Pupil Premium Strategy Statement

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

School overview

Detail	Data
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	28%
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)**	2026/27, 2027/28 and 2028/29
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Annual review: summer 2027, summer 2028 and summer 2029. Final strategy review: summer 2029.
Statement authorised by	Mrs S Byrne
Pupil premium lead	Mrs S Byrne
Governor / Trustee lead	Mr M Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,790
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£161,790

Part A: Pupil premium strategy plan

Statement of intent

At Woodloes Primary School, we believe every child deserves the opportunity to feel a sense of belonging, develop confidence and achieve their potential. We recognise that our pupils bring different strengths, experiences and needs to school, and we are committed to ensuring that these differences are understood, valued and supported.

The Pupil Premium provides additional funding to help schools improve outcomes for eligible disadvantaged pupils. This includes pupils who have been eligible for free school meals at any point in the previous six years, as well as eligible children who are looked after or have previously been looked after.

Our three-year strategy for **2026/27 to 2028/29** is focused on removing barriers to learning and ensuring that disadvantaged pupils make strong progress across the curriculum. We want every child to develop the knowledge, skills and confidence they need for the next stage of their education and beyond. This includes ensuring that disadvantaged pupils who are already achieving highly continue to be challenged and supported to thrive.

We recognise that disadvantage does not affect every child in the same way. Eligibility for free school meals does not mean that a pupil is experiencing the same barriers as another child, or that they are not making good progress. Our approach is therefore based on understanding each pupil's individual starting points, strengths and needs, rather than making assumptions about their circumstances.

We also recognise that other pupils may experience vulnerability or barriers to learning, including children with a social worker, young carers and pupils with special educational needs and disabilities. Where appropriate, the approaches within this strategy will support these children alongside pupils who are eligible for Pupil Premium funding.

Our priorities

Our strategy is aligned with the Woodloes School Improvement Plan and reflects the areas where we believe our actions can make the greatest difference. These include:

- Strengthening phonics, reading fluency, vocabulary, oracy, spelling and writing.
- Developing secure mathematical knowledge, fluency, reasoning and problem-solving.
- Embedding adaptive teaching and inclusive classroom practice.

- Providing timely, well-matched support and intervention.
- Improving attendance, emotional wellbeing, behaviour and pupils' sense of belonging.
- Ensuring that disadvantaged pupils can access the wider opportunities, resources and experiences available at Woodloes.

Our decisions are guided by diagnostic assessment, school performance information, knowledge of our pupils and high-quality research, including the Education Endowment Foundation's Pupil Premium Guide.

Provisional 2026 IDSR outcomes show that **35% of disadvantaged pupils achieved the expected standard in reading, 53% in writing and 24% in mathematics** at the end of Key Stage 2. These figures highlight the need for a continued focus on reading and mathematics, while building on the relative strength in writing. They differ from the school's pupil premium figures previously included in this strategy; cohort definitions and pupil-level information will be checked before the baselines are confirmed.

Our approach

High-quality teaching is at the heart of our strategy. We know that consistently strong classroom practice makes the greatest difference to pupils' learning. By identifying and responding to the areas where disadvantaged pupils need the most support, we aim to improve their outcomes while also benefiting other pupils across the school.

Our intention is that outcomes for non-disadvantaged pupils are sustained and improved alongside the progress of their disadvantaged peers. We will monitor the attainment and progress of both groups to understand whether gaps are narrowing and whether all pupils continue to achieve well.

Our strategy follows a three-tiered approach:

High-quality teaching: strengthening teaching, curriculum provision, assessment and professional development so that all pupils receive ambitious and inclusive learning experiences.

Targeted academic support: providing timely, evidence-informed intervention for pupils who need additional help, based on a clear understanding of their individual needs.

Wider strategies: addressing barriers that may affect attendance, wellbeing, behaviour, relationships, access to resources and participation in wider opportunities.

