

Pupil premium strategy statement

Woodridge 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	207
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers	April 2025 – March 2026
Date this statement was published	April 2026
Date on which it will be reviewed	March 2027
Statement authorised by	Colin Dowland
Pupil premium lead	Colin Dowland
Governor lead	Keith Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19, 295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 19,295

Part A: Pupil premium strategy plan

Statement of intent

Woodridge Primary School aims to develop well-educated, happy children who have developed a love of learning, independence, initiative and understanding of others through our **School Values**, in preparation for adult life.

We are committed to ensuring that all children achieve these aims, regardless of their starting points.

We know that children eligible for the Pupil Premium Grant (PPG) can have additional barriers to their learning, including socio-economic background, how much support is manageable at home, attendance and any additional needs they have.

The progress (academically and more holistically) of children eligible for the PPG is tracked through teacher observations, formal assessments, book looks and in termly Pupil Progress Meetings. In doing this, we endeavour to narrow the gap between eligible pupils and those who are not eligible.

Our Pupil Premium Strategy is a blend of academic support with a specialist teacher, diagnostic assessments, training for staff, specialist and class-based teaching assistant support, specialist resourcing and financial support for families who would not be able to afford trips, events and clubs to provide access to valuable cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and Pupil Progress Meetings have identified support needed with speech and language acquisition from some pupils in Reception Class and Year, including Pupil Premium pupils.
2	Assessments, observations and Pupil Progress Meetings have identified some Pupil Premium pupils needing additional support with specific difficulties around reading and writing, in the context of dyslexia and dyslexic traits. The needs of these pupils need to be met by a specialist SEND teacher.
3	For pupils with very complex needs who are also Pupil Premium, the school has felt under-resourced to support them with their sensory needs and need for dysregulation.
4	Assessments and observations and Pupil Progress Meetings have highlighted the need for some Pupil Premium pupils to have Speech and Language Assessment and follow up sessions from a specialist.

5.	Observations and Pupil Progress Meetings indicate that some pupils Pupil Premium pupils do not have access to Wider Woodridge Activities, including sports clubs, music lessons, swimming, chess club and the class visits and workshops.
6.	Assessments and observations indicate the Pupil Premium pupils with EAL need in-class support from the EAL specialist teaching assistant.
7.	Assessments and observations indicate some Pupil Premium pupils need additional in-class support from a teaching assistant
8.	Assessments indicate some Y1 Pupil Premium children need an additional boost with their phonics

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
ELSEC training to enable staff to support the children's communication during role play activities, using visual timetables, the use of praise and vocabulary building.	Assessments indicate improved communication between adults and children and between the children during role play activities
Pupils receiving specialist SEND teacher support develop a wider range of strategies to support their learning/dyslexia and improve outcomes.	Pupils feel supported and more confident and take strategies back to class to use independently and make enhanced progress.
Pupils receiving support from the specialist EAL HLTA make enhanced progress.	Termly EAL monitoring report, class observations and book looks, all show enhanced progress.
Pupils receiving a specialist SALT assessment and follow up sessions make enhanced progress.	Observations, book looks and Pupil progress Meeting highlight enhanced progress made.
To achieve and sustain improved wellbeing through access to a wide range of trips, events and clubs	All Pupil Premium children take part in all trips and activities and join a club if they wish to.

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: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release for training for two class teachers as part of the ELSEC speech and language project	EEF: Teaching (for example, CPD, recruitment and retention)	1

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

Budgeted cost: £ 14,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition from a specialist SEND teacher	EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	2
Additional specialist teaching assistant support with Y1 phonics	EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	8
Additional hours of EAL support from the school's Higher Level Teaching Assistant	EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	6
Additional hours of support from in-class teaching assistant	EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	7
Release of class teachers to undertake ELSEC speech and language assessments	EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	1
Speech and Language Assessment and follow up sessions	EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	4

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

Budgeted cost: £ 1,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for the residential Y6 School Journey and Y5 Southover Sleepover	EEF: Wider strategies (for example, related to attendance, behaviour, wellbeing)	5
Financial support for trips, music lessons, school clubs or swimming	EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions) EEF: Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	5
New resources for complex needs children to support their bespoke curriculum	EEF: Wider strategies (for example, related to attendance, behaviour, wellbeing)	3

Total budgeted cost: £ 16,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

In the Early Years, there was only one disadvantaged child, so EYFS data about this child is not able to be published in this report

In the Y1 Phonics Screener, the disadvantaged children outperformed Barnet disadvantaged children and disadvantaged children nationally:

- **97% of WPS Y1 disadvantaged pupils met the standard, compared to Barnet 73% and National 67%**
- **Woodridge Disadvantaged = 36 Average Points, Barnet = 32**
- **WPS Disadvantaged scored higher than Barnet non-disadvantaged which was 34.4**

In the Year 4 Multiplication Tables Check, the WPS disadvantaged children outperformed Barnet disadvantaged and disadvantaged children nationally:

- **WPS Disadvantaged Average Score = 22.7 Barnet = 20.5 National = 19.3**
- **WPS Disadvantaged scored higher than Barnet non-disadvantaged which was 21.8**
- **WPS 100% scored between 21 and 25, Barnet was 61.2%**

In Year 6, there was only one disadvantaged child, so SATs data about this child is not able to be published in this report.

Attendance of all disadvantaged children combined was 96.6%, well above Barnet and National Averages and national expectation of 95%. Only one child was defined as 'persistently absent' (below 90%) due to specific and appropriate circumstances.