Woodland Primary Academy
Pupil Premium Strategy Statement 2026–27

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
School name	Woodland Primary Academy
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	44% (January 2026 census)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2026/27
Date this statement was published	November 2026 (2025/26 end-of-year update)
Date on which it will be reviewed	November 2026
Statement authorised by	Chris Howarth, Headteacher
Pupil premium lead	Chris Howarth, Headteacher
Governor / Trustee lead	Phil Orth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,319 (actual; budget £94,930)
Recovery premium funding allocation this academic year	N/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (original plan)
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	£111,319 actual income / £111,319 indicative revised allocations

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium funding strategy is to accelerate progress for disadvantaged pupils so that they achieve as well as non-disadvantaged pupils nationally.

- We seek to ensure that teaching and learning opportunities meet the needs of all pupils.
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will ensure all pupils with additional needs receive the highest quality of personalised provision, which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Resource limitations mean that not all children qualifying for pupil premium funding will be in receipt of an intervention at all times.
- Tools such as the Education and Endowment Foundation's 'Teaching and Learning Toolkit' will be used to ascertain effective strategies for the spending of pupil premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Physical, social and emotional development – Our annual SDQ, pastoral records, observations and discussions with families identify emotional and social barriers for some pupils, including those experiencing adverse childhood experiences and limited enrichment. The Rainbow Room, relational practice and targeted pastoral interventions support wellbeing and readiness to learn.
2	Language and vocabulary development – Some disadvantaged pupils enter school with gaps in oral language, speech and communication. High-quality adult interactions in Reception, systematic vocabulary teaching and timely speech and language support remain priorities.
3	Gaps in phonics – In 2025/26, 80% of disadvantaged pupils passed the Year 1 screening check compared with 100% of non-disadvantaged pupils. Regular phonics assessment and well-matched extra practice remain necessary.
4	Gaps in English – Consistent foundational skills, handwriting, reading fluency and writing composition require attention across the school. Assessment and responsive teaching help identify pupils needing additional support.
5	Gaps in KS2 English and mathematics – In 2025/26, disadvantaged attainment in reading (46%) and writing (38%) remained below non-disadvantaged attainment (55% in each). Targeted teaching must account for pupils' starting points, SEND and the complexity of small cohorts.

Challenge number	Detail of challenge
7	Staying safe and understanding of healthy lifestyles including financial acumen
8	Limited experience of life outside the community impacting on cultural capital
9	Attendance – In 2025/26, disadvantaged attendance was 90.2%, compared with 93.3% for non-disadvantaged pupils. Persistent absence was 26.3% compared with 20.2%. Family relationships, early help and consistent casework remain essential.

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
In EYFS, to maintain the attainment level for pupil premium pupils achieving a Good Level of Development (GLD), with a focus on 'Communication and Language', 'Personal, Social and Emotional Development' and 'Literacy'.	Attainment is in line with national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with national non-pupil premium pupils.
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard greater depth in reading, writing and mathematics.	Attainment gap closed with national non-pupil premium pupils.
To close the attendance gap for pupil premium pupils.	Narrow the school disadvantaged/non-disadvantaged attendance gap (2025/26 baseline: 3.1 percentage points) and persistent absence gap (baseline: 6.1 percentage points), with evidence of improved attendance for identified pupils.
To develop emotionally resilient and mentally healthy pupils with a focus on those that are pupil premium.	Improvements in individual SDQ and pastoral review outcomes, alongside increased engagement and readiness to learn.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Annual SDQ, pastoral case reviews and pupil voice evidence improved wellbeing; participation records show equitable access to Forest School, Flight Path 50 Wonders and wider enrichment.

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)

