

WOOD LEY COMMUNITY PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2026–2027

Inspire • Encourage • Believe

Every child known, valued and inspired to achieve their very best

Kindness • Resilience • Respect • Cooperation • Honesty • Empathy

Pupil Premium Strategy Statement

This statement details Wood Ley Community Primary School's use of pupil premium funding to improve the attainment, progress, participation and wider outcomes of disadvantaged pupils. It sets out our strategy for 2026–2027, how the funding will be used, and how impact will be evaluated.

School overview

Detail	Data
School name	Wood Ley Community Primary School
Number of pupils in school	310
Proportion of pupil premium eligible pupils	To be updated from the Autumn 2026 census 308
Strategy period	2025–2028 (2026–2027 is Year 2 of the three-year strategy)
Date published	September 2026
Review date	April 2027
Next statement to be published	September 2027
Statement authorised by	S Renwick / C Trussell
Pupil Premium Lead	S Renwick
Governor Lead	C Trussell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,120
Pupil premium funding carried forward	£0
Total budget for this academic year	£78,120

Part A: Pupil Premium Strategy Plan

Statement of intent

At Wood Ley Community Primary School, our ambition is that every child is known, valued and enabled to achieve their very best. Our pupil premium strategy is designed to remove barriers to learning and participation so that disadvantaged pupils, including those with SEND and those who are already high attainers, access an ambitious curriculum, make strong progress and participate fully in school life.

Our approach begins with high-quality inclusive teaching. In line with the School Improvement Plan and Inclusion Strategy, teachers will further embed adaptive teaching and the EEF Five-a-Day principles while maintaining high expectations. Assessment, Pupil Premium provision mapping and pupil-progress review will be used to identify barriers early, agree precise outcomes, evaluate impact and adjust support. Targeted intervention will supplement, rather than replace, high-quality classroom teaching and will be designed to develop increasing independence.

The strategy follows a tiered approach: high-quality teaching; targeted academic support; and wider strategies addressing attendance, behaviour, wellbeing, belonging, family partnership and access to enrichment. SEND, attendance, safeguarding, behaviour and wellbeing information will be considered together where this helps leaders understand the barriers experienced by individual pupils.

This strategy is closely aligned with the 2026–2027 School Improvement Plan, particularly the priorities for writing; reading and mathematics; inclusion, SEND and pupil premium; attendance and behaviour; and personal development and wellbeing.

Evidence informing the 2026–2027 strategy

- 2026 KS2 outcomes were strong overall: Reading 80%, Writing 80%, Mathematics 80% and combined RWM 67%.
- The School Improvement Plan identifies writing as a priority, with a specific focus on reducing variation and improving outcomes for disadvantaged pupils.
- The SIP requires consistent adaptive teaching, termly Pupil Premium provision mapping and sharper evaluation of intervention impact.
- The Inclusion Strategy identifies gaps in prior learning, language, literacy and mathematics; emotional regulation and mental health; attendance; independence; and complex or emerging needs as potential barriers.
- The Inclusion Strategy also identifies strong inclusive practice as a school strength, while prioritising greater consistency in adaptive teaching, intervention evaluation, pupil independence and family partnership.
- Attendance and behaviour remain strengths, with the school seeking to sustain attendance at or above 95% and maintain very low suspension/exclusion.
- Review of the previous strategy found that early reading/phonics and pastoral provision were effective, but outcomes for disadvantaged pupils with overlapping SEND needs were less consistent and intervention impact needed to be measured more sharply.

Challenges

Challenge	Detail of challenge
1	Gaps in prior learning or misconceptions can prevent some disadvantaged pupils from working securely at age-related expectations, particularly in core literacy and mathematics.
2	Writing outcomes require continued improvement and greater consistency, including reducing attainment gaps for disadvantaged pupils while ensuring pupils with SEND make strong progress from their individual starting points.
3	Variation in learning profiles, including SEND and emerging/complex needs, can create barriers to accessing, retaining and applying learning without consistently effective adaptive teaching.
4	Some pupils require support to develop language, vocabulary, communication, independence, metacognition and ownership of learning.

