



Pupil Premium Strategy Statement



This statement details our school's use of pupil 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

Details	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	11.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	May 2025
Date on which it will be reviewed	May 2026
Statement authorised by	John Ross
Pupil Premium Lead	John Ross
Governor / Trustee Lead	Gareth Morland

Funding Overview

Details	Amount
Pupil premium funding allocation this academic year	£ 94,364
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 94,364

Statement of Intent

All children should have the opportunity to thrive in school and achieve their potential in line with our school mission, Aim High and Make a Difference. Some children are disadvantaged and additional care and support in school is necessary to enable this to happen.

We recognise that a number of pupils within the school, some of whom are not eligible for pupil premium funding, may at any point during their time at Great Wood be vulnerable and require additional support and intervention to thrive and meet their potential. The school considers all challenges faced by pupils such as those who have a social worker, family support work, additional external support, are young carers or recently bereaved.

We use the EEF's tiered approach which focuses on high quality teaching, targeted academic support and wider strategies.

1. High quality teaching Spending on developing high quality teaching includes investment in professional development, training and support for teachers new to the profession. Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient to of a successful school and should rightly be a top priority for pupil premium spending.
2. Targeted academic support 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.
3. Wider strategies Wider strategies relate to the most significant non-academic challenges to success in school, which may also negatively impact upon academic attainment, including:
 - ❖ attendance and levels of persistent absence
 - ❖ behaviour incidences and exclusions
 - ❖ social and emotional support, including mental health, and safeguarding concerns

Many approaches within the tiered approach will overlap categories, and the balance between categories will vary from year to year as our priorities change.

Before writing this plan, we also reviewed the EEF's:

Putting Evidence to Work: A School's Guide to Implementation

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

The EEF Guide to the Pupil Premium – Autumn 2021

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

Making the Best Use of Teaching Assistants' Guidance Report

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

Teacher Feedback to Improve Pupil Learning' Guidance Report

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

Working with Parents to Support Children's Learning' Guidance Report

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents>

Special Educational Needs in Mainstream Schools' Guidance Report

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=special%20ed

Improving Literacy in Key Stage 1 and Key Stage 2 Guidance Reports

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

Improving Social and Emotional Learning in Primary Schools' Guidance Report

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>

Improving Mathematics in the Early Years and Key Stage 1 and Key Stage 2 Guidance Reports

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>

Challenges

1	Lower levels of parental engagement, learning support at home and fewer and less wide ranging 'life experiences'
2	The impact of negative experiences outside school, resulting in for example children being less able to focus and attend on learning or self-regulated when things go wrong
3	A small number of are persistent absentees or have been in the past.
4	SEN are an additional challenge for more PP children than non PP children.

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
To continue to ensure that pupils with PP funding are making at least expected progress across the curriculum. To ensure all pupils with PP funding, including those with SEND, make expected or better progress from their starting points	Data from pupil progress meetings and end of year assessments indicate that the proportion of PP children achieving or exceeding age-related expectations at least matches that achieved by non-PP children. End of KS2 progress scores for PP children at least matches progress scores for non PP children
To continue to ensure that the number of persistent absentees remains low.	Children are attending school regularly and able to access high quality teaching and interventions
To ensure the well-being needs of pupils are met, particularly during or following challenging experiences outside school, so they are ready for learning	Children's well-being needs are met and supported

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £9,364

Activity	Evidence that supports this approach	Challenge(s) addressed
CPD planning time for quality first teaching in foundation subjects.	See EEF Toolkit : High Quality Teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1,2,4

CPD in SEND precision teach, pupil passports	'Special Educational Needs in Mainstream Schools' Guidance Report Ensure all pupils have access to high quality teaching and where appropriate individualised learning pupil passports.	4
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Targeted Academic Support (for example, tutoring, 1:1 support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge(s) addressed
❖ Well-com language intervention in Reception ❖ Phonics intervention and English intervention in Years 1 & 2 ❖ 1:1 Precision teaching in Years 3 & 4 ❖ Targeted support in Years 5 & 6 Pupils identified and progress monitored at regular pupil progress meetings with a focus on PP children.		1,2,3,4

