



Pupil Premium Strategy

2025 / 26

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils in the academic year 2025- 2026.

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	Woolpit Primary Academy
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	39.5%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sue Yeates
Pupil premium lead	Emma Jones
Governor / Trustee lead	Claire Tee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,483
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,483

Part A: Pupil premium strategy plan

Statement of intent

At Woolpit Primary Academy, we ensure that we understand the needs of pupils and implement strategies and deploy funding in order to narrow the gap between socially disadvantaged pupils and their peers. As a school, we know our children and families well and it is this understanding of the needs and challenges our children face that are the driving force behind our strategies.

We believe that, as with every child in our school, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her potential irrespective of need. Our goal is for every pupil, regardless of their background, to feel a sense of belonging within our school community and to be prepared to learn, thrive, and have the tools they need to become life-long successful learners.

We will ensure that the Pupil Premium is spent on improving the life chances of the poorest and most vulnerable pupils in our care by providing a high-quality education and levels of support that will enable our pupils to be the best they can be, to engage positively in their learning and to flourish in all aspects of their school life.

Principles:

- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- All children have access to quality first teaching and learning to enable them to successfully learn at their level.
- Due to social and emotional challenges that many of our children face, we ensure that our pastoral offer provides children with the strategies and nurture that they need in order to achieve.
- Our curriculum is high quality and meets the needs of all of our children in order to support their needs.
- Funding is spent to improve the life chances of all of our children.
- Our school values underpin the education offer that we provide for all of our children as we believe that this will help them to develop and close the cultural capital deficit. We support all children to access high quality extra-curricular and enrichment activities to enhance the learning that happens during the school day.

Ultimate objectives:

- For all children to have the emotional stability and well-being to be able to make achievements in their education
- To narrow the attainment gap between disadvantage pupils and non-disadvantaged pupils.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific interventions and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary for some children identified as disadvantaged remains a challenge across the school.
2	A number of our disadvantaged pupils have a range of social and emotional needs, along with having experienced adverse childhood experiences. These needs have resulted in the need for an increased focus on nurture and well-being activities across the school.
3	Low uptake on parent workshops and learning support offered over the last 18 months shows that the school need to engage all parents to promote the value of education to create aspirations in our children.
4	Our attainment data and analysis shows that children who are classed as disadvantaged but with no identified SEND often have lower outcomes in Reading, Writing and Maths than children who are not classed as disadvantaged.
5	Our attendance data shows that we are above the national average for the % of children with persistent absence and late coming in to school. Disadvantaged children are not always engaged in learning and extra-curricular activities which further impacts attendance.

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>Vocabulary</p> <p>Children will have a broader understanding of vocabulary through explicit teaching.</p>	<p>Children's reading of more challenging texts will show that they have a greater understanding of higher tier vocabulary.</p> <p>The environment will be vocabulary rich for children to use whilst learning.</p> <p>Vocabulary will be explicitly taught for each subject and there will be strategies in place for understanding new vocabulary.</p> <p>Assessments will demonstrate progress in the understanding of vocabulary.</p>
<p>Behaviour</p> <p>Case studies will demonstrate children who display challenging behaviours across the school have made progress with their behaviour due to provision and support implemented.</p>	<p>Boxhall Profile data will show improvements over a sustained period of time.</p> <p>Incidents for specified children will show a reduction.</p> <p>Specific children will be able to say that they feel supported in school and know the strategies that help them.</p> <p>Children will show that they understand themselves as learners and they will be able to show the strategies they have to be able to be independent learners, demonstrating increased levels of meta-cognition.</p>

<p>Attendance</p> <p>Attendance for pupil premium children will improve and persistent absence will reduce.</p>	<p>Attendance data will indicate that the gap to national closes year on year.</p> <p>Systems and policies will be in place to reduce persistent absence and individual case studies will demonstrate success where attendance has improved.</p> <p>Children will demonstrate increased engagement in learning and extra-curricular activities which, in turn, will impact attendance.</p>
<p>Parent Engagement</p> <p>PP parents engage with the school to support the learning of their children to close the gap between PP and non PP children.</p>	<p>A greater number of PP parents will attend parental engagement opportunities throughout the year. As a result, parents will feel more able to support their children to fully access educational opportunities.</p> <p>Parents evening take up for Pupil Premium children will increase over the next 3 years.</p>
<p>Attainment</p> <p>Disadvantaged children will achieve in line with their non-disadvantaged peers in reading, writing and maths.</p>	<p>All children will make progress with their learning in Reading, Writing and Maths.</p> <p>Rosenshine's Principles will be embedded in learning opportunities</p> <p>The gap between disadvantaged and non-disadvantaged children in terms of attainment will be narrowed and progress for disadvantaged pupils will accelerate.</p> <p>Teaching for Mastery in maths will be embedded and there will be evidence of impact through improved maths results across the school.</p> <p>In-year assessments will support planning for individuals and small groups in order to tailor support to ensure progress for all.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that all staff understand the barriers to learning, including gaps in learning for each PP/ vulnerable child and to plan, implement and monitor a program of targeted support to address identified needs and address gaps in learning.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,4
To support children with number sense and conceptual fluency and reasoning in maths in line with the expectations for their chronological age. Work with Maths Hub to embed an effective Mastery Approach to Maths Teaching across the school. Development of Subject Knowledge across the school to support teachers to implement high quality maths teaching.	Professional development to be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Click here to read research report from EEF on EYFS and KS1 maths development Click here to read research report from EEF on developing maths in KS2	4
To continue to develop the implementation of Rosenshine's and Instructional Coaching through staff training in order to ensure that explaining and modelling strategies are fully embedded and support high quality teaching and learning strategies.	Rosenshine's Principles WalkThrus (Tom Sherrington)	4