Revised indicative allocation: £46,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised assessments and gap analysis, alongside teacher assessment and regular pupil progress meetings, to identify next steps and evaluate responses.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2, 3, 4, 5
Professional development for high-quality adaptive teaching, explicit instruction, checking understanding, feedback, reading fluency, handwriting and foundational mathematics. Funded staff release where required.	EEF identifies good evidence for improving teaching quality through CPD. Education Endowment Foundation | EEF	1, 2, 3, 4, 5
Professional development for ECT, Trainee Teacher and mentors. ECT, Trainee Teacher and Mentor time.	Supporting the recruitment and retention of teaching staff to ensure they have the necessary skills and knowledge to complete their role.	1, 2, 3, 4, 5, 6, 7, 8, 9
Supporting staff to achieve professional qualifications	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as NPQH	1, 2, 3, 4, 5, 6, 7, 8, 9
Professional development for all subject leaders. Funded teacher release time to attend CPD or complete subject leadership activities.	EEF identifies good evidence for improving teaching quality through CPD. Education Endowment Foundation | EEF	1, 2, 3, 4, 5
Professional development for Pastoral Team including Drawing and Talking / Lessons in Loss.	EEF identifies good evidence for improving teaching quality through CPD.	1, 2, 3, 4, 5
Use of 1:1 iPads and digital learning, including Showbie, to support modelling, access, feedback and independent practice across the curriculum.	EEF indicates moderate impact for digital technology (+4 months). The purchased software provides opportunities for children to continue learning at home and to provide further opportunities for parents/carers to become involved in children's learning.	1, 2, 3, 4, 5, 6, 7, 8, 9

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

Revised indicative allocation: £23,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support through carefully planned teaching assistant support, small-group tuition and structured interventions. Use Insight baseline and exit measures to evaluate each pupil's learning gains.	Teaching assistant deployment and interventions for example by supporting high-quality provision within the classroom or delivering structured interventions	1, 2, 5, 6, 7, 8, 9
Targeted pastoral interventions: 1:1 therapy sessions, groups sessions. Drawing and Talking, Sand Play, Lego Therapy and Lessons in Loss	EEF indicates moderate impact for small group tuition (+4 months).	2, 3, 4, 5, 6

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

Revised indicative allocation: £40,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Professionals Speech and Language Therapist 1/2 day per week Ladywood Outreach: Training & Intervention package Educational Psychology Service	EEF indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early years (+6 months). Pupils provided with immediate access to Speech and Language Therapy and specialist SEN provision/services.	1, 2, 3, 4, 5, 9
Pastoral team and attendance support: weekly review of pupils below 94% attendance, early family contact, targeted support for persistent absence and relational behaviour strategies (Ready, Respectful, Safe). Access to the Rainbow Room, appropriate external	School has higher rate of absence than national. EEF indicates moderate impact for behaviour interventions (+3 months). EEF indicates moderate impact for social and emotional interventions (+4 months).	9 1, 3, 4, 5, 6 1, 3, 4, 5, 6 1, 3, 4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
services and pastoral key-worker support.		
Curriculum enrichment: educational visits, workshops, Forest School, Flight Path 50 Wonders and outdoor learning to broaden life experiences and cultural capital, with access monitored for disadvantaged pupils.	Many children have narrow life experiences and curriculum enrichment provides wider opportunities to contextualise learning, increase pupil engagement and develop cultural capital.	1, 2, 3, 4, 5, 6, 7, 8
Digital learning: 1:1 iPads, Showbie and other programmes to enable adaptive learning, feedback, practice and home–school engagement.	EEF indicates moderate impact for digital technology (+4 months). The purchased software provides opportunities for children to continue learning at home and to provide further opportunities for parents/carers to become involved in children's learning.	1, 2, 3, 4, 5,
Free breakfast for disadvantaged children	Children require healthy breakfast to begin the school day effectively. EEF	1, 2, 3, 4, 5, 7, 9
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

The spending figures above show how the school planned to use its pupil premium funding. Final expenditure is monitored through the school's financial reporting arrangements.

Total revised indicative allocation: £111,319

Part B: Review of outcomes in the 2025 to 2026 academic year

Early Years Foundation Stage Profile — 2026 outcomes

Measure	Disadvantaged	Other pupils	School gap	National disadvantaged	National other pupils
Good level of development	75%	64%	+11 pp	55%	76%
Communication and language	100%	73%	+27 pp	69%	84%
Personal, social and emotional development	75%	82%	-7 pp	74%	87%
Physical development	100%	82%	+18 pp	75%	88%
Literacy	75%	64%	+11 pp	57%	78%
Mathematics	75%	64%	+11 pp	65%	83%

Measure	2024 Disadvantaged / other pupils (gap)	2025 Disadvantaged / other pupils (gap)	2026 Disadvantaged / other pupils (gap)	Gap trend
Good level of development	75% / 61% (+14 pp)	40% / 65% (-25 pp)	75% / 64% (+11 pp)	GREEN
Communication and language	100% / 89% (+11 pp)	60% / 70% (-10 pp)	100% / 73% (+27 pp)	GREEN
Personal, social and emotional development	100% / 94% (+6 pp)	80% / 75% (+5 pp)	75% / 82% (-7 pp)	RED
Physical development	100% / 89% (+11 pp)	100% / 75% (+25 pp)	100% / 82% (+18 pp)	GREEN
Literacy	75% / 61% (+14 pp)	40% / 65% (-25 pp)	75% / 64% (+11 pp)	GREEN
Mathematics	75% / 67% (+8 pp)	40% / 70% (-30 pp)	75% / 64% (+11 pp)	GREEN

