up.	1, 3,4
Provide regular opportunities for parents to engage with our school community. For example through coffee mornings, open afternoons, communication with our family liaison worker.	EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	1, 2, 3, 4
Social and emotional learning approaches will be continue to be embedded into routine educational practices and supported by professional development and training for staff. Pastoral Lead to organise and lead. Mental Health lead and MHST to conduct staff meetings, well-being sessions and anxiety support for pupils.	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): Improving Social and Emotional Learning in Primary Schools EEF Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	1, 2, 3, 4
Experienced Family Liaison Worker offers support for all families to support them with parenting and well		1, 2, 3, 4

being; including support with attendance.		
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Total budgeted cost: £ 98,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have reviewed our strategy plan and made changes to how we intend to use some of our budgets on the next 3 year plan. Some challenges remain present which will be addressing and focusing on more actions to move forward certain challenges like the attainment gap between PP pupils and non-PP pupils.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their end of KS2 results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that maths shows a particular gap which will be addressed in the next three year strategic plan. Carefully deploying adults and careful consideration on professional development needs to be in place.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that ongoing work with the FLW needs to continue due to positive response it has had last year on disadvantaged pupils. In addition, we need to implement strategies to help support pupils' Social and emotional literacy, which will feature in our next 3 year strategy.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils have made progress.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. Please see below the table to see PPG data.

PPG compared to Non PPG

Spring 2026		Year 3		Year 4		Year 5		Year 6		Whole school	
		PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
Reading		53%	88%	56%	87%	50%	73%	52%	77%	52%	81%
Writing		47%	76%	33%	64%	64%	67%	35%	62%	45%	68%
Maths		32%	73%	33%	75%	50%	73%	30%	65%	35%	72%

There is a significant attainment gap between PPG and non-PPG pupils across the school. The largest gap is in maths where 35% of PPG pupils are achieving compared with 72% of non-PPG pupils, a difference of 37 percentage points. Reading shows a 29 percentage-point gap, while writing has the smallest overall gap at 23 percentage points. The gap is evident across most year groups, although there is considerable variation between cohorts.

The gap of PPG can be explained that PPG pupils may experience a range of barriers which can contribute to the gap, for example:

- lower starting points or gaps in prior learning
- attendance and persistent absence
- socioeconomic disadvantage and limited access to learning resources
- SEND or additional learning needs
- speech, language and communication needs
- lower engagement or confidence
- mobility or changes of school
- differences in the number of pupils within each cohort

The variation between year groups suggests that the PPG attainment gap is not uniform. Year 5 demonstrates a much smaller gap in writing (3 percentage points), suggesting that effective classroom practice, targeted intervention and/or strong pupil engagement may be contributing to improved outcomes for disadvantaged pupils. This practice will be explored and considered for wider implementation.

PPG not-SEND compared with Non PPG

Spring 2026		Year 3		Year 4		Year 5		Year 6		Whole school	
		PPG- Not SEND	Non PPG	PPG- Not SEND	Non PPG	PPG- Not SEND	Non PPG	PPG- Not SEND	Non PPG	PPG- Not SEND	Non PPG
Reading		69%	88%	67%	87%	58%	73%	44%	77%	60%	81%
Writing		69%	76%	50%	64%	75%	67%	44%	62%	63%	68%
Maths		46%	73%	50%	75%	50%	73%	33%	65%	45%	72%

This data shows a disparity between PPG and non PPG. We have selected this data without SEN to see the difference. For writing whole school, there is not much disparity. However, within reading and maths there is. Moving forward, this data is be readily open to staff during pupil progress meetings and will be addressed with the new class matrixes to ensure all teaching staff are aware of what extra provisions and targeted support certain pupils need to ensure higher attainment and progression.

What we will review and implement

1. **Prioritise maths**

Given the whole-school gap of 37 percentage points, mathematics will be a key priority. PPG pupils will be identified for targeted support based on specific gaps in knowledge and understanding, with regular assessment to measure whether interventions are having an impact. We will also implement a maths policy to strengthen classroom practice and class matrix will support targeted maths support.

2. **Strengthen reading and vocabulary**

Targeted pupils will receive additional support to develop reading fluency, comprehension and vocabulary. Progress will be monitored closely, with intervention adapted where pupils are not making sufficient progress.

3. **Improve the use of PPG tracking data**

Teachers and leaders will regularly analyse attainment and progress for PPG pupils alongside their non-PPG peers. This will enable the school to identify pupils at risk of falling behind earlier and ensure that support is timely and precisely targeted. We will liaise with the assessment lead and ensure class matrix are being used so staff are completely aware of those PPG support.