At Woodloes, we will:

- Provide appropriate challenge for disadvantaged pupils in all aspects of their learning.
- Identify needs early and respond promptly with support matched to the individual child.
- Use assessment and professional knowledge to understand the barriers pupils face and review whether support is making a difference.
- Ensure that staff share responsibility for disadvantaged pupils' progress, wellbeing and achievement.
- Work with families and other professionals to support attendance, engagement and belonging.
- Promote access to enrichment, visits, clubs and wider experiences that build confidence, independence and aspiration.
- Allocate funding following a clear assessment of need, prioritising pupils who require additional support to make strong progress.

We believe that all children should benefit from the high-quality teaching and learning opportunities developed through our strategy. We also recognise that some actions may have an immediate impact, while others will require sustained work over the three-year period.

Leaders will review the impact of our provision through the same assessment and monitoring cycles used within the School Improvement Plan. These will include pupil progress meetings, assessment information, learning walks, reviews of pupils' work, intervention records, attendance and behaviour information, and pupil and family voice. We will use this evidence to celebrate progress, identify where support needs to change and ensure that our funding is used effectively.

Challenges

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

Challenge number	Detail of challenge
1	Foundational literacy, language and transcription (SIP Priority 1) Assessment indicates gaps in reading, phonics, language, spelling and writing. The provisional 2026 IDSR records 35% of disadvantaged pupils achieving the

	KS2 expected standard in reading and 53% in writing. Reconcile with pupil premium records before confirming baselines. Pupils require strong phonics, fluency, oracy, vocabulary, spelling, handwriting and composition.
2	Mathematics attainment, fluency and reasoning (SIP Priority 2) The provisional 2026 IDSR records 24% of disadvantaged pupils achieving the KS2 expected standard in mathematics. Reconcile with pupil premium records before confirming the baseline. Some pupils need stronger number knowledge, fluency, conceptual understanding, reasoning and problem-solving.
3	Inclusion, adaptive teaching and timely intervention (SIP Priority 3) A number of disadvantaged pupils have overlapping SEND, SEMH or other vulnerabilities. Inconsistent access to well-matched adaptations or intervention can limit progress. Quality First Teaching, the graduated response, effective LSA deployment and robust entry/exit data are required so that disadvantaged pupils and the lowest-attaining pupils make accelerated progress.
4	Attendance, behaviour, emotional regulation and belonging (SIP Priority 5) For some disadvantaged pupils, absence, persistent absence, emotional dysregulation, low confidence or behavioural needs reduce access to learning. Consistent routines, relational practice, early attendance support and evidence-informed social and emotional provision are needed so pupils feel safe, connected and ready to learn.
5	Social deprivation, family engagement and access to opportunity (SIP Priorities 3 and 5) Financial hardship and differences in home learning experiences can restrict access to books, digital resources, enrichment and language-rich experiences. Some families require practical or pastoral support to strengthen engagement, routines and access to learning opportunities.

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
Disadvantaged pupils secure stronger foundations in reading, phonics, oracy, spelling and vocabulary, enabling confident access to the curriculum. (SIP Priority 1)	By summer 2029, improve the proportion meeting the Year 1 phonics expected standard from the verified 2026 disadvantaged baseline (75% in school records; confirm definition and cohort), and narrow the gap with non-disadvantaged pupils in school.

	Increase KS2 reading attainment from the verified 2026 baseline and reduce the in-school attainment gap by at least 10% relative to the baseline gap. Monitor the attainment of both groups. Termly fluency assessments measure accuracy, pace and prosody; identified pupils improve spelling scores by at least 10% from their individual baseline. Pupil voice is reviewed annually.
Disadvantaged pupils make accelerated progress in writing through secure transcription, spelling, handwriting and composition. (SIP Priority 1)	By summer 2029, increase the proportion of disadvantaged pupils achieving the KS2 expected standard from the verified 2026 baseline and reduce the in-school gap by at least 10% relative to the baseline gap. Monitor both groups and greater depth. Termly assessment and work reviews evaluate progress in spelling, handwriting, stamina and composition; moderation supports consistent judgements.
Disadvantaged pupils improve mathematical fluency, conceptual understanding, reasoning and problem-solving. (SIP Priority 2)	By summer 2029, increase the proportion of disadvantaged pupils achieving the KS2 expected standard from the verified 2026 baseline and reduce the in-school gap by at least 10% relative to the baseline gap. Monitor both groups. Termly assessments identify progress in number, fluency and misconceptions; work and pupil voice provide evidence of reasoning and confidence.
Disadvantaged pupils benefit from consistently strong adaptive teaching and timely, evidence-informed intervention. (SIP Priority 3)	Adaptive teaching is evident in at least 90% of lessons sampled against the agreed monitoring criteria. Baseline: establish in autumn 2026. Review identified disadvantaged pupils and the lowest-attaining pupils at least termly. Record an entry assessment, intended outcome, duration and review date for each structured intervention; review progress termly and adapt or discontinue support when appropriate. Monitor LSA deployment and pupil independence through learning walks and pupil progress meetings.
Disadvantaged pupils attend regularly, feel safe and connected, regulate	Improve annual attendance and reduce persistent absence for disadvantaged pupils from the verified