To fully embed Little Wandle, including Bridge to Spelling in Year 2 and Rapid Catch-Up in Year 2 and KS2. To develop the role of Phonics Lead and use Fluency support materials to support the development of children's fluency in reading.	Professional development to be used to embed and enhance the quality of practitioners' knowledge of phonics, of children's early reading development, and of effective phonics pedagogy. Click here to read the DFE reading framework	1,3
Developing vocabulary and enthusiasm for writing through the implementation of Drawing Club in Early Years and for targeted children across KS1.	Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. "Good communication is one of the most important skills anyone could have." (I Can Trust) 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: Click here to read research report. Click here to read EEF research report	1,4
Teaching and learning CPD to ensure quality first teaching in every classroom. Teaching and Learning Audits are completed in order to ensure that CPD needs are identified and tailored to developing effective classroom practice, particularly for new staff.	EEF Evidence advocates that spending funding on improving teaching might include professional development, training and support. 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 a priority for PP spending.	1,2,4,5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of and support for language and communication needs. NELI Assessments to identify personalised targets for those who need them.	Children with poor language skills struggle across many areas. The impact of having poor spoken language affects educational outcomes, social relationships, employability and places young people at risk of poor mental health and offending. "Good	1

	<p>communication is one of the most important skills anyone could have.” (I Can Trust)</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 impacts on reading:</p> <p>Click here to read research report.</p> <p>Click here to read EEF research report</p>	
<p>One to one and small group interventions to be used for pupil premium children across KS1 and KS2 to support children with SEND or who are working just below expectations to support progress in reading, writing and maths.</p> <p>Number Stacks</p> <p>Precision Teaching methods / SNIP</p>	<p>Evidence indicates that one to one or small group interventions can be effective, providing approximately five additional months’ progress on average.</p> <p>See EEF research reports:</p> <p>Click here</p> <p>Click here</p>	1,4
<p>To build trust with parents and to provide parent workshops that support their child’s learning in school.</p>	<p>Review of best practice in parental engagement: Practitioners summary was completed for the DFE. It states:</p> <p>The evidence of the impact of family literacy, language and numeracy programmes on children’s academic and learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and other learning related outcomes including motivation and achievement</p> <p>Click here to view research report</p>	1,2,3,4
<p>Nurture interventions with children who display challenging behaviours</p>	<p>Children learn better and are happier in school if their emotional needs are also addressed. This programme is an educational psychology led intervention for promoting the emotional wellbeing of children and young people.</p> <p>EEF ‘Improving Social and Emotional Learning in primary Schools’ cite extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Further positive impact links to positive classroom climate, improved relationships and less disruptive behaviours.</p> <p>Click here to read research report</p> <p>Click here to look at the research behind nurture UK</p>	2

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a part-time family support worker who can support parents with supporting the needs of their children, including overseeing attendance. Develop policies and procedures for addressing poor attendance.	Based on our own research about what works for our school. To have a dedicated person who can implement, support and follow up a consistent system for improving attendance.	2,3,4
Parent Workshops – To develop our programme of parental engagement and to provide opportunities for parents to take an active part in their child's learning (Together Thursdays, Family Reading, Sharing / Celebration Assemblies / Parent Workshops).	Review of best practice in parental engagement: Practitioners summary was completed for the DFE. It states: The evidence of the impact of family literacy, language and numeracy programmes on children's academic and learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and other learning related outcomes including motivation and achievement. Click here to view research report	3

Total budgeted cost: £ 60,000

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.

One of the aims of our Pupil Premium Strategy is to address the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects. In the Year 1 phonics check (2025) our results were well above the national average (100%). All our disadvantaged children in Year 1 achieved well and passed their phonics check. This evidences the positive impact of work that has been carried out across the school using the Little Wandle Phonics scheme. Although our end of Key Stage 2 results are lower than the national average, there is not a significant difference between disadvantaged and non-disadvantaged children. In some areas, such as reading, the disadvantaged children performed better than their non-disadvantaged peers (50% of disadvantaged children achieved Greater Depth in Reading in their end of Key Stage test).

Our assessments and observations indicate that pupil behaviour, well-being and mental health pose significant challenges and barriers to the children in our school. We use pupil premium funding to be able to support and develop these areas through the deployment of a Family Support Worker and an HLTA working in our nurture provision. These roles have significantly reduced the number of incidents within school and have meant that we are able to support families more efficiently to promote early intervention and to work alongside children and their families in order to address issues before they escalate. Our school environment is calm and pupils are eager to learn.

As a school, we have a high focus on attendance. SLT and our Family Support Worker work closely with families to support and promote good attendance. Our attendance remains significantly below national and there is a significant difference between the attendance of our disadvantaged pupils and our non-disadvantaged pupils. Raising attendance is a priority for our school and we are working closely with external agencies to support improved attendance across the school. Our pupil premium funding supports the cost of a family support worker which enables us to be able to work more closely with families and other professionals to increase school attendance.

There is an increasingly high proportion of children with SEND across our school with a higher than average number of children with an EHCP. 24% of our disadvantaged children have an identified SEND need in comparison to 8% of non-disadvantaged children. 8.9% of our disadvantaged children have an EHCP in comparison to 4% of our non-disadvantaged children. A high proportion of our support staff are deployed to work with children with SEND, leading interventions and supporting them in classrooms, enabling them to meet the targets on their support plans or EHCPs.