

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we 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	
School name	Woodrow First School and Nursery
Number of Pupils in School	Nursery: 40 Year R-4: 231 Total: 271
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (Three year plans are recommended)	2024-2027
Date this statement was published	January 2025
Date on which it will be reviewed	Dec 2025 (2028)
Statement authorised by	Richard Kieran (HT)
Pupil Premium Lead	Richard Kieran (HT)
Governor Lead	Reg Moore (Chair of Governors)

Funding overview

Detail	
Pupil premium funding allocation this academic year	£151,300
Recovery premium funding allocation this academic year	£4,168.75
Pupil premium funding carried forward from previous years (enter£0 if not applicable)	
Total budget for this academic year	£155,468.75

Part A: Pupil Premium strategy plan

Statement of intent

- At Woodrow First School our aim is to ensure our school provides equity of opportunity. This means all children, regardless of background, can succeed during their time at this school. This might be for seven days, seven months or seven years.

The heart of our work is to build and sustain a nurturing environment in and out of class where high demand and high expectation pervade. Evidence tells us high quality teaching and learning has the highest impact on all children. Our activities highlight how this is enshrined across our school.

We want the children at Woodrow to have no boundaries to their experience at first school. We want all children to make progress, whatever their starting points, so that achievement between all groups of learners diminish rapidly and over time.

- Our strategy still includes plans for recuperation post-Covid, so that gaps that evidently emerged can be addressed and over time reduced so fewer and eventually no children are disadvantaged by lack of key opportunities during the pandemic.

We will do this by ensuring all

- Children have high quality teaching
- Staff have high quality training
- Support is appropriately targeted for academic, social or emotional gain
- Strategies are well-chosen through appropriate evidence
- Funding takes into account all children and not just CEPP
- Opportunities to widen cultural literacy are broad, well-chosen and appropriate

Challenges

This details key challenges to achievement that we have identified among our disadvantaged and other children

Challenge number	Detail of challenge
1	Low levels of literacy across school. Assessments and knowledge of children highlight poor vocabulary and low receptive comprehension.
2	Assessment shows children do not convert phonological knowledge into comprehension of texts
3	Children arrive at school with very low levels of Mathematical understanding. For example low and very low proportions of children are working at age related expectations on entry to Reception class
4	In school observations and knowledge of children highlight poor stamina for writing. There remains a legacy from Covid in elements of Social and Emotional aspects of learning.
5	A large proportion of the community are vulnerable. The school needs to promote a positive attitude of learning, school-life and emotional well-being.
6	Larger than average number of children with school support for SEN (Nat 13.6% School 25%) This increases for children eligible for FSM (57%).
7	Environmental and financial pressures prevent children from experiencing visits away from the estate. Woodrow First School's catchment is in the lowest IDACI decile (1286/32844). Research from Durham

	University highlights that the most disadvantaged are much less likely to benefit from out of school cultural experiences.
8	School attendance data shows over the past three years CEPP are more likely to attend school but there are a larger proportion of persistent absentees are CEPP.

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
CEPP make progress to meet relevant checks at the End of Reception, Y1, Y2 and Y4	Larger proportions of disadvantaged
Raise attendance of CEPP so more children are attending school more often	CEPP's attendance is closer to the National Average
Expand equity of opportunity in relation to building 'cultural capacity/literacy' as well as exposure to a broader range of life experiences	Children have a wider knowledge of the 'world' beyond their immediate environs
CEPP want to know more and learn more; engage with and in an interesting and stimulating curriculum	Children enter the next stages of their learning able to describe in detail what they know and why they enjoy learning

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Classroom Practice	EEF Supporting Literacy KS1/2 Nine claims for great Pedagogy IoE (2018) Mastery Teaching (EEF toolkit) EEF Collaborative Learning Approaches	1,2,3,4,6
Relevant CPD		1,2,3,4,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT	EEF Improving Literacy in KS1: Eight Recommendationsto support literacy of 5-7 year olds	1,2,6
Structured academic Interventions	EEF toolkit 1:1 tuition	1,2,3,4,6

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of small groups	EEF Special Education Needs in Mainstream School Complement high quality teaching with carefully selected small group and one-to-one interventions	1,2,6
Effective deployment of TAs	EEF Special Education in Mainstream School Work effectively with teaching assistants	1,2,6

Wider strategies (for example, related to attendance, behaviour, well-being)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Lead	EEF Improving Behaviour in Schools	5,6,7,8
Attendance Officer	EEF Improving Behaviour in Schools	8
Educational Psychologist	EEF Improving Behaviour in Schools	4,5,6
Breakfast Club	EEF Magic Breakfast Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (ICF Consulting)	5,8
Cultural Literacy	Durham University; Homophily, networks and cultural capital	7