emotions more successfully and are ready to learn. (SIP Priority 5)	2025/26 full-year baseline, towards the national figure for the same group. Review attendance and the in-school gap at least half-termly. Record the 2025/26 baseline for pupils with repeated incidents and suspensions; review individual frequency, severity and support at least termly, aiming to reduce recurrence while monitoring safety and engagement. Establish a pupil voice baseline in autumn 2026 and review belonging, safety and confidence annually.
Disadvantaged pupils have equitable access to resources, enrichment and family support that strengthen engagement and independence. (SIP Priorities 3 and 5)	Identify barriers to reading and digital resources and offer access to every disadvantaged pupil who needs it. Establish a baseline and check provision termly. Record participation in clubs, visits and enrichment and review each term; identify and address barriers. Record participation in targeted family support and review uptake from an autumn 2026 baseline. Use pupil voice and classroom monitoring to review independence and engagement annually.

Alignment with the School Improvement Plan

Activity in this academic year

The activities below are aligned to the 2026–2027 School Improvement Plan. Priority 1 drives literacy, oracy and transcription; Priority 2 mathematics; Priority 3 adaptive teaching and intervention; Priority 5 attendance, behaviour and belonging. Priority 4 provides the monitoring, assessment, professional development and leadership framework used to evaluate implementation and impact.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Foundational literacy and oracy CPD (SIP Priority 1): Implement whole-school spelling and oracy approaches; strengthen phonics, reading fluency, vocabulary, handwriting and transcription; use coaching and monitoring to secure consistent practice.	EEF Literacy Guidance; EEF Oral Language Interventions; DfE Reading Framework; Writing Framework.	1
Writing curriculum and transcription (SIP Priority 1): Embed explicit teaching of vocabulary, sentence construction, composition, spelling and handwriting, with consistent presentation expectations and moderation.	EEF Improving Literacy in KS1/KS2; Writing Framework; evidence on feedback and metacognition.	1
Mathematics Excellence (SIP Priority 2): Strengthen teaching for mastery, fluency, place value, number sense, reasoning and problem-solving, including Mastering Number/NCETM approaches and responsive assessment.	NCETM Teaching for Mastery; DfE Ready to Progress; EEF Mathematics Guidance.	2
Early language and communication (SIP Priority 1): Train staff in evidence-informed oral language approaches and identify pupils requiring additional language support from baseline assessment.	EEF Oral Language Interventions; validated early-language approaches.	1 5
Curriculum access and enrichment (SIP Priorities 3 and 5): Ensure disadvantaged pupils access an ambitious curriculum,	EEF Pupil Premium Guide; evidence supporting arts, physical activity and wider curriculum engagement.	3 5

experiential learning, visits, arts, sport and cultural opportunities, with participation monitored.		
Adaptive teaching and inclusive classrooms (SIP Priority 3): Deliver CPD on adaptive teaching, the graduated response, inclusive classroom environments, predictable routines and appropriate use of technology; review universal provision termly.	EEF SEND in Mainstream Schools; EEF Making Best Use of Teaching Assistants; EEF Adaptive Teaching guidance.	3
Social and emotional learning within everyday practice (SIP Priority 5): Embed consistent relational, restorative and emotional-regulation approaches so pupils are safe, connected and ready to learn.	EEF Improving Social and Emotional Learning; EEF Behaviour Guidance.	4
Assessment, feedback and pupil-progress cycles (SIP Priority 4): Use baseline and half-termly assessment, pupil progress meetings, work review and pupil voice to identify barriers early, evaluate impact and adapt provision.	EEF Feedback; EEF Implementation Guidance; EEF Pupil Premium Guide.	1 2 3 4 5