5	Emotional regulation, mental health, social communication or behaviour can affect readiness to learn, relationships, engagement and participation for some disadvantaged pupils.
6	Attendance or persistent absence can interrupt continuity of learning for a small number of pupils and families, despite strong whole-school attendance.
7	Some pupils have reduced access to books, enrichment, wider experiences or resources that support participation and cultural capital.
8	Some pupils and families require coordinated home-school, multi-agency or specialist support where needs are complex, emerging or changing.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils make strong academic progress and attainment gaps reduce.	Termly assessment and pupil-progress review show targeted pupils making good progress from their starting points. Writing outcomes improve across identified priority cohorts and the gap for disadvantaged pupils reduces. Strong reading and mathematics outcomes are sustained.
High-quality adaptive teaching is consistently evident.	By March 2027, learning walks, book studies and pupil-progress reviews evidence consistent adaptive teaching, appropriate reasonable adjustments, ambitious expectations and planned development of independence.
Pupil Premium support is precise, measurable and responsive.	By December 2026, all PP provision maps contain clear barriers, intended outcomes, actions and review measures. By July 2027, at least 80% of reviewed targeted interventions demonstrate progress against one or more agreed outcomes or lead to a clearly evidenced adjustment to provision.
Disadvantaged pupils become increasingly independent and confident learners.	Monitoring shows appropriate fading of scaffolds/adult support. Pupil voice demonstrates increased confidence, resilience, ownership of learning and ability to articulate strategies that help them succeed.
Emotional wellbeing supports engagement and readiness to learn.	Wellbeing measures, behaviour information, intervention reviews and pupil voice show progress for identified pupils. Targeted pupils and families access appropriate pastoral/MHST support.
Strong attendance and participation are sustained.	Whole-school attendance remains at or above 94.5%; disadvantaged attendance and persistent absence are monitored closely with early targeted support where required. Suspensions remain very low and permanent exclusions are avoided wherever possible.
Disadvantaged pupils participate fully in the wider life of the school.	Participation in trips, clubs, sport, leadership, outdoor learning and enrichment is monitored and barriers to participation are addressed.

Activity in this academic year

Activities have been selected in response to identified barriers and are aligned with the School Improvement Plan and Inclusion Strategy. Final cost allocations should be updated once the school's confirmed 2026–2027 pupil premium allocation is available.

Teaching PP allocation £23,000

Activity	Evidence that supports this approach	Challenges
Embed EEF Five-a-Day/adaptive teaching through CPD, coaching, WalkThrus, learning walks and pupil-progress review. Maintain ambitious expectations while using explicit instruction, metacognitive strategies, scaffolding, flexible grouping and technology where appropriate. (Budget £5,000)	EEF evidence on high-quality teaching, metacognition/self-regulation and SEND in mainstream; SIP priorities 1 and 4; Inclusion Strategy.	1, 2, 3, 4
Strengthen writing through explicit modelling, sentence construction, vocabulary/oracy, Vocabulary Vaults, sustained independent writing and progressive withdrawal of scaffolds. Track outcomes for disadvantaged pupils termly. (Budget £2,000)	SIP Priority 2 – Writing; assessment and moderation evidence.	1, 2, 3, 4
Maintain strong reading and mathematics teaching, including systematic phonics, Rapid Readers/challenging texts, Early Bird Maths, multiplication fluency, reasoning and unfamiliar problem-solving. (£6,000)	SIP Priority 3 – Reading & Mathematics; 2026 strong whole-school outcomes.	1, 3, 4
Strengthen assessment and PP provision mapping so barriers, entry points, intended outcomes, review measures and next steps are explicit and evaluated termly.	SIP Priority 4 and Inclusion Strategy: sharper evaluation of provision and intervention.	1–8
Daily consolidation through precision teaching. Rapid, targeted teaching for pupils identified as being at risk of underachievement, informed by assessment, marking and feedback. 1:1 and small-group consolidation used to address identified gaps and misconceptions. Staffing budget: £10,000	EF evidence indicates that high-quality targeted academic support, when closely linked to classroom teaching and pupils' identified needs, can have a positive impact on attainment. Effective feedback supports pupils to understand and address misconceptions, while targeted 1:1 and small-group tuition can provide additional support for pupils who are falling behind. Regular assessment and responsive teaching enable staff to identify gaps quickly and provide timely consolidation before misconceptions become embedded. Provision will be carefully targeted,	1