The tables show how disadvantaged pupils performed compared with other pupils over three years. Green means the gap has narrowed or disadvantaged pupils remain ahead; amber means there has been no change; red means the gap has widened. Ratings compare 2025 with 2026.

Reception assessment cohort: 15 children, including 4 disadvantaged and 11 non-disadvantaged pupils. One disadvantaged pupil represents 25 percentage points, so subgroup comparisons require caution.

Year 1 phonics screening — 2026 outcomes

Measure	Disadvantaged	Other pupils	School gap	National disadvantaged	National other pupils
Met expected phonics threshold	80%	100%	-20 pp	68%	86%

Measure	2024 Disadvantaged / other pupils (gap)	2025 Disadvantaged / other pupils (gap)	2026 Disadvantaged / other pupils (gap)	Gap trend
Year 1 phonics expected threshold	57% / 40% (+17 pp)	91% / 93% (-2 pp)	80% / 100% (-20 pp)	RED

Year 1 phonics cohort: 17 children; disadvantaged n=5 and non-disadvantaged n=12. Overall 94% (16/17) met the threshold. End-of-KS1 phonics recheck combined measure: disadvantaged 92% (n=13), non-disadvantaged 93% (n=15), a gap of −1 pp. National end-of-KS1 subgroup comparisons are not provided as usable 2026 figures in the pack.

Key Stage 2 — expected standard, 2026 outcomes

Measure	Disadvantaged	Other pupils	School gap	National disadvantaged	National other pupils
Reading expected+	46%	55%	-9 pp	63%	81%
Writing expected+	38%	55%	-17 pp	60%	79%
Mathematics expected+	54%	55%	-1 pp	61%	81%
Reading, writing and maths combined	31%	36%	-5 pp	48%	70%

Measure	Disadvantaged	Other pupils	School gap	National disadvantaged	National other pupils

Measure	2024 Disadvantaged / other pupils (gap)	2025 Disadvantaged / other pupils (gap)	2026 Disadvantaged / other pupils (gap)	Gap trend
Reading expected+	82% / 71% (+11 pp)	31% / 82% (-51 pp)	46% / 55% (-9 pp)	GREEN
Writing expected+	82% / 71% (+11 pp)	38% / 65% (-27 pp)	38% / 55% (-17 pp)	GREEN
Mathematics expected+	82% / 71% (+11 pp)	38% / 71% (-33 pp)	54% / 55% (-1 pp)	GREEN
RWM combined expected+	64% / 57% (+7 pp)	31% / 47% (-16 pp)	31% / 36% (-5 pp)	GREEN

Key Stage 2 — higher standard / greater depth, 2026 outcomes

Measure	Disadvantaged	Other pupils	School gap	National disadvantaged	National other pupils
Reading higher	15%	9%	+6 pp	19%	37%
Writing greater depth	8%	18%	-10 pp	7%	16%
Mathematics higher	8%	18%	-10 pp	15%	33%
RWM combined higher	8%	9%	-1 pp	4%	11%

Measure	2024 Disadvantaged / other pupils (gap)	2025 Disadvantaged / other pupils (gap)	2026 Disadvantaged / other pupils (gap)	Gap trend
Reading higher	27% / 29% (-2 pp)	23% / 29% (-6 pp)	15% / 9% (+6 pp)	GREEN
Writing greater depth	0% / 14% (-14 pp)	8% / 12% (-4 pp)	8% / 18% (-10 pp)	RED
Mathematics higher	0% / 29% (-29 pp)	0% / 6% (-6 pp)	8% / 18% (-10 pp)	RED
RWM combined higher	0% / 7% (-7 pp)	0% / 6% (-6 pp)	8% / 9% (-1 pp)	GREEN

Key Stage 2 assessment cohort: 24 pupils, including 13 disadvantaged and 11 non-disadvantaged pupils. Combined reading, writing and mathematics attainment was 33% overall. Small subgroup sizes and pupils' additional needs are important when interpreting outcomes.