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted self-regulation and social-emotional interventions for pupils identified through behaviour, pastoral and pupil-progress information, with clear entry and exit measures.	EEF Social and Emotional Learning; EEF Behaviour Guidance.	4
Targeted literacy intervention for disadvantaged pupils below age-related expectations, including phonics, reading fluency, spelling and writing. Intervention follows assessment of need and complements, rather than replaces, high-quality classroom teaching.	EEF Phonics; EEF Reading Fluency/Literacy Guidance; EEF One-to-one and Small Group Tuition.	1 3
Targeted mathematics intervention focused on fluency, number, place value, reasoning and identified misconceptions, with impact reviewed through pupil progress meetings.	EEF Mathematics Guidance; EEF Small Group Tuition; NCETM/Ready to Progress.	2 3
Structured reading and phonics practice for pupils with insecure foundational literacy, delivered regularly and monitored for impact on accuracy, fluency and comprehension.	EEF Phonics; DfE Reading Framework; EEF Teaching Assistant Interventions.	1 3

Strategic LSA deployment for structured, time-limited interventions and in-class scaffolding that promotes independence. Entry data, expected outcomes and review points are established for each intervention.	EEF Making Best Use of Teaching Assistants; EEF Teaching Assistant Interventions; EEF Small Group Tuition.	1 2 3

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

Budgeted cost: £ 31,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and in-class support for pupils with behaviour, SEMH and regulation needs, using consistent relational practice, visual supports, predictable routines and sensory/regulation strategies.	EEF Behaviour Guidance; EEF Social and Emotional Learning; EEF Making Best Use of Teaching Assistants.	3 4
Mathematics enrichment and challenge, including competitions and problem-solving opportunities, with disadvantaged participation monitored.	EEF Pupil Premium Guide; evidence on enrichment and motivation.	2 5
Equitable access to extra-curricular, sporting, arts and cultural experiences. Remove financial barriers and monitor participation of disadvantaged pupils.	EEF Pupil Premium Guide; EEF Physical Activity; wider evidence on arts participation.	5
Family engagement: targeted workshops, curriculum information, meetings and practical support to help families support reading, spelling,	EEF Working with Parents to Support Children's Learning.	5

mathematics, attendance and routines at home.		
Attendance support aligned with Working Together to Improve School Attendance: early identification, first-day response, individual plans, family work and regular review of disadvantaged attendance and persistent absence.	Working Together to Improve School Attendance; EEF attendance evidence.	4 5
Breakfast/nutritional and practical support where need is identified, reducing barriers to punctuality, concentration and readiness to learn.	EEF Pupil Premium Guide; needs-led wider-strategy approach.	4 5
Family support and signposting to address financial hardship, instability and access to services, working with external agencies where appropriate.	EEF Parental Engagement; safeguarding and early-help approaches.	4 5
Wellbeing and belonging provision that supports inclusion, neurodiversity, confidence and resilience, evaluated through pupil voice and pastoral data.	EEF Social and Emotional Learning; SIP Priority 5 evidence base.	3 4
Specialist mental-health or therapeutic support where assessment identifies a barrier to attendance, engagement or learning, with outcomes reviewed.	EEF Social and Emotional Learning; evidence-informed targeted support.	4
Targeted behaviour support for pupils with repeated incidents, using individual plans, restorative practice and consistent school	EEF Improving Behaviour in Schools; DfE Behaviour in Schools; Suspension and Permanent Exclusion Guidance.	4

expectations; impact monitored through behaviour and suspension data.		

Total budgeted cost: £161,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2025/2026

We have evaluated the performance of our disadvantaged pupils during the 2025/26 academic year using the provisional national assessment information available in the Inspection Data Summary Report (IDSR). This information provides a starting point for our review and will be considered alongside the school's internal assessments, pupils' work, attendance and behaviour records, intervention information and pupil voice.