	regularly reviewed and adjusted according to pupil progress.	
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Targeted academic support PP allocation £34,620

Activity	Evidence that supports this approach	Challenges
Provide time-limited, assessment-led interventions in writing, reading, spelling, language and mathematics, including precision teaching, Rapid Reading, Number Stacks and appropriate speech and language support. Interventions will be matched to identified gaps, linked closely to classroom learning and reviewed regularly to determine impact and next steps. Staffing, intervention programmes and resources: £10,000	Previous strategy review identified the need for earlier, sustained intervention and sharper consolidation of core skills; Inclusion Strategy prioritises targeted academic support.	1, 2, 3, 4
Increase and strategically deploy teaching assistant and teacher support across the school to enable targeted small-group and individual teaching for disadvantaged pupils who are underachieving or at risk of falling behind. Additional staffing capacity will enable teachers to focus more precisely on identified pupils, while trained teaching assistants deliver structured interventions and consolidation linked directly to classroom learning. Provision will be responsive to assessment information and reviewed regularly for impact on pupil progress, rather than participation or provision alone. Staffing Contribution £15,000	EEF evidence indicates that teaching assistants can have a positive impact when they are deployed to deliver structured, targeted interventions and are appropriately trained and supported. The strongest impact is seen when interventions are closely linked to classroom teaching and when TAs supplement, rather than replace, high-quality teacher instruction. EEF evidence on small-group tuition also identifies positive effects where support is targeted to pupils' specific learning needs and informed by assessment. Regular monitoring ensures that provision is adapted or discontinued where it is not securing the intended progress.	1, 3, 4
Use Language Links/ELKLAN-informed support and explicit vocabulary/oracy approaches where screening and assessment identify speech, language or communication barriers. Programmed Oracy across foundation and KS1 to develop early language – identify gaps and provide a structured programme of support.	School assessment evidence and existing trained staff; early identification priority.	1, 4

Employed ELKIN Trained HLTA's to provide Speech and Language support to teaching assistants for screening and delivery of Language Links / NELLY support programmes (£5,500)		
Provide targeted mathematics and reading resources to support intervention, consolidation and pupil engagement. Resources will include manipulatives and practical maths resources such as Numicon and Base 10, TTRS subscription, White Rose Maths resources and targeted catch-up materials. Resources will support assessment-led individual and small-group intervention and enable pupils to revisit and consolidate identified gaps in learning. Appropriate resources will also support structured Maths and Reading Buddy provision, providing additional opportunities for disadvantaged pupils to practise, rehearse and consolidate key skills with trained pupil buddies. Budget: £2,620	EF evidence supports the use of targeted academic interventions when they are carefully matched to pupils' identified learning needs and closely connected to classroom teaching. Evidence on mathematics teaching also supports the purposeful use of manipulatives and representations to help pupils develop conceptual understanding, provided that their use is carefully modelled and linked to mathematical ideas. Additional structured opportunities to practise and retrieve previously taught knowledge can support fluency and help address gaps in learning. Buddy provision will supplement, rather than replace, high-quality teaching and adult-led intervention and will be monitored for its impact on participating pupils.	1
Provide assistive technology and additional learning resources for disadvantaged pupils where assessment identifies a specific barrier to learning. Resources will be matched to individual need and used to improve curriculum access, participation and independence. Their use will be reviewed regularly to ensure that they are having a measurable impact on learning and reducing, rather than creating, dependence on adult support. Assistive technology and additional learning resources budget: £1,500	EEF evidence highlights the importance of matching interventions and additional support closely to pupils' identified needs. Assistive technology can reduce barriers to curriculum access and enable pupils with additional needs to participate more independently in learning. Effective implementation requires appropriate assessment, staff training and regular review to ensure that technology and resources improve access and independence rather than simply increasing provision. This approach also supports adaptive teaching by removing identified barriers while maintaining ambitious expectations	1, 3, 4