Evaluation:

EYFS GLD and foundational development: Disadvantaged pupils achieved 75% GLD versus 64% non-disadvantaged within school; disadvantaged outcomes exceeded the national disadvantaged rate (55%) but fell marginally below the national non-disadvantaged rate (76%). Communication and language was 100% for the disadvantaged subgroup; PSED was 75%; literacy and mathematics each 75%. Given n=4, continue using individual assessments and starting points alongside percentages.

Phonics and early reading: 80% of disadvantaged pupils met the Year 1 phonics threshold compared with 100% of non-disadvantaged pupils (a 20 percentage-point gap); across all pupils, 94% met the threshold. Targeted phonics teaching, regular assessment, early language development and timely intervention remain priorities.

KS2 attainment and higher standards: In-school gaps for disadvantaged pupils were 9 percentage points in reading, 17 in writing, 1 in mathematics and 5 in combined reading, writing and mathematics. The Year 6 cohort included a high proportion of pupils with additional needs, and these outcomes need interpreting alongside pupils' starting points and SEND provision. Reading fluency, writing, mathematical foundations and adaptive teaching remain priorities.

Attendance and persistent absence (2025/26): Attendance for disadvantaged pupils was 90.2% (9.8% absence) against 93.3% (6.7% absence) for non-disadvantaged pupils. Persistent absence was 26.3% and 20.2% respectively. Weekly case reviews, early contact with families, supportive relationships and targeted work with pupils below 94% attendance are intended to reduce these differences. The school has also engaged with RISE to strengthen attendance systems; impact will be evaluated over time.

Pupil group (2025/26)	Attendance	Overall absence	Persistently absent
Disadvantaged	90.2%	9.8%	26.3%
Non-disadvantaged	93.3%	6.7%	20.2%
Gap (disadvantaged minus non-disadvantaged)	−3.1 pp	+3.1 pp	+6.1 pp

Measure	2024 Disadvantaged / other pupils (gap)	2025 Disadvantaged / other pupils (gap)	2026 Disadvantaged / other pupils (gap)	Gap trend

Pupil group (2025/26)	Attendance	Overall absence	Persistently absent	
Attendance	89.0% / 92.4% (-3.4 pp)	90.8% / 94.0% (-3.2 pp)	90.2% / 93.3% (-3.1 pp)	GREEN
Overall absence	11.0% / 7.6% (+3.4 pp)	9.2% / 6.0% (+3.2 pp)	9.8% / 6.7% (+3.1 pp)	GREEN

Attendance trends are shown for the last three school years. Earlier persistent absence comparisons are not included because equivalent figures were not available.

Wellbeing, pastoral provision and enrichment: The school continues to use the annual Strengths and Difficulties Questionnaire (SDQ), alongside staff knowledge and family discussions, to identify pupils who may benefit from pastoral support. The Rainbow Room, targeted interventions including Drawing and Talking and Lego Therapy, Forest School, curriculum visits and the Flight Path 50 Wonders broaden access and promote belonging. The school's relational approach, built around Ready, Respectful and Safe, aims to help vulnerable pupils feel secure and ready to learn. Evidence of individual impact should be drawn from SDQ comparisons, participation records and pupil case studies; no quantified overall impact is claimed here.

Further information (optional)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Furthering Musical Talent – pupils are receiving weekly music lessons in violin or brass These pupils have been bought an instrument and are invited to music events external to the school	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF indicates moderate impact for participation in the Arts (+3 months).	1, 2, 4, 5, 8, 9
Forest Schools - Each class will participate in an organised Forest Schools alongside other outdoor learning activities. Member of staff is being trained to lead Forest School.	Forest Research indicates that Forest Schools can increase confidence, social skills, communication, motivation, physical skills, knowledge and understanding and well-being.	1, 2, 3, 4, 5, 6, 7, 8, 9
Westhoughton Assist will provide emergency food parcels for the school to distribute to those families in need. Food is often donated from supermarkets and distributed to families at the end of the school day.	Support physical and mental well-being of the disadvantaged in the local community.	6, 7, 9
Christians Against Poverty – Life skills workshops. Support families with managing debt, cooking on a budget etc	Support physical and mental well-being of the disadvantaged in the local community.	6, 7, 9
Bolton Play and Youth Service provides a few after school club for all pupils 1 evening per week for 2 hours. This includes an evening meal and a range of activities.	EEF indicates moderate impact for extending the school day (+3 months).	1, 2, 7, 8, 9