The 2026 key stage 2 outcomes show that disadvantaged pupils' attainment was below national outcomes for disadvantaged pupils in reading, mathematics and the combined reading, writing and mathematics measure. Writing was a relative strength in the IDSR data, although there remains a need to improve outcomes and narrow gaps across all subjects.

2026 KS2 expected standard	**Woodloes disadvantaged pupils**	**National disadvantaged pupils**
Reading	35%	63%
Writing	53%	60%
Mathematics	24%	62%
Reading, writing and mathematics combined	24%	49%
English grammar, punctuation and spelling	47%	61%

There were 17 disadvantaged pupils in the 2026 key stage 2 attainment cohort, meaning that the outcomes of individual pupils have a considerable effect on percentages. The three-year IDSR picture also identifies a continuing need to improve disadvantaged pupils' outcomes, particularly in reading and mathematics.

We have compared our results with those of disadvantaged pupils nationally and in similar schools. In Mathematics, 24% of our disadvantaged pupils reached the expected standard, compared with 56% of disadvantaged pupils in similar schools. In Reading, the figures were 35% and 59%, respectively. In Writing, 53% of our disadvantaged pupils reached the expected standard, matching the figure for disadvantaged pupils in similar schools.

Disadvantaged pupils' progress in Reading and Mathematics was significantly below the national figures for disadvantaged pupils. Writing progress was a more positive feature: the school's disadvantaged progress score was −0.5, the same as the national disadvantaged average. We will consider the approaches used in Writing alongside internal evidence to identify what can be sustained and developed.

Foundational literacy, language and writing

The assessment information identifies Reading as a priority for disadvantaged pupils. Our new 3-year strategy therefore places a strong emphasis on phonics, reading fluency, vocabulary, oracy and comprehension. Pupils who require additional support will be identified through assessment and provided with teaching and intervention matched to their individual needs.

The strategy also focuses on spelling, handwriting, transcription and composition. Although writing was a relative strength in the provisional IDSR, disadvantaged pupils need continued support to develop the knowledge, confidence and stamina required to write independently across the curriculum.

We will monitor the impact of this work through assessment, pupil progress meetings, reading information, work reviews and pupil voice. Our aim is to improve outcomes from the confirmed baseline and narrow the reading and writing attainment gaps over the three-year strategy period.

Mathematics

Mathematics remains a significant priority. The provisional IDSR shows that 24% of disadvantaged pupils achieved the expected standard at the end of key stage 2, compared with 62% of disadvantaged pupils nationally.

Our new 3-year strategy focuses on strengthening number knowledge, fluency, conceptual understanding, reasoning and problem-solving. Teachers will use assessment to identify gaps and misconceptions, with targeted intervention provided where required.

We will review the progress of disadvantaged pupils through termly assessments, pupil progress meetings and scrutiny of pupils' work. This will help leaders evaluate whether pupils are developing secure mathematical understanding and whether the attainment gap is narrowing from the confirmed baseline.

Inclusion, adaptive teaching and intervention

We recognise that some disadvantaged pupils have additional needs or experience more than one barrier to learning. Our new 3-year strategy therefore prioritises high-quality teaching, appropriate adaptations and timely support based on pupils' individual starting points.

Over the strategy period, we will strengthen adaptive teaching and the graduated response, ensuring that pupils can access an ambitious curriculum. Learning support assistants will be deployed to provide purposeful classroom support and structured interventions that promote independence.

Interventions will have identified starting points, intended outcomes and review dates. Their impact will be evaluated through pupil progress meetings so that support can be adapted when pupils are not making the progress expected.

Attendance, behaviour, wellbeing and belonging

We have also considered wider factors that can affect disadvantaged pupils' engagement and access to learning.

IDSR daily attendance data for the first five half terms of 2025/26 shows attendance for pupils eligible for free school meals was **90.0%**, compared with **92.3%** nationally for the same group. For the autumn term of 2025/26, **35.1%** of pupils eligible for free school meals at any point in the previous six years were persistently absent, compared with **25.3%** nationally.

These measures cover different periods and use different definitions of eligibility. They highlight the importance of continuing to identify attendance concerns early and working with families to understand and address individual barriers.

