

Pupil premium strategy statement – Woodchester Endowed CofE (Aided) 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, 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	7
Proportion (%) of pupil premium eligible pupils	9.45%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lynne Loomes
Pupil premium lead	Lynne Loomes
Governor / Trustee lead	Governors - Deb Adams/ Rod Harris Headteacher - Lynne Loomes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13575
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£9379
Total budget for this academic year	£24,454

Part A: Pupil premium strategy plan

Statement of intent

Our Church of England primary school is committed to providing opportunities for every child to “*love, learn and flourish together so that they may be all that God has intended them to be.*”

We aim to ensure that disadvantaged pupils receive the high-quality education, pastoral care, and enrichment they need to thrive academically, socially, and spiritually.

National evidence shows that disadvantaged pupils face persistent barriers to attainment and wellbeing. The DfE confirms that Pupil Premium funding exists to improve outcomes for these pupils and requires schools to publish an annual strategy using the standard template.

The EEF recommends a long-term, three-year strategic approach, focused on doing “fewer things better” and prioritising high-quality teaching as the most effective way to close disadvantage gaps. [\[gov.uk\]](https://www.gov.uk) [\[educationendowmentfoundation.org.uk\]](https://educationendowmentfoundation.org.uk)

This strategy focuses on:

- High-quality teaching for all
- Targeted academic support and intervention
- Wider strategies addressing wellbeing, attendance, and enrichment
- Deep parental engagement
- Long-term cultural change aligned with our Christian ethos

Challenges

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

Challenge number	Detail of challenge
1.	Weaknesses in learning behaviours , including limited independence, low resilience, inconsistent readiness to learn, and reduced concentration for some pupils.
2.	Difficulties with emotional regulation for some disadvantaged and vulnerable pupils , including managing strong feelings, coping with change, and sustaining positive relationships, which can affect engagement and progress across the curriculum.
3.	Wellbeing, mental health and self-esteem of several disadvantaged and vulnerable pupils have been negatively affected since the pandemic, impacting engagement and confidence.
4.	Reading attainment gap between disadvantaged/vulnerable pupils and their peers has improved but still remains. Some pupils are less likely to read at home, may have limited access to books, struggle to choose appropriate or motivating texts, and demonstrate lower reading stamina.
5.	Gaps in early reading skills , including weaker phonics knowledge, decoding fluency, and comprehension skills, hinder progress for some disadvantaged pupils.
6.	Impact of the pandemic on writing : overall writing outcomes have suffered, and the gap between disadvantaged/vulnerable pupils and their peers is widening. Some children lack access to rich texts at home, limiting exposure to vocabulary, sentence structures, and varied writing styles.
7.	Gaps in early handwriting and fine-motor development , including letter formation, grip, fluency, and structuring sentences.
8.	Limited enrichment experiences outside school , such as clubs, trips, music tuition, and wider cultural activities, particularly for disadvantaged pupils.
9.	Gaps in early numeracy skills , including number bonds, times-tables fluency, number recognition, and understanding of basic mathematical concepts.
10.	Financial barriers , including difficulty purchasing uniform, resources or paying for wider experiences.

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
Improved attainment in reading, writing, maths	Gap narrows; disadvantaged pupils meet national expectations. Disadvantaged pupils attain as well as non-disadvantaged in reading, with attainment at expected or above equal to that of non-disadvantaged.
Improved early reading and vocabulary	Stronger phonics outcomes; improved comprehension.
Improved emotional wellbeing and regulation	Reduced SEMH incidents; improved engagement.
Stronger learning behaviours	Greater independence, resilience, focus. In learning, disadvantaged pupils are demonstrating independence, resilience and perseverance
Increased enrichment participation	All disadvantaged pupils access enrichment with opportunities to take part in enrichment activities, leadership roles, sporting events, school trips etc.
Improved parental engagement	Higher workshop participation; stronger home-learning routines.
Improved attendance and punctuality	≥95% attendance for disadvantaged pupils. Sustained high attendance. Persistent absence for disadvantaged pupils is diminished over the next 3 years. Attendance for disadvantaged/vulnerable and non-disadvantaged pupils is above 95%.
No disadvantaged pupil feels different to their peers due to lack of opportunities/uniform/resources at school	School uniform, resources and school trips are funded where necessary.

