



Pupil premium strategy statement: Woodcote Primary School

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

It outlines our pupil premium strategy over the next year, 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	Woodcote Primary School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers *	2024 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs. L Hunt (Headteacher)
Pupil premium lead	Mrs. L Hunt (Headteacher)
Governor / Trustee lead	Mrs N Baker (CoG)

- This 3-year plan has not been furthered by more than the end of this academic year (2025 / 6) due to a change of Head and possible strategy change through this academic year.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025 - 2026)	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,905

Part A: Pupil premium strategy plan

Statement of intent

Our intent for all pupils at Woodcote Primary School is that each pupil should make good progress in all subjects, learning and having fun with a broad range of interesting and inspiring lessons that are tailored to ensure pupils progress and achieve.

This strategy reflects our school vision that: "...a Woodcote pupil is expected to be an individual who perseveres with determination to be the best they can, inspired by rich opportunities to explore the world."

We would consider the challenges faced by any pupil, whether they are a young carer, have a social worker or are identified by any other criteria, and we continually endeavour to support any individual with overcoming their barriers to learning, ensuring achievement for all.

We focus on quality first teaching strategies with the use of some targeted, proven interventions where the need is identified in order to support disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Language skills. Assessment, discussion and observation has shown that disadvantaged pupils have a poorer language base and can struggle more with phonics and spelling. Often, they are less supported at home than their peers. Vocabulary gaps are present for these pupils across the school, affecting both their Reading and Writing.
2	Attendance – particularly when additional SEN needs are present. Our disadvantaged pupils are often late and their overall absence is higher than their peers. There is a lower desire / expectation to do well at school for any aspirational purpose in adulthood.
3	Monitoring and discussions with pupils and families has shown that disadvantaged pupils often have social and emotional unmet needs that lead to lower self-esteem, lower aspiration and consequent lower attainment.
4	Attainment in Mathematics is lower where support is not given at home or there was a poor understanding of mathematics when parents were at school has led to a dislike of the subject, which is passed on to the

	pupils. Pupils become aware of their gaps and create barriers to learning.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved Writing outcomes and language skills by end of KS2 for disadvantaged children.	By 2025/26 KS1 phonics and SATs assessments show that disadvantaged pupils achieve as highly in their writing and moderation will show KS2 pupils also achieving as well as their peers
Improved Reading outcomes by end of KS2 for disadvantaged pupils	KS2 Reading outcomes in 2025/26 show disadvantaged pupils achieving at least as well as their peers.
Improved Mathematics outcomes by end of KS2 for disadvantaged pupils	KS2 Mathematics outcomes in 2025/26 show disadvantaged pupils achieving at least as well as their peers.
Sustained improvement in attendance for all pupils and particularly SEN and disadvantaged pupils	Overall attendance will be consistently over 96% and persistent absentees will be below 5% and due to authorised reasons e.g. hospital visits
Increased well-being for all pupils, particularly those from disadvantaged backgrounds.	Increased well-being will be measured by pupil voice, increased motivation, fewer emotional-related incidents recorded and fewer referrals to our Pastoral Support Assistant.

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 (CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Assistant (PSA) £750	Training and supervision for 2 PSAs, equating to 5 days a week in school supporting children and families to understand mental health challenges caused by multiple life factors.	3

ELSA TA £6,045	Retaining a second ELSA TA to ensure coverage of mental health and well-being support for pupils all week long.	3
Budgeted Cost	£ 6,795	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued support of Mathematics intervention £4332	National programme with proven track record of success in closing gaps and improving attainment in mathematics. This will include any high attainers.	3, 4
Additional SENCo Hours to support 1:1 Vulnerable learner interventions £1,725	SLT involvement with vulnerable learners' progress and achievements, including the planning and monitoring of activities and engagement with pupil voice	3
1:1 support 5 mornings a week to focus on KS1 interventions £12,378	The interventions used are focused, time limited and SMART. They have a proven record of accelerating progress and re-engaging children with their learning.	1 & 4
Budgeted cost:	£ 18,435	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for cost of trips including summer residential and extra-curricular clubs £800	Inclusive approach. Team building and self-esteem through attendance and kit. Ability to join in with team sports after school. Increased self-esteem.	3
School Uniform provision £945	Self-confidence. Social support and support for parents. Children are able to have new uniform, fostering a sense of belonging, uniformity and pride in their school.	3
Purchase of books and resources to support understanding	Children learn with stories. Understanding from an observer's point of view and with a sense of detachment	3

successful friendships and relationships of different types, plus accepting kindness and praise £500	from the emotions can help them to understand their own.	
Pastoral Support Assistant (PSA) £14,731	2 PSAs. Equating to 5 days a week in school supporting children and families to understand mental health challenges caused by multiple life factors.	3
Budgeted cost:	£ 16,976	

Total budgeted cost: £ 42,206

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024 -2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. Total Pupil Premium Grant = £31,080

In School we use a number of measures and assessments for teachers to plan carefully, the next steps for any child, including tracking the national curriculum objectives directly, use of PIRA and PUMA assessments (to provide a standardised score) plus a number of intervention assessments to measure smaller steps in progress if required. Performance tables for the academic year 2024 -25 show that Woodcote Primary School achieved lower than National and County results for KS2 disadvantaged pupils which is unusual.

Attendance is monitored monthly and those with difficulties are supported through LCSS involvement, ELSA support and were often collected by staff from their homes to enable attendance where barriers otherwise are preventing it.

A KS1 1:1 Support TA has been retained to support individuals with targeted interventions that provide literacy skills and enable access to the entire curriculum through these skills and increased self-confidence. (£3,713)

Our pupil premium children are provided with a new school uniform each year to ensure families are supported with uniform costs. Our pupils all feel the same, part of a whole school family, removing any barriers to mental well-being or pressures on parents to provide a uniform for their child. (£945)

Costs were subsidised for the year 6 residential trip to assist families. This academic year other school trips were planned to support across the curriculum. Pupil Premium Children were supported with these costs. UKS2 children were also supported with their trip to the O2 in London. Subsidised places in school clubs were provided to some who needed it (£460)

Additional time for our SENCo has been provided to analyse progress reports and ensure SLT and governors are kept up to date with progress of individuals, meetings with parents and agencies are prioritised. (£1,725)

Emotional Literacy Support was provided by our ELSA and a second ELSA during the year. In order to improve our offer to children, we have a trained second ELSA so we now have 2 members of (part time) staff providing a possible 6 days of ELSA between them. (£19,051)

Purchase of books and resources to support understanding emotions and anger management. Children learn well with stories and play equipment (play therapy.) Looking at these with a sense of being an observer and relating these to their own behaviours. (£1700)	
Cost	£27,594

Externally provided programmes

Programme	Provider
1:1 Tuition in Mathematics Tailored and directed Mathematics support for children who require either catch-up or pushing on to ensure they achieve the best they can.	3 rd Space Learning (£3,600)
Training and safeguarding additional training with supporting resources, working with children and families with complex home lives and supporting through external resources available.	Various across OSCB, (£300)
Training and Supervision for 2 ELSAs	Educational Psychology Service Oxfordshire County Council (£740)
Cost	£4,640

Total Expenditure = £32,234