Our new 3-year strategy aims to improve disadvantaged pupils' attendance year on year, narrow the gap with their peers and reduce persistent absence towards national expectations. We will use current school records and regular reviews to monitor the impact of individual attendance plans and family support.

The IDSR also identifies the need to keep behaviour and suspensions under review. In 2024/25, 5.32% of pupils eligible for free school meals within the previous six years received at least one suspension, compared with 2.50% nationally. This difference was not identified as statistically significant. School records will be used to evaluate the 2025/26 position and identify any patterns requiring further support.

Our strategy includes relational practice, consistent routines, emotional-regulation support and individual behaviour plans. We will review repeated incidents alongside pupil voice and pastoral information to evaluate pupils' safety, confidence, relationships and sense of belonging.

Since September 2025, Woodloes has hosted Juniper, a specialist resource provision for Key Stage 2 pupils with social, emotional and mental health (SEMH) needs. Some pupils accessing the provision have experienced significant barriers to attending school regularly and require individualised support with emotional regulation, behaviour and engagement. Their attendance and any suspensions are included in the whole-school data and can therefore affect the overall picture, particularly where a small number of pupils experience repeated difficulties. Leaders analyse this information at both whole-school and individual pupil level to understand the context, identify patterns and review the impact of support. We recognise that each pupil's circumstances are different and work with families and relevant professionals to address barriers, promote belonging and maintain safe access to education.

Family engagement, resources and enrichment

Our strategy recognises that some families may benefit from practical support to help children access learning and wider opportunities. Over the three-year period, we will monitor disadvantaged pupils' access to reading and digital resources, enrichment activities, clubs and visits, and address barriers where these are identified.

We will continue to work with families through meetings, curriculum information, workshops and targeted support. Participation information, family feedback and pupil voice will help us evaluate whether this provision is improving access, engagement and independence.

Overall evaluation and next steps

Based on the provisional key stage 2 information, the performance of disadvantaged pupils **did not meet our expectations overall** in 2025/26, particularly in reading and mathematics. The

findings have informed the priorities identified in our new three-year pupil premium strategy and its alignment with the school improvement plan.

The strategy will run from **2026/27 to 2028/29**. Its intended outcomes will be reviewed annually, with a full evaluation at the end of the strategy period in **summer 2029**. As the strategy is at its starting point, we will establish confirmed baselines before judging whether we are on course to achieve its intended outcomes.

Over the three years, our priorities will be to:

- Strengthen foundational literacy, reading fluency, vocabulary, oracy and comprehension.
- Improve mathematical fluency, conceptual understanding, reasoning and problem-solving.
- Build on the relative strength in writing while developing spelling, transcription, composition and independence.
- Embed adaptive teaching and evaluate the impact of targeted interventions.
- Improve attendance and reduce persistent absence through early support and work with families.
- Support behaviour, emotional regulation, wellbeing and belonging.
- Ensure equitable access to resources, enrichment and family support.

Leaders will review progress through assessment information, pupil progress meetings, intervention reviews, attendance and behaviour monitoring, pupils' work and pupil voice. This will enable us to identify where support is having a positive impact and make changes where pupils are not making the progress expected. The strategy statement will be updated each year to reflect the outcomes of this review.

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
Accelerated Reader	Renaissance
Phonics	Supersonic Phonics
Foundation Subject delivery and assessments	Cornerstones Maestro
Spanish	Language Angels
P.E.	P.E Complete
Writing	Literacy Tree
Maths	White Rose

Maths	Origin Maths Hub
Maths	NCETM Mastering Number

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

This Pupil Premium Strategy is aligned with the Woodloes Primary School Improvement Plan 2026–2027. The same baseline assessments, pupil-progress meetings, learning walks, pupil work reviews, pupil voice and end-of-year evaluation processes will be used to evaluate the impact of provision for disadvantaged pupils. Particular attention will be given to the SIP commitment to narrow disadvantaged and SEND gaps, strengthen foundational literacy and mathematics, embed adaptive teaching, and improve attendance, behaviour and belonging. Spending decisions will be reviewed for impact and value for money and adapted where evidence shows limited progress.