



Our vision is to 'Nurture Aspiration'

This means ensuring we support a child's whole well being to enable them to learn and provide rich opportunities and experiences so they will 'Take off and fly!'

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodlands Infant and Nursery School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	36% PP 25% EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 24
Date on which it will be reviewed	July 25
Statement authorised by	Miss J Bingwa
Pupil premium lead	Miss J Bingwa
Governor / Trustee lead	Mrs C Hickerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,114
Total budget for this academic year	£78,274

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

As an infant school nestled in an estate, community and moral values remain at our core. This includes the **aim of nurturing our pupils' aspirations** and preparing our children as **world citizens of the 21st Century**.

The curriculum at Woodlands Infant and Nursery school is aligned to the vision of the Federation and driven by our passion to inspire our children to possibilities, enabling our learning community to be the best that it can be.

There are three clear strands to our curriculum:

-Ensuring that children are provided with a diverse range of stimulating 'real life' learning experiences through a rich and balanced curriculum whilst developing and enhancing basic skills.

-A curriculum which is flexible and responsive to local circumstances and to children's interests and enthusiasm.

-Ensuring that the moral and social development of our children is supported through a focus on the values which drive positive and safe, behaviour and relationships.

The curriculum is designed to be creative, exciting and skills focussed. To ensure that children enjoy their experiences at school we teach through a cross curricular approach, using real-life learning, visitors and educational visits.

Challenges

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

Challenge number	Detail of challenge
1	Oral language and communication skills are lower for pupils eligible for PP than for other pupils. This impacts on Reading, Writing and Maths progress in subsequent years.
2	Vocabulary is limited, as well as grammatical sentence construction, handwriting and spelling.
3	On entry data lower than non-pp children, with slower progress in basic skills as children progress through school.
4	Phonics skills and early reading skills are not inline with peers.
5	Lack of aspirations in attitude to learning and achievement.
6	Absence of resilience to preserve and achieve all that they can.
7	To engage and support vulnerable children and families in the school. This includes multiagency working to improve self- esteem, managing self and being secure with their well-being and emotions.

8	Poor nutrition and health attributed to many children not accessing a balanced diet.
9	Family issues such as domestic violence, single parenthood, mental health, worklessness etc
10	Attendance of pupils.

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
Improve communication and language skills for pupils eligible for PP in the Early Years and KS1.	<p>Pupils' eligible for PP in Reception can make rapid progress by the end of the year, so that all pupils eligible for PP meet age related expectations. This will impact positively on Phonics in Year 1 and SATS in Year 2.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p>
EYFS children will achieve GLD in reading writing and maths.	<p>That a larger number of PPG children will achieve a Good Level of Development (GLD)</p> <ul style="list-style-type: none"> ✦ Children will be able to verbalise what they want to say. ✦ Pupils will be able to listen for a sustained period of time. ✦ Pupils will be able to say what they want to write. ✦ 75% of pupils will achieve GLD in listening and attention ✦ 75% of pupils will achieve GLD in maths. ✦ 75% of pupils will achieve GLD in writing. ✦ 75% of pupils will achieve GLD in reading.
Narrow the word gap for pp children to enable better outcomes in key stage 1. Improved reading attainment among disadvantaged pupils.	<p>Phonics – Year 1 at least 90% of disadvantaged to meet standard KS1.</p> <p>Disadvantaged pupils to be reading age appropriate texts and appropriate reading fluency. More than 85% of PP pupils will have met the standard.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ✦ The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. ✦ The percentage of all pupils who are persistently absent being below 8%, including those who are disadvantaged.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Moderation, staff training and dialogue to support development of staff and ensure progress for pupil premium children. Staff to use this to support one another in assessments and next steps.	The EEF states that effective delivery of change needs to: Reinforce initial training with expert follow on support within the school. Use highly skilled coaches. Complement expert coaching and mentoring with structured peer-to-peer collaboration. Use implementation data to actively tailor and improve the approach.	One, two, three and four.

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

Budgeted cost: £ 41,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Teaching assistant to deliver specific 1:1 programs and language and talking groups across school.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and	One, two and three.

	<p>reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. (Education endowment foundation.)</p>	
<p>TA deployed thought-out school to develop and build early phonics skills to ensure that there is basic reading skills. 1:1 work phonics work and 1:1 reading. Tracking and assessing pupils basic reading skills.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p> <p>(Education endowment foundation.)</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (612 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching</p> <p>(Education endowment foundation.)</p>	<p>Three and four</p>

TA deployed throughout school to target comprehension skills and look at Mastery learning and stretch and challenge.	<p>Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves (see also Meta-cognition and self regulation).</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.(Education endowment foundation.)</p>	Two and four
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to run breakfast club, food for breakfast club and free places for PP children to attend.	<p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised Controlled trial published by the Education Endowment Foundation (EEF)</p> <p>The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements.</p>	Eight and ten
Rich opportunities to provide hooks for learning and experiences on which to relate to their reading and writing and purpose.	<p>The attitudes, beliefs, and behaviours that surround aspirations in disadvantaged communities are diverse.</p> <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	Five

Total budgeted cost: £ 54,150

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Bespoke intervention.
What was the impact of that spending on service pupil premium eligible pupils?	Support speaking listening and attention to ensure they were on track for Reception.