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: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and extend resource provision of DfE validated Systematic Synthetic Phonics programme (Monster Phonics) to secure phonics teaching for all pupils and widening the selection of matching books, including non-fiction. Use of Monster Phonics tracker in order to assess and track attainment, provide interventions and report progress to parents for support and information.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4 5 6
All Teaching and Support staff are trained in the development of early reading and phonics. Introduce new spelling scheme in Y3, 4 and 5 which complements progress in Monster Phonics teaching.	Education Endowment Foundation • EEF Preparing for Literacy Guidance • EEF Improving Literacy Guidance KS1 <i>'the importance of getting in early with a high quality and well-rounded grounding in early literacy, language and communication'</i> Many of these strategies can be applied to pupils with gaps in learning and to support pupils who are not achieving in reading.	4 5 6
TA staff develop knowledge of high-quality support in reading, writing and maths is developed through a programme of CPD sessions across the year. Put recommendations into practice.	EEF report – Making the best use of Teaching Assistants <i>'Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.'</i>	4 5 6 7 9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed 'Mastering Number Fluency Programme' across Rec, Y1 and Y2.	EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Securing firm foundations in the development of good number sense will enable children to leave KS1 with fluency in calculation and a confidence and flexibility in number: https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/	4 5 6 7 9
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	4 5
Implementation of continuous provision in KS1 to support all pupils in the core subjects of Maths, English and Science.	In a classroom which engages with learning through continuous provision, both the teacher and the environment enable learning as co-constructors with the pupils. This pedagogic approach draws on Vygotsky's theories of social constructivism through collaborative work and the use of the 'More Knowledgeable Other' to move learning through zones of development. Or as Bruner and Bloom might suggest taking the procedural skills taught directly by the teacher and consolidating them by applying the concept in a range of contexts to develop Mastery. https://cornerstoneseducation.co.uk/the-importance-of-continuous-provision-in-the-early-years/ https://my.chartered.college/research-hub/implementing-continuous-provision-in-key-stage-1-classrooms-at-ashby-hill-top-primary-school/ https://blogs.nottingham.ac.uk/primaryeducationnet-work/2019/04/23/what-does-continuous-provision-mean-to-you/	1 3 6 7

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

Budgeted cost: £ 5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: • One to one tuition Teaching and Learning Toolkit EEF • Small group tuition Teaching and Learning Toolkit EEF	1 4 5 6 7 9
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Further staff training on MonsterPhonics and the tools that are included. Continued investment in DfE accredited phonics scheme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: • Phonics Teaching and Learning Toolkit EEF	4 5
Reading Support 1:1 Daily reading for KS2 pupils for disadvantaged pupils achieving below expectations. .	Regular, frequent and consistent reading practise and support. EEF Toolkit identifies continuing professional development as vital to ensure high quality teaching and learning.	4 5
Implement appropriate and evidenced Intervention programmes based on identified needs of individuals.	EEF indicates the value of well targeted and frequent and regular 1-1 and small group interventions	4 5

Purchase of resources and ongoing staff training to support KS2 spelling programme General TA role to enable focussed support by trained staff (e.g. 1:1 or small group comprehension sessions)		6 7 9
Provide provisions to facilitate additional 1:1 sessions with pupils who would benefit from support with mental health and wellbeing difficulties, including self-esteem, anxiety and self-regulation, play therapy etc.	The Emotional Literacy Support Assistant (ELSA) programme is an Educational Psychologist (EP) led intervention which aims to support children's social, emotional and mental health (SEMH). Thematic analysis identifies five key themes: increased understanding of supporting children's needs; child centred practice; training delivery; whole school approach and challenges. • https://www.elsanetwork.org/elsa-network/other-research/ • https://www.elsanetwork.org/elsa-network/evaluation-reports/	1 2