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year

		Overall		Eligible for PP		Not known to be eligible for PP	
EYFS GLD		<i>National</i>	<i>Woodrow</i>	<i>National</i>	<i>Woodrow</i>	<i>National</i>	<i>Woodrow</i>
	2024-25	68.3	68	51.3	55	72.5	73
	2023-24	67.7	68	51.5	53	72	76
	2022-23	67.2	52	51.5	35	71.5	72
	2021-22	65.2	55	49.1	30	69.5	72
<i>Phonics Y1</i>							
	2024-25	80	72	67	50	84	79
	2023-24	80	76	68	75	84	76
	2022-23	79	72	66	50	82	89
	2021-22	75	45	62	30	82	51
<i>Phonics Y2</i>							
	2024-25	89	84	<i>TBC</i>	60	<i>TBC</i>	100
	2023-24	89	86	82	72	91	92
	2022-23	89	72	81	50	91	70
	2021-22	87	64	78	44	90	87
<i>MTC Y4</i>							
	2024-25	21.0	21.0	19.3	19.7	21.7	22.5

	2023-24	20.6	19.8	18.9	17.9	21.3	21.3
	2022-23	20.2	17.1	18.3	16.4	20.9	18.1
	2021-22	19.8	20.6	17.9	18.7	20.5	23.3

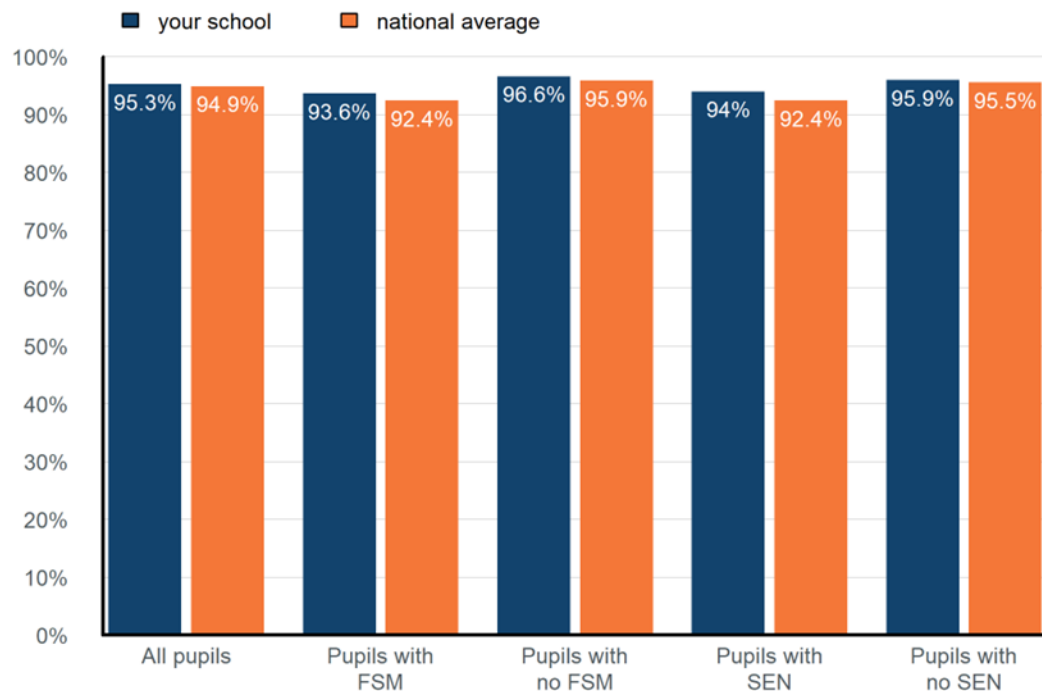
Data shows significant improvement since COVID particularly in attainment of children Eligible for PP.

Currently children eligible for PP ordinarily attain 32+ in the PSC – if they do not have a SEND.

Children not eligible for PP attain 32+ in the PSC – if they do not have a SEND.

The school continues to acknowledge more work needs to be done to meet the substantial need and close the many gaps evident when children start their time at Woodrow.

Attainment in the MSC continues to improve for children deemed as disadvantaged. It adds credence to the understanding that the longer children have high quality teaching and appropriate interventions the better they will achieve.



In 2024-25 children eligible for FSM attended school more often than other children with FSM nationally. This is down to a close working relationship with families, children feeling safe at school. School staff challenge parents to ensure children are in school every day and on time. The school does not use inducements and incentives to promote strong attendance but maintains a focus on the strength of the value of school and the many opportunities on offer. School regularly monitors attendance of groups of children and sees the power in attendance being the responsibility of the whole community.

Externally Provided Programmes

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

<i>Programme</i>	<i>Provider</i>
<i>Wellcom</i>	<i>GL Assessment</i>
<i>Little Wandle Synthetic Phonics</i>	<i>Little Wandle</i>
<i>Evidence Me</i>	<i>2 Simple</i>
<i>Showbie</i>	<i>Showbie</i>
<i>White Rose Maths</i>	<i>White Rose</i>
<i>Jane Considine Writing</i>	<i>Jane Considine</i>