

Pupil premium strategy statement



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
School name	Woore Primary and Nursery School
Number of pupils in school	10
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	11 th December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr R Swindells
Pupil premium lead	Mrs M Ward
Governor lead	Mr Peter Goringe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£15,150.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity we have outlined in this statement is also intended to support the needs of other pupils in school, regardless of whether they are disadvantaged or not.

High-quality teaching is a key aim, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to identified challenges and individual needs. The approaches we have adopted complement each other to help pupils make the best progress they can. Pupil progress will be monitored regularly, and early interventions will be put in place where the needs are identified. We will endeavor to raise the expectations and outcomes of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and national data show that attainment in maths is an area for further development for both disadvantaged and non-disadvantaged pupils.
2	Internal assessments, national data and classroom observations show that attainment in writing is an area of development for both disadvantaged and non-disadvantaged pupils.
3	Monitoring and observations have shown that many children, including disadvantaged children would benefit from improving their oracy skills to improve verbal interactions and have an increased understanding of their learning.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many 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
Improved maths attainment for disadvantaged/non-disadvantaged pupils in KS1 and KS2.	Disadvantaged and non-disadvantaged pupils in KS1 and KS2 make good progress from their starting points at the beginning of the year.
Improved writing attainment for disadvantaged pupils across the school.	Disadvantaged and non-disadvantaged pupils across the school make good progress from their starting points at the beginning of the year.
To develop and improve oracy skills across the curriculum to enable pupils to take part in rich conversations related to their learning.	Pupils develop strategies to have rich conversations which leads to a greater understanding of the curriculum and improves outcomes.
To achieve and sustain improved social and emotional well-being for all pupils in our school, particularly our disadvantaged pupils.	Improvements in social interactions and emotional well-being of the pupils. Seen through: <ul style="list-style-type: none"> • Positive play and interactions with other children-evidence noted through pupil observations • Improved self-esteem • Children are happy and eager to learn
To provide curriculum enrichment opportunities across the curriculum	Disadvantaged and non-disadvantaged pupils make good progress within a broad curriculum. Curriculum content is enhanced through wider learning opportunities, subsequently, pupils know more and remember more. Attendance of disadvantaged pupils in extra-curricular clubs is high. Disadvantaged pupils develop positive social and emotional skills.

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: **£3,600.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and Maths Leader receive CPD from the Shaw Maths Hub: Maths Mastery, Leadership conferences, Mastering Number training.</p> <p>This includes the release of staff to undertake the training.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF-Guide to PP)</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. (EEF Early Maths report)</p> <p>EEF-Effective professional development guide https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1727944886</p> <p>EEF Early Maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>NCETM Early Years https://www.ncetm.org.uk/in-the-classroom/early-years/</p>	1
<p>English Leader and relevant teachers attend Key Stage specific cpd relating to the Writing Framework through the English Hub and DFE webinars and training courses.</p>	<p>English hubs offer a range of support and continuing professional development (CPD) to primary schools to improve the teaching of early reading, with a particular focus on systematic synthetic phonics, early language and reading for pleasure, writing framework. https://www.gov.uk/government/publications/access-support-from-school-hubs/subject-hubs</p> <p>English Hub-Writing Framework https://www.laceygreenenglishhub.co.uk/page/writing-framework/162535</p> <p>DFE-Writing Framework Webinars https://www.gov.uk/government/publications/dfc-update-3-september-2025/dfc-update-academies-3-september-2025</p>	2
<p>The English leader develops crucial knowledge documents for writing across the school.</p> <p>The English leader shares Crucial knowledge</p>	<p>The Ofsted Toolkit refers to:</p> <p><i>'Establishing strong foundations in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success.'</i></p> <p><i>'Teachers teach the subject curriculum effectively, focussing on the most important knowledge or concepts.'</i></p> <p>https://assets.publishing.service.gov.uk/media/690b26c69456634d9795fde0/Schools_inspection_toolkit.pdf</p>	2