	for disadvantaged pupils, including those with SEND.	
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Wider strategies PP allocation £20,500

Activity	Evidence that supports this approach	Challenges
Maintain the graduated pastoral and wellbeing offer, including Zones of Regulation, Hamish & Milo, nurture, ELSA, SMILE Therapy, Drawing and Talking and referral to MHST/external professionals where appropriate. Support will be matched to identified need, time-limited where appropriate and reviewed regularly for its impact on pupils' wellbeing, engagement and access to learning. Pastoral staffing, intervention delivery and resources: £5,000	EEF evidence indicates that social and emotional learning (SEL) approaches can improve pupils' social and emotional skills and have a positive impact on academic outcomes, with an average impact of approximately +3 months' progress. Evidence suggests that disadvantaged pupils may particularly benefit from support to develop emotional self-regulation and positive relationships. EEF also highlights the value of combining universal approaches with targeted support for pupils with identified social or emotional needs, with provision carefully monitored for impact. DfE guidance promotes a whole-school approach to mental health and wellbeing which includes early identification, monitoring the impact of interventions, targeted support, appropriate referral and partnership with parents and carers. A graduated offer enables support to be matched to the level of need, with referral to MHST or specialist services where school-based intervention is insufficient.	3,4,8
Implement Hamish & Milo Families Together and MHST parent workshops to strengthen partnership with families and develop consistent home-school approaches to resilience, anxiety, emotional regulation, relationships and play. Targeted support will be offered to families of disadvantaged pupils where wellbeing or emotional needs are	EEF evidence indicates that parental engagement approaches can have a positive impact on pupils' learning, particularly when communication is personalised, practical and focused on strategies that families can use at home. Evidence relating to social and emotional learning also supports explicit approaches to	5, 8

identified as barriers to engagement, attendance or learning. Budget: £1500	developing emotional regulation, relationships and resilience. A coordinated home-school approach can reinforce strategies across settings and provide earlier support where social, emotional or mental health needs are creating barriers to learning.	
Monitor the attendance and persistent absence of disadvantaged pupils at least half-termly, triangulating attendance, SEND, safeguarding and behaviour information to identify emerging patterns and individual barriers. Provide timely, family-centred support and targeted intervention, working with families and external agencies where appropriate, to improve attendance and reduce persistent absence. Attendance monitoring, family support and targeted intervention staffing contribution: £2,000	DfE attendance guidance emphasises a ‘support first’ approach, with schools expected to identify barriers to attendance early, work in partnership with families and provide appropriate support before attendance concerns become entrenched. Regular analysis of attendance data for vulnerable groups, including disadvantaged pupils and pupils with SEND, enables emerging patterns to be identified and support targeted appropriately. EEF evidence also identifies attendance as an important prerequisite for pupils to benefit from high-quality teaching and targeted academic support.	4
Remove financial and practical barriers to participation in educational visits, residentials, clubs, books, sport, outdoor learning and wider enrichment opportunities for disadvantaged pupils where required, ensuring equitable access to the wider curriculum and school experiences. Budget: £3,500	EEF evidence highlights the importance of addressing the wider barriers that can prevent disadvantaged pupils from fully benefiting from school. Enrichment and wider participation can support engagement, relationships, confidence and a sense of belonging. Financial support will be targeted according to identified need to ensure that disadvantaged pupils are not prevented from participating in valuable curriculum and enrichment experiences because of financial circumstances.	5
Develop carefully constructed, inviting class reading areas and the school library, providing a diverse, inclusive and high-quality range of books to increase disadvantaged pupils’ access to texts, promote reading for pleasure and foster positive reading habits.	Evidence from the EEF Improving Literacy guidance highlights the importance of developing pupils’ motivation and engagement with reading alongside explicit teaching of reading skills. Providing regular access to a wide range of	1,

