



## Pupil premium strategy statement - Woolton Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	636
Proportion (%) of pupil premium eligible pupils	12.3% - 78 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2026-2027 2027-2028 2027-2029
Date this statement was published	December 2025
Date on which it will be reviewed	May 2026
Statement authorised by	
Pupil premium lead	Stephanie Gibson



Governor / Trustee lead	
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£153,545



## Part A: Pupil premium strategy plan

### Statement of intent

At Woolton Primary School, we are dedicated to ensuring that every pupil, regardless of their background, has the opportunity to achieve their full potential. We recognise that disadvantaged pupils face additional challenges that can impact their educational outcomes and life chances. The Pupil Premium grant plays a vital role in supporting our commitment to narrowing the attainment gap and fostering equity across our school community. This statement outlines our strategic approach to using Pupil Premium funding effectively, guided by the Department for Education's statutory guidance and the evidence-based recommendations of the Education Endowment Foundation. Our aim is to provide high-quality teaching, targeted academic support, and wider strategies that promote attendance, wellbeing, and parental engagement, thereby ensuring disadvantaged pupils at Woolton Primary thrive academically, socially, and emotionally.

#### **Our Pupil Premium strategy aims to:**

- Improve academic outcomes for disadvantaged pupils through high-quality teaching and targeted interventions.
- Enhance attendance and reduce persistent absence among disadvantaged pupils.
- Strengthen parental engagement to support learning and wellbeing at home and school.
- Provide a nurturing, inclusive environment that supports the holistic development of all pupils.

#### **How Our Pupil Premium Plan Impacts Our Objectives**

##### **Improving Academic Outcomes through High-Quality Teaching and Targeted Support:**

Our strategy prioritises high-quality teaching as the most effective lever to improve outcomes for disadvantaged pupils, reflecting evidence from the EEF and DfE guidance. By embedding systematic approaches to teaching reading and maths—supported by English and Maths Hubs—and using ongoing assessment (assess, plan, do, review), we ensure teaching is responsive to pupils' needs. Targeted interventions and tutoring supplement classroom learning, accelerating progress and closing attainment gaps.

##### **Enhancing Attendance and Reducing Persistent Absence**

Recognising that attendance is a significant barrier to achievement, especially post-pandemic, our plan incorporates strategies from the DfE's Working Together to



Improve School Attendance guidance and the EEF Attendance Toolkit. By identifying and addressing underlying causes of absence through personalised support and family engagement, we aim to reduce persistent absence from 19% to below local and national averages, thereby increasing learning time and improving outcomes.

### **Strengthening Parental Engagement and Support**

Our strategy actively involves parents and carers as partners in their children's education, which research shows is vital to improving pupil attainment and wellbeing. Through regular communication, workshops, and tailored support, we empower families to support learning at home. This engagement also helps us understand pupils' broader needs and tailor provision accordingly, fostering a collaborative approach to overcoming barriers.

### **Creating an Inclusive, Nurturing Environment**

To ensure disadvantaged pupils feel safe, valued, and motivated to learn, our plan includes developing a neurodiverse-friendly, welcoming school environment. This supports pupils' personal development and wellbeing, which are essential foundations for academic success and align with the whole-school approach advocated by the DfE and Ofsted.

### **Aligning with Whole-School Improvement Priorities**

Our Pupil Premium strategy is integrated with the school improvement plan, ensuring that efforts to raise attainment, improve attendance, and enhance provision for SEND pupils are coherent and mutually reinforcing. This whole-school approach maximises impact and sustainability.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Attendance:</b> Disadvantaged pupils at Woolton Primary experience lower attendance rates, with persistent absence rates significantly above local and national averages. This attendance gap contributes to reduced attainment in core subjects such as English and Maths, restricts opportunities for social and emotional development, and ultimately hinders these pupils from reaching their full potential.
2	<b>Parental Engagement:</b> We face challenges in consistently engaging some parents and carers of