documents with teachers and teaching assistants and provides support and training in their use.		
<p>Senior teacher- to research the Voice 21 strategies more widely and develop a whole school strategy for oracy across the school.</p> <p>Senior Teacher to deliver oracy training using the Voice 21 strategies.</p>	<p>In Voice 21 schools, you will hear students solving problems collaboratively in maths and dissecting arguments in history, talking through conflicts in the playground and leading assemblies. Like reading, writing and maths, children can learn oracy skills and they are vital to every aspect of school, work and creating healthy relationships with other people. https://voice21.org/</p> <p>Through a high quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively. https://voice21.org/what-is-oracy/</p> <p>https://voice21.org/wp-content/uploads/2022/09/The-Oracy-Framework-2021-1-1.pdf</p> <p>Oracy Cambridge</p> <p>https://oracycambridge.org/</p>	3
<p>SENCO to provide refresher 'Emotion Coaching' training for previously trained staff and also for new members of staff.</p> <p>'Future in Mind Training' attended by the SENCO and disseminated to staff in school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Future in Mind</p> <p>https://assets.publishing.service.gov.uk/media/5a80b26bed915d74e33fbe3c/Childrens_Mental_Health.pdf</p> <p>https://www.england.nhs.uk/blog/martin-mcshane-14/</p>	4
SENCO and Headteacher attend training through the PINS programme. Disseminate to colleagues in school. PINS project -Year 2.	<p>The PINS Programme will support a shift away from the need for diagnosis and more intensive levels of support for individual pupils to focus instead on:</p> <ul style="list-style-type: none"> • strengthening knowledge and skills • improving environments to better meet the needs of all children, but with a particular focus on neurodivergence 	4

	<p>This will demonstrate how a supportive learning environment and well-equipped school can improve positive outcomes for neurodivergent children, helping them achieve and thrive.</p> <p>PINS Programme</p> <p>https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme</p>	
<p>Staff training to support children with social and emotional needs, including those with autism and adhd</p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf</p>	4

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

Budgeted cost: £6, 150.00

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Implement structured programmes to improve the quality of social and emotional (SEL) learning. SEL approaches such as Attuned Play, Lego Therapy, Art Therapy, Nurture/ Behaviour Groups are embedded into routines.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p>	4

<p>Adult support to use the sensory room.</p>	<p>EEF Special Educational Needs in Mainstream Schools Guidance https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef_special_educational_needs_in_mainstream_schools_guidance_report_2025-04-10-110432_klxp.pdf</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Targeted Interventions for disadvantaged pupils and their peers who are at risk of falling behind.</p> <ul style="list-style-type: none"> • Reading • Emotional support 	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing target based support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 3
<p>Providing Musical Peripatetic lessons for individual pupils</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>EEF Arts Participation- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2

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

Budgeted cost: £5, 400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance the curriculum through educational visits, residential visits and visiting professionals.	https://www.gov.uk/government/publications/pupil-premium/pupil-premium EEF Guide to Pupil Premium https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	4, 5
Provide PSHE well-being/ enrichment days	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4
Funded access to extra curricular clubs	EEF Guide to Pupil Premium https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	1, 2, 3, 4

Total budgeted cost: £15, 150.00

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 to 2025 academic year.

Continued professional development for teachers and teaching assistants in the Little Wandle Letters and Sounds Programme through collaboration with the English Hub has had a very positive impact on pupil outcomes for 2024-25 with a 100% pass rate of the Phonics screening check in Y1.

To support the delivery of the Little Wandle Letters and Sounds programme, the books and resources purchased have been essential to deliver the programme effectively. As a result, pupils have benefitted.

Continued engagement with the Maths Hub has provided high quality professional development for teachers which has had a positive impact on pupil outcomes.

ELSA support groups have supported pupils well where they has been an identified emotional need. This has enabled pupils to be more settled in lessons and therefore have a more positive impact on their learning. The roll out of Emotion Coaching and professional development from the 'Future in Mind' programme has had improved staff understanding of neurodiversity and the challenges that pupils from disadvantaged backgrounds face. This knowledge has improved the support and provision provided to these pupils.

Targeted interventions have made a huge difference to many pupils in reading, maths, spelling, handwriting and phonics. The Talk Boost speech and language interventions have improved confidence and understanding of language for our very youngest pupils.

Supporting pupils to attend educational visits (including residential visits) and enhancing the curriculum by inviting in visiting professionals and having enrichment days has allowed the curriculum to be fully inclusive to all and enable them to have hands-on and practical experiences.

After school clubs have continued to be available free of charge to disadvantaged pupils. This has supported the development of pupils' interests whilst also supporting families to access work opportunities.

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- No new programmes bought in	