Books and reading environment budget: £2,000 Implement a carefully sequenced whole-school reading spine, providing disadvantaged pupils with access to a diverse and ambitious range of authors, genres, interests, experiences and cultures. Purchase class sets of high-quality texts to support whole-class reading and ensure equitable access to the core texts mapped progressively across the curriculum. Class reading book sets and reading spine resources: £2,000 Embed the whole-school English pathway, carefully linking high-quality reading texts with writing outcomes and wider curriculum topics. Texts are mapped progressively across year groups to develop vocabulary, background knowledge and reading comprehension, while providing high-quality models that pupils can draw upon in their own writing. Curriculum development, resources and staff release: £2,000	appropriately challenging, engaging and culturally diverse texts supports reading for pleasure, vocabulary development and pupils' wider knowledge. This is particularly important for disadvantaged pupils who may have less access to a broad range of books outside school. The EEF Improving Literacy guidance recommends exposing pupils to a wide range of texts and explicitly developing pupils' language, vocabulary and comprehension. A carefully sequenced reading spine ensures that all pupils, including disadvantaged pupils, encounter ambitious vocabulary, increasingly complex texts and a broad range of authors, cultures and experiences. Whole-class access to shared texts also removes potential barriers caused by differences in access to books at home. EEF evidence identifies oral language, reading comprehension, vocabulary development and explicit links between reading and writing as important components of effective literacy teaching. Using high-quality texts as models for writing gives pupils access to vocabulary, sentence structures and authorial techniques that they can subsequently apply independently. Linking texts meaningfully to curriculum learning also supports the development of background knowledge, which is particularly valuable for pupils who may have gaps in wider vocabulary and cultural knowledge.	1, 7 1, 7
Continue coordinated multi-agency working and early identification for disadvantaged pupils with complex or emerging needs. Work collaboratively with families, SEND and other	EEF evidence emphasises the importance of identifying pupils' individual barriers and matching support closely to need rather than	2,4

external professionals to identify barriers, plan appropriate provision, support effective transitions and implement reasonable adjustments, ensuring that needs are addressed at the earliest opportunity. Staffing/release and targeted support contribution: £1,000	adopting a single approach to disadvantage. DfE SEND guidance promotes early identification, a graduated response and effective partnership between schools, families and relevant professionals. Coordinated support can help address SEND, social, emotional and other barriers that may otherwise affect attendance, engagement and access to learning.	
Mental health and wellbeing training and CPD for staff , including specific training for teaching assistants delivering targeted interventions, to strengthen the school's tiered mental health and wellbeing offer . Training will develop staff knowledge and confidence in identifying emerging needs, supporting emotional regulation and delivering appropriate evidence-informed individual and small-group interventions. Budget (£1,500)	EEF evidence on Social and Emotional Learning (SEL) indicates that approaches supporting pupils' emotional regulation, relationships and social skills can have a positive impact on outcomes. The EEF reports an average impact of +3 months' additional academic progress and highlights that SEL approaches are more likely to be effective when embedded within routine school practice and supported by professional development and training for staff . This is particularly relevant for disadvantaged pupils, who on average may have weaker SEL skills and can face additional barriers to engagement and learning. EEF evidence on teaching assistant interventions also indicates that targeted TA-led interventions are most effective when staff are appropriately trained and interventions are structured, closely matched to pupil need and regularly monitored.	5,8

Budget

The 2026–2027 pupil premium budget of £78,120 has been allocated across Teaching, Targeted Academic Support and Wider Strategies in response to identified barriers, pupil need and school improvement priorities. Expenditure and impact will be reviewed termly and allocations may be adjusted where monitoring identifies changing pupil need or indicates that a different approach would be more effective.