	<p>Pupil Premium pupils, which can limit their ability to support learning and attendance effectively at home. Barriers such as limited time, confidence, language, or understanding of the school system can reduce parental involvement, impacting pupils' motivation, attendance, and progress. This lack of engagement can also hinder effective communication between home and school, making it more difficult to identify and address pupils' individual needs promptly. Addressing this challenge is essential to fostering a collaborative partnership that supports disadvantaged pupils to thrive academically and personally.</p>
3	<p><b>Social Emotional and Mental Health:</b> We recognise that many disadvantaged pupils experience heightened social, emotional, and mental health (SEMH) challenges that can significantly impact their ability to engage with learning and achieve their potential. These needs often stem from a range of factors linked to disadvantage, including family circumstances, trauma, or instability. SEMH difficulties can lead to increased anxiety, behavioural challenges, and reduced attendance, all of which negatively affect academic progress and personal development. Addressing these needs requires a whole-school, inclusive approach that provides timely, targeted support and fosters a safe, nurturing environment where all pupils feel valued and understood. Meeting the SEMH needs of our Pupil Premium pupils is essential to breaking down barriers to learning and ensuring equitable access to educational opportunities.</p>
4	<p><b>Ensuring Early Intervention:</b> We recognise that early identification and intervention for pupils experiencing academic difficulties are crucial to preventing gaps in attainment from widening, particularly for disadvantaged pupils. However, challenges remain in ensuring that all pupils who require additional support are identified promptly and accurately through rigorous and ongoing assessment procedures. Without timely and precise assessment, pupils may not receive the targeted academic support they need to address their specific barriers to learning. This can result in slower progress, reduced confidence, and widening attainment gaps. Developing and embedding a robust system of regular, purposeful assessments—aligned with the graduated approach of assess, plan, do, review—is essential to inform effective early intervention strategies. This will enable us to tailor teaching and support to meet individual needs, accelerating progress and improving outcomes for disadvantaged pupils.</p>
5	<p><b>Overlap of PP and SEN:</b> A significant proportion of our disadvantaged pupils are also identified as having Special Educational Needs (SEN) - 32% in Dec 2025. This overlap presents complex challenges in meeting the diverse and often multifaceted needs of these pupils. Disadvantaged pupils with SEN face compounded barriers to learning, including difficulties accessing the curriculum, requiring tailored teaching approaches and additional support. Effectively addressing this intersection is critical to closing attainment gaps and ensuring equitable progress. However, balancing targeted academic interventions with the personalised provision necessary for SEN pupils demands careful</p>



planning, robust assessment, and skilled staff deployment. Our challenge is to integrate Pupil Premium and SEN strategies cohesively, ensuring that resources are used efficiently to provide high-quality teaching, targeted support, and holistic care that meets the full range of pupils' 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
To significantly improve the attendance rates of Pupil Premium pupils at Woolton Primary School, reducing persistent absence and ensuring they have equitable access to learning opportunities, thereby supporting their academic progress and wellbeing.	<ol style="list-style-type: none"> <li>1. Increase overall attendance rate for Pupil Premium pupils to meet or exceed the local and national average by the end of the academic year.</li> <li>2. Reduce the percentage of Pupil Premium pupils classified as persistently absent (PA) from the current 19% to below 15% within 12 months.</li> <li>3. Implement targeted attendance support plans for identified pupils, with regular monitoring and review demonstrating improved attendance patterns.</li> <li>4. Engage at least 90% of families of Pupil Premium pupils in attendance-related communication and support initiatives, including workshops and one-to-one meetings.</li> <li>5. Demonstrate a reduction in attendance-related barriers through qualitative feedback from pupils, parents, and staff, indicating improved wellbeing and readiness to learn.</li> <li>6. Use attendance data effectively to identify trends and intervene promptly, with evidence of data-informed decision-making shared in termly leadership and governor reports.</li> </ol>
To strengthen parental engagement for Pupil Premium pupils at Woolton Primary	<ol style="list-style-type: none"> <li>1. Increase the proportion of Pupil Premium families actively</li> </ol>