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge(s) addressed
• Training and funding for our Learning Mentors and support to ensure early help needs are identified and timely support with external agencies. The Learning Mentors provide support for social and emotional difficulties, the opportunity to unpick more complex issues and sign-posting for parents to Family Support when addressing barriers to learning involves parents. • Close monitoring of attendance and timely intervention. • Subsidies to increase participation in enrichment activities including educational visits, residential visits and after school clubs. • Resources to support a focus on social and emotional literacy with whole school approaches: resilience and mindfulness • Close partnership working with Early Mental Health Practitioners (based in school one afternoon a week). • Additional TA time under management of learning mentor for interventions.	EEF Guidance about wider strategies focusing on : SEL, Well being and Mental Health https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4

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 23-24 academic year.

The Learning Mentor and Wider Strategies were impactful and necessary in 23-24, the Seasons for Growth work and Development of Emotional Resilience in particular. Feedback from parents is excellent. We were also able to ensure we could provide access to enrichment activities to ALL pupils.

The most recent quantitative measures of end of KS2 outcomes are:

	Pupil Number	Reading Test		Writing TA		Maths Test		GPS Test		Science TA Expected standard
		Expected+ (100-120)	Higher standard (110-120)	Expected+ Greater depth		Expected+ (100-120)	Higher standard (110-120)	Expected+ (100-120)	Higher standard (110-120)	
FSM6 2023/24	8	62.5	25.0	62.5	12.5	62.5	25.0	62.5	37.5	75.0
Not FSM6 2023/24	50	88.0	24.0	90.0	18.0	80.0	32.0	88.0	26.0	98.0
GAP	42	25.5	-1.0	27.5	5.5	17.5	7.0	25.5	-11.5	23.0
FSM6 2022/23	12	75.0	33.3	75.0	16.7	83.3	8.3	58.3	16.7	91.7
Not FSM6 2022/23	49	83.7	26.5	81.6	20.4	83.7	38.8	71.4	20.4	89.8
GAP	37	8.7	-6.8	6.6	3.7	0.3	30.4	13.1	3.7	-1.9
FSM6 2021/22	10	80.0	20.0	80.0	0.0	80.0	30.0	60.0	30.0	80.0
Not FSM6 2021/22	51	86.3	39.2	86.3	23.5	90.2	35.3	88.2	39.2	90.2
GAP	41	6.3	19.2	6.3	23.5	10.2	5.3	28.2	9.2	10.2
FSM6 2018/19	9	55.6	44.4	77.8	11.1	88.9	22.2	77.8	11.1	77.8
Not FSM6 2018/19	46	84.8	34.8	93.5	34.8	89.1	39.1	84.8	32.6	93.5
GAP	37	29.2	-9.7	15.7	23.7	0.2	16.9	7.0	21.5	15.7
Lancs FSM6 % 2023/24		60.5	16.5	55.6	6.3	56.6	10.3	57.1	16.8	66.1
Lancs Not FSM6 % 2023/24		79.7	30.2	78.2	16.5	79.0	27.0	78.6	33.9	86.7
GAP		19.2	13.7	22.6	10.2	22.4	16.7	21.5	17.1	20.6
England FSM6 % 2023/24		62.6	18.1	58.8	6.4	59.3	13.0	59.2	20.0	69.5
England Not FSM6 % 2023/24		79.1	32.8	77.1	15.5	78.7	28.3	77.6	36.8	85.9
GAP		16.5	14.7	18.2	9.1	19.4	15.3	18.4	16.8	16.5

School attendance data for disadvantaged children is in the top decile. (updated May 25)

Graph alternative: table of attendance by pupil groups from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025 , compared to the same period in the previous academic year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	96.6%	96.5%
Pupils with FSM	95.8%	94.4%
Pupils with no FSM	96.6%	96.7%
Pupils with SEN	95.8%	94.2%
Pupils with no SEN	96.7%	96.9%

Further information

We have an NHS mental health worker in school one afternoon a week and prioritised disadvantaged and vulnerable children for this support. This programme enables access to CBT for parents which can positively impact vulnerable children.