

Pupil premium strategy statement- Woodham Burn 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	49% 108 PP 1 PLAC 5 Service
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 31 st 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mark Dipple
Pupil premium lead	Jayne Johnson
Governor / Trustee lead	Sam Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,000 £1,750 Service Funding £2,630.00 LAC Funding £163,620 Pupil Premium EYPP £570 per child = 11 children - £6,270
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£168,000.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

At Woodham Burn Community Primary School and Nursery, our belief that every child deserves the opportunity to fulfil their potential sits at the heart of everything we do. Regardless of background, all pupils should feel valued, supported and inspired to succeed.

Over half of our pupils live within the top 10% of the most deprived areas nationally, and many face significant barriers to learning. As a school, we play a vital role in supporting not only our pupils but the wider community. The key challenges we continue to address include lower-than-average attendance and increased persistent absenteeism, gaps in foundational skills—particularly in reading, writing and mathematics—low emotional resilience, as well as limited access to cultural experiences and aspirations for the future.

Our Pupil Premium strategy aims to remove these barriers through delivering high quality teaching, providing targeted, evidence-based intervention and enriching pupil's cultural capital and exposing them to experiences that inspire them. We want all our pupils to leave us as well-rounded citizens who can go on to achieve their potentials and contribute positively to their communities.

We are committed to strengthening pupils' resilience, independence and wellbeing so that they are prepared to learn and flourish beyond their time at Woodham Burn.

All spending decisions are informed by robust data analysis and evidence informed research to ensure the greatest possible impact for our disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	<u>Lower Attainment</u> Across the school, Pupil Premium (PP) children sometimes obtain lower outcomes than their peers. When they enter EYFS, they have lower starting points and historically have gaps in communication and language. This trend continues through to phonics where PP children score below their peers. At the end of KS2, PP children's combined scores are also lower than their peers. Reading and maths at the end of KS2 both show achievement gaps.
2	<u>Attendance and Parent Engagement</u> Attendance continues to be a significant barrier to our PP children and a key priority for the school. Disadvantaged pupils consistently show lower attendance rates and higher PA rates compared to non-disadvantaged peers nationally. Parents generally do not see the benefit of school and we work hard to get parents into school to show the difference they can make.
3	<u>Cultural Capital</u> Personal development and cultural capital are significantly limited for many of our disadvantaged pupils due to the high levels of deprivation they experience. Our recent 2025 deprivation analysis revealed that we serve an exceptionally deprived community with the majority of our pupils living in the top 10%-20% most deprived areas nationally. The levels of income deprivation, health deprivation and overall IMD are significantly above national averages too. Observations, audits and pupil voice clearly demonstrate that PP children face substantial gaps in background knowledge, life experiences and exposure to enriching opportunities compared to their non-disadvantaged peers.
4	<u>High-quality teaching and interventions</u> High-quality teaching and targeted intervention remain essential at Woodham Burn, particularly given the complex needs and starting points of many of our disadvantaged pupils. Our school currently has a significantly higher percentage of children with EHCPs. The national average is 5.3% and we are over 12%. To prevent gaps from widening, our priority is to strengthen adaptive teaching so that learning is precisely matched to pupils' needs, enabling teachers to respond swiftly to misconceptions and provide appropriate levels of support and challenge.
5	<u>Mental health and low-emotional resilience</u> A significant number of our most vulnerable pupils display difficulties with emotional regulation, self-esteem, anxiety, social skills and resilience. With 62% of pupils living in the most deprived health decile nationally, demand for SEMH support is high. Low emotional resilience reduces engagement, increases behavioural challenges, and limits academic progress.

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
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<p><u>To improve academic attainment across school.</u></p> <p>Academic attainment for PP children improves and the gap between PP and non-PP decreases from previous year.</p>	<p>In Reception 54% of pupil premium children (7/15) to achieve GLD, this is above the national of 51.5%</p> <p>In Y1 72% of Pupil Premium children to pass the phonics screening 5% above the national average for disadvantaged pupils.</p> <p>In Y4 71% of PP to achieve full marks on the multiplication test with an average score of above 19.8 (this is above the national of 19.3 for PP)</p> <p>In Y6 the children in receipt of pupil premium will raise from 50% to 55% continuing the four years upward trend and above the national disadvantaged figure of 47%. This will narrow the in school gap to 10% 12% lower than the national gap.</p>
<p><u>Attendance and Parental Engagement</u></p> <p>Overall attendance and punctuality to improve.</p> <p>Parents and carers, especially those of PP children, to actively engage with wider school life.</p> <p>To improve the early identification of EYPP pupils so disadvantaged pupils receive timely support.</p>	<p>Whole school attendance has improved to at least 94.5% and is in line with the national average.</p> <p>The percentage of PP persistent absentees to drop from 30% to at least 25%</p> <p>Evidence shows improved punctuality for targeted PP pupils with fewer late marks.</p> <p>Parental engagement at parents' evenings to improve from 50% of PP parents in Autumn to at least 75% in the Spring / Summer term.</p> <p>Parental engagement at key school events to improve with over 75% of PP children's parents and carers attending key events across the year, Attendance logs to show a term-on-term improvement</p> <p>Facebook engagement increases term by term with an increase of at least 20% from the start of the academic year to the end.</p> <p>EYPP identification increases by 10–20% from Autumn term.</p>
<p><u>Cultural Capital and Personal Development.</u></p> <p>To widen the cultural capital of disadvantaged pupils so they can access the curriculum with confidence and develop aspirations for the future.</p>	<p>100% of PP children will attend at least two curriculum-linked enrichment activities across the year for free.</p> <p>The school to increase their wider offer of SSMC workshops and assemblies with 100% participation from pupils in receipt of pupil premium.</p> <p>The attendance of PP children joining after school clubs is monitored and logged.</p> <p>Pupil voice surveys will show a 20% increase in PP pupils expressing clear awareness of future careers and pathways compared to baseline.</p>
<p><u>High-quality teaching and interventions</u></p>	<p>Evidence from lesson observations, book looks and staff discussions show adaptive teaching strategies are in place and have had a positive impact on pupils' progress. PP children to make 3 points progress from their starting points.</p> <p>Reading and transcription interventions to have been successful. PP children's reading fluency rates will have increased from their starting points in addition to their comprehension scores.</p> <p>In Phonics, PP children progress onto the next Phase and achieve 80%+ on half termly assessments. Assessment tracker is successfully used to identify target children for specific timely intervention.</p> <p>Targeted PP children in Y6 make incremental progress on their base line SAT assessments across the year. Triple tracker effectively used to target gaps.</p>

	<p>NELI language programme used to successfully identify children who need intervention and PP children's standard scores have increased by at least 10 points.</p>
<u>Mental health and low-emotional resilience</u>	<p>The number of significant behaviour incidents logged on CPOMS for PP children has reduced by 10%.</p> <p>Internal behaviour tracking sheets show a reduction of number of PP children by 20%</p> <p>Pupil voice collected before and after Forest School interventions shows an increase score in PP children's self-confidence.</p> <p>Pupil voice of PP children who attended Drawing and Talking therapy interventions show that they feel they have higher self-esteem.</p> <p>The number of PP children who have accessed support from external services such as the EWEL team and the Emotional Resilience team has increased.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes in Y6 and Y2