<p>School, fostering a collaborative partnership between home and school that supports pupils' learning, attendance, and wellbeing.</p>	<p>participating in school events, workshops, and parent-teacher meetings by at least 30% within the academic year.</p> <ol style="list-style-type: none"> <li>2. Achieve regular two-way communication with at least 90% of Pupil Premium families, using a variety of accessible channels (e.g., newsletters, phone calls, dojo, arbor and in person).</li> <li>3. Implement targeted parental support initiatives (e.g., learning workshops, attendance support) with at least 80% positive feedback from participating families.</li> <li>4. Demonstrate improved pupil outcomes (attendance, behaviour, and academic progress) linked to increased parental engagement, monitored through termly reviews.</li> <li>5. Develop and maintain a database of Pupil Premium families' engagement levels to inform ongoing support and tailor communication strategies effectively.</li> <li>6. Provide training and resources for staff to enhance their skills in engaging with families of disadvantaged pupils, evidenced by staff feedback and improved engagement metrics.</li> </ol>
<p>To enhance the social, emotional, and mental health (SEMH) wellbeing of Pupil Premium pupils at Woolton Primary School, ensuring they feel safe, supported, and equipped to engage fully in their learning and personal development</p>	<ol style="list-style-type: none"> <li>1. Increased access to and participation in SEMH support services and interventions for Pupil Premium pupils, with at least 85% of identified pupils receiving timely support.</li> <li>2. Positive feedback from pupils, parents, and staff on SEMH provision, with at least 80% reporting improvements in pupils' wellbeing and engagement.</li> <li>3. Improved attendance rates linked to enhanced SEMH support, contributing to a reduction in persistent absence among Pupil Premium pupils.</li> </ol>





	<ol style="list-style-type: none"> <li>4. Staff training on SEMH awareness and strategies completed by 100% of relevant staff, evidenced by training records and application in practice.</li> <li>5. Regular monitoring and review of SEMH outcomes for Pupil Premium pupils, with data used to adapt and improve provision effectively.</li> <li>6. Subsidising extracurricular activities and trips for disadvantaged pupils</li> </ol>
<p>To provide timely and effective early intervention and targeted academic support for Pupil Premium pupils at Woolton Primary School, resulting in accelerated progress and improved attainment in English and Maths.</p>	<ol style="list-style-type: none"> <li>1. Increase the proportion of Pupil Premium pupils meeting or exceeding age-related expectations in English and Maths by at least 15% within the academic year.</li> <li>2. Implement robust and regular assessment processes (formative and summative) to identify learning needs early, ensuring 100% of Pupil Premium pupils receive timely intervention where required.</li> <li>3. Deliver evidence-based targeted interventions and tutoring programmes in English and Maths to at least 90% of identified Pupil Premium pupils, monitored for impact and adjusted accordingly.</li> <li>4. Demonstrate improved phonics and reading skills for Pupil Premium pupils in early years and Key Stage 1, supported by programmes such as systematic synthetic phonics and Nuffield Early Language Intervention (NELI).</li> <li>5. Ensure that all teaching staff receive ongoing professional development focused on effective strategies for closing attainment gaps in English and Maths for disadvantaged pupils.</li> <li>6. Use data-driven monitoring to track progress termly, with</li> </ol>





	evidence of narrowing attainment gaps between Pupil Premium pupils and their peers in English and Maths.
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## 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: £ 13, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff receive ongoing professional development focused on effective strategies for closing attainment gaps in English and Maths for disadvantaged pupils.	Evidence from the Education Endowment Foundation (EEF) and national research emphasises the importance of quality first teaching (subject knowledge, effective pedagogy, targeted support) and the role of well-trained staff in narrowing attainment gaps. The EEF   <a href="#">'Effective Professional Development'</a> report emphasizes that high-quality teaching is crucial for closing attainment gaps.	4, 5
<i>Staff training on SEMH awareness and strategies completed by 100% of relevant staff, evidenced by training records and application in practice.</i>	Government Review of evidence highlight that embedding SEMH awareness into wider practices is key, it supports staff capability to implement SEMH strategies consistently, which has positive knock-on effects for pupil engagement and readiness to learn. <a href="#">DfE: Identifying and Supporting Children and Young People with SEMH</a>	3
<i>Provide training and resources for staff to enhance their skills in engaging with families of disadvantaged pupils, evidenced by staff feedback and improved engagement metrics.</i>	National research on supporting disadvantaged pupils identifies improving engagement with families as a key part of the improvement journey for schools working to close attainment gaps. <a href="#">DfE: Supporting the Attainment of Disadvantaged Pupils</a>	2