Evaluating impact

Impact will be evaluated termly against the intended outcomes and success criteria set out above,

using assessment information, pupil-progress reviews, provision maps, intervention entry and exit measures, attendance and behaviour data, participation information, pupil voice and monitoring of teaching and learning. Where an approach is not demonstrating sufficient impact, provision and/or funding will be adjusted. The overall impact of the 2026–2027 strategy will be reported in the 2027–2028 Pupil Premium Strategy Statement.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – 2025–2026

Leaders reviewed provision through pupil-progress meetings, assessment analysis, provision maps, attendance and behaviour monitoring, intervention review and pupil voice. The review has directly informed the 2026–2027 strategy and its stronger emphasis on measurable impact, adaptive teaching and independence.

Academic outcomes and school improvement evidence

- Whole-school KS2 outcomes in 2026 were strong: Reading 80%, Writing 80%, Mathematics 80% and combined RWM 67%.
- The 2026–2027 SIP nevertheless identifies writing as an area for further improvement, including reducing variation between cohorts and improving outcomes for disadvantaged pupils.
- Strong reading and mathematics attainment is to be sustained while mathematical reasoning, explanation and problem-solving are strengthened.
- Disadvantaged pupils represented 16.5% of the school population (51 pupils). Whole-school attainment was strong, particularly in reading and mathematics, although analysis identified continued variation in outcomes for disadvantaged pupils, particularly in writing. Closing attainment gaps for disadvantaged pupils therefore remains a key school improvement priority for 2026–27.

Inclusion, attendance and wellbeing

- School self-evaluation identified inclusion as a significant strength and Ofsted judged Inclusion at the Strong Standard.
- During 2025–2026, Five-a-Day SEND strategies, adaptive teaching, provision mapping and targeted intervention were strengthened.
- Whole-school attendance was 95.4% and the school enters 2026–2027 with a priority to sustain attendance at or above 95%, closely monitoring vulnerable groups and persistent absence.
- Relational/restorative practice and the graduated wellbeing offer continue to support readiness to learn, belonging and participation.

What worked well

- High-quality phonics and reading provision remained a strength.
- Pastoral and mental-health provision supported emotional regulation, confidence and engagement.
- Adaptive teaching, targeted support and multi-agency working enabled pupils with additional needs to access an ambitious curriculum.
- Strong whole-school KS2 outcomes demonstrate secure foundations in reading, writing and mathematics.

Key learning and next steps

- Embed adaptive teaching more consistently across classrooms while maintaining high expectations.
- Sharpen the evaluation of PP interventions so that entry points, intended outcomes and review measures are clear.

- Develop pupil independence through planned withdrawal of scaffolds and adult support.
- Improve writing outcomes and reduce variation, including for disadvantaged pupils.
- Use PP provision mapping termly to identify barriers, actions and impact.
- Strengthen family partnership and shared wellbeing strategies through Hamish & Milo Families Together and MHST support.
- Continue early identification and coordinated support where disadvantaged pupils also have SEND or complex needs.

Externally provided programmes and partnerships

- Little Wandle Letters and Sounds Revised
- Language Links / ELKLAN-informed speech and language support
- Hamish & Milo, including Families Together
- Mental Health Support Team (NHS partnership)
- Rapid Reading
- Number Stacks / White Rose Maths / Times Tables Rock Stars, where appropriate

Monitoring and governance

The Headteacher/Pupil Premium Lead, SENDCO, SLT and class teachers will review disadvantaged pupils' attainment, progress, attendance, participation and intervention impact termly. Governors will receive evidence of impact through Headteacher reports, SIP monitoring and link-governor activity. The strategy will be formally reviewed in April 2027 and updated for publication in September 2027.