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

Budgeted cost: £ 3870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and trauma informed approach with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: • Behaviour interventions Teaching and Learning Toolkit EEF • https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice • https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093956	1 2
Opportunities for participation and inclusion to develop wellbeing and positive mental health pastoral support. Implement the 5 ways to well – being programme across the school, incorporating regular curricular activity (staff training/GHLL resources). Engage with GHLL Lead Teacher to support development of well-being and mental health in school, including staff training/scheme review and potential purchase of new whole school resource for RSE/PHSE. Continue to fund Forest School provision throughout school.	EEF Social and Emotional Learning toolkit New Economics Foundation 5 ways to wellbeing: the evidence. <i>'A review of the most up-to-date evidence suggests that building the following five actions into our day-to-day lives is important for well-being'</i> Mentally Healthy Schools research and resources Anna Freud Schools In Mind Building children and young people's resilience in schools (PHE) • Impacts of Long-Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing	1 2 3

Enrichment opportunities for vulnerable children	The valuing enrichment project: • https://www.ncfe.org.uk/media/wt0luacr/the-valuing-enrichment-project-emerging-findings-and-recommendation.pdf • https://www.youthsporttrust.org/media/f5xni1fn/yst-power-of-enrichment-resource-2020-21.pdf • https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf • https://epi.org.uk/events/enrichment-for-all-what-does-the-evidence-tell-us-about-access-impact-and-opportunities-for-improvement/	1 3 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 17070

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children have received quality first teaching and successful intervention in order to narrow the gaps.

KS1 Data

- No pupil premium children in Reception. 70% (17 out of 20 pupils) achieved 'Good Level of development', whilst the remaining 20% continue to receive good quality interventions.
- 74% of Y1 pupils achieved national expectations in the Y1 phonics screening. The children who did not pass were not disadvantaged and continue to receive good quality interventions.
- No pupil premium children in the Year 2 cohort took the phonics screening.
- In KS1, 100% of pupil premium children completed the key stage working at greater depth in reading.
- In KS1, 50% of pupil premium children are on track with writing, whilst the remaining child has made good progress whilst not yet meeting age related expectations.
- 100% of disadvantaged children are on track in Maths.

KS2 Data

- In Year 4, 1 pupil premium child demonstrated secure knowledge in the multiplication check.
- In KS2 (Y3-5), 100% of pupil premium children are on track in Maths.
- In KS2 (Y3-5), 75% of pupil premium children are on track in writing.
- In KS2 (Y3-5), 75% of pupil premium children are on track or above in Reading.
- In KS2 (Y3-5), 100% of pupil premium children are on track in Science.

Additional Information

- Continued subscription of the phonics tool, including inbuilt tracker and intervention support, has enabled instant assessment of phonics, high frequency word recognition and children's understanding of phonemes, blending and segmenting. This accurate and 'live' assessment information has improved the precision of interventions.
- New intervention reading resources purchased to support those children who are working below age-related expectations.

- Continuous provision resources purchased for two classes to support continuous provision in English, Maths and Science lessons for all learners.
- Educational opportunities funded including ELSA support provided.
- Wellbeing activities provided for disadvantaged pupils include 1:1 peripatetic music lessons; swimming lessons; school equipment; attendance at school trips; play therapy

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
Star Assessment (Maths and Reading)	Renaissance Learning
Monster Phonics & Super Hero Programme	Monster Phonics Ltd
Maths Mastery	GlowMaths Hub Support
ELSA training	GCC Educational Psychologist
Mastering Number Programme	NCETM/GlowMaths
Restorative Justice and Emotion Coaching	Kate Cairns Associates