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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for Y2 and Y6.</i>  <i>Tutoring a small group focus for vulnerable pupils across all key stages.</i>	The EEF   <a href="#">'Small Group Tuition'</a> evidence highlights that small-group tuition can have a significant positive impact on attainment, particularly when sessions are targeted and align with classroom learning.	4
<i>Lexia Core 5</i>	Experience from previous 3 years shows this has had a significant impact on our PP pupils. Programme is recognised by the EEF as a “promising programme”.	4, 5

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduce targeted attendance support plans, and regular monitoring of PP attendance.</i>  <i>Employment of designated Attendance Officer</i>	The DfE's <a href="#">Working Together to Improve School Attendance guidance</a> (2024) emphasises that building strong relationships with families and understanding barriers to attendance are core elements of effective attendance support.	1
<i>Engage at least 90% of families of Pupil Premium pupils in attendance-related communication and support initiatives, including workshops and one-to-one meetings.</i>	The EEF   <a href="#">'Working with Parents to Support Children's Learning'</a> guidance highlights that targeted support for families can improve attendance outcomes, making this a key strategy for addressing persistent absenteeism.	1, 2
<i>Implement targeted parental support</i>	The EEF   <a href="#">'Working with Parents to Support Children's Learning'</a> guidance	1, 2



<i>initiatives (e.g., learning workshops, attendance support) with at least 80% positive feedback from participating families.</i>	highlights that targeted support for families can improve attendance outcomes, making this a key strategy for addressing persistent absenteeism.	
<i>Develop and maintain a database of Pupil Premium families' engagement levels to inform ongoing support and tailor communication strategies effectively.</i>	The DfE's <a href="#">Working Together to Improve School Attendance guidance</a> (2024) emphasises effective attendance support requires systematic monitoring and analysis of attendance and related data, alongside communication with parents to jointly tackle attendance barriers.	1, 2
<i>Increased access to and participation in SEMH support services and interventions for Pupil Premium pupils, with at least 85% of identified pupils receiving timely support.</i>	The <a href="#">EEF's rapid evidence review on attendance</a> suggests many pupil premium pupils experience root causes of absence that relate to wellbeing and SEMH. Providing SEMH support helps pupils feel more secure and engaged at school, which in turn reduces avoidance behaviours and supports sustained attendance.	3
<i>Subsidising extracurricular activities and trips for disadvantaged pupils</i>	According to the EEF   <a href="#">Arts Participation</a> guidance, arts and extracurricular engagement have a positive impact on academic outcomes and aspiration-building, particularly for disadvantaged pupils.	3
<i>Pastoral team of learning mentors working across whole school providing 1:1 and group support in response to teacher, pupil and parent referrals.</i>		3,4

**Total budgeted cost: £ 163,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Last year's pupil premium strategy focused on improving academic outcomes and attendance for eligible pupils, with mixed but encouraging impact. Targeted tuition in Year 6 proved highly effective, leading to improved academic outcomes for this cohort, and as a result this approach will now be extended into Year 2 to secure strong early foundations as pupils progress through the school. The use of Lexia has also had a positive impact on reading outcomes across the school for both pupil premium and SEND pupils; however, evaluation showed that pupil premium pupils benefit from remaining on the programme for a longer period to support more pupils in reaching their full potential and achieving greater depth in reading by the end of Key Stage 2. Attendance remains a significant challenge: in 2024–2025, average attendance for pupil premium pupils fell to 90.1%, compared with 95.9% for non-pupil premium pupils, representing a widening gap and a decline from 2023–2024, when pupil premium attendance was 93.2% and non-pupil premium attendance was 96.9%. Persistent absenteeism among pupil premium pupils is currently 19%, indicating the need for a more targeted approach. In response, the school will implement strategies focused on working closely with individual families to reduce barriers to attendance, address persistent absence and improve overall engagement, ensuring that improved academic support is complemented by stronger attendance outcomes.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Core 5 Reading	Lexia



## Further information (optional)

*In September 2025 Woolton Primary has a change in Leadership.*