4. **Identify and share effective practice**

The strong Year 5 writing outcomes will be investigated to identify the teaching approaches, intervention, feedback and wider strategies that are contributing to the reduced gap. Effective practice will be shared across other year groups where appropriate.

5. **Address wider barriers to learning**

Attendance, engagement, pastoral needs and barriers outside the classroom will be monitored alongside academic outcomes. Where appropriate, families will be supported through targeted pastoral and attendance strategies.

6. **Evaluate impact regularly**

The impact of interventions will be reviewed at regular pupil progress meetings. The focus will be on whether PPG pupils are **making accelerated progress and closing the gap**, rather than simply whether interventions have been delivered.

Our analysis has drawn on school performance data alongside observations, pupil voice and professional discussions to assess the wider factors affecting the performance of disadvantaged pupils, including attendance, behaviour, wellbeing, engagement and access to learning.

The data demonstrated that **the school's increased focus on oracy has had a positive impact on disadvantaged pupils' confidence, spoken language and ability to articulate their ideas**. Through targeted oracy opportunities, pupils have become increasingly willing to contribute to discussions, explain their thinking and communicate their ideas with greater clarity. This has had a wider impact beyond spoken language, with increased confidence supporting pupils to engage more fully in learning across the curriculum. Staff observations and learning walks indicate that pupils are increasingly able to use subject-specific vocabulary, respond to questions and explain their understanding, which is contributing positively to attainment across a range of subjects. This in-turn will provide children with the knowledge they need to achieve age related expectations.

A significant focus has also been placed on **targeted intervention and support**. Small-group interventions have enabled pupils to receive additional teaching and practice based on identified gaps, and the impact of these interventions has been monitored through regular assessment and SEA visits. These visits have provided evidence of positive progress and have also identified areas where provision can be further strengthened. While small-group provision in the mornings has had a positive impact, staffing capacity has limited the number of pupils who can access this level of targeted support. As part of our next steps, we will review how staffing, intervention timetables and in-class support can be structured more effectively so that a greater number of disadvantaged pupils benefit from timely, targeted intervention without creating unnecessary dependency on additional adult support. We have created a roadmap which details our action plan for the next academic year.

The involvement of **FLW in provision meetings** has also strengthened our understanding of individual pupils. This ensures that teachers have a fuller picture of pupils' needs, barriers and circumstances and are therefore better placed to adapt teaching and provision accordingly. This wider contextual understanding has supported more precise identification of need and helped ensure that disadvantaged pupils receive appropriate support. Technology has also formed part of our approach.

Clicker has been used within classrooms to support pupils who experience barriers with recording their ideas and written expression. While there is evidence that this has supported access to learning for some pupils, we recognise that there is further work to do to ensure that Clicker is used consistently and strategically where it can have the greatest impact. This will remain an area for development within classroom practice.

Our increased focus on **English teaching and learning (TLA)** has also contributed positively to provision for disadvantaged pupils. Training for teaching assistants has strengthened their understanding of effective classroom support, and this is increasingly evident in practice. The impact can be seen in the way teaching assistants are supporting pupils to develop independence, using questioning more effectively and providing appropriate scaffolding rather than completing learning for pupils. Continued development in this area will help ensure that additional adult support has a sustained impact on pupils' learning and attainment. We have also focused on providing training to upskill our support staff with their English subject knowledge. This came from staff feedback as well as learning walks- this has been received positively from staff and in turn has helped disadvantaged children develop.

Based on all the information above, the performance of our disadvantaged pupils **is increasingly positive, although there remain areas where outcomes do not yet consistently meet expectations.** We are therefore **on course to achieve the outcomes we have set out to achieve by 2027/28**, while recognising that continued evaluation and refinement of provision will be essential to securing sustained improvements in attainment. The Pupil progress lead is working closely with the assessment lead to ensure closer monitoring of those disadvantaged are being offered and supported according to the strategy.

We have created a clear **roadmap for disadvantaged provision** to ensure that our next steps are focused, sustainable and measurable. This will include refining how small-group interventions are staffed and timetabled, strengthening the consistent use of strategies such as Clicker, continuing to develop TA practice and maintaining a strong whole-school focus on oracy. We will continue to use provision meetings, assessment information and SEA visits to evaluate the impact of these approaches and ensure that resources are directed towards the pupils and strategies where they can have the greatest impact.

From this year, we are starting whole class pupil premium matrix forms. This will monitor which children are using which provisions and has a section for impact to measure every term closely.

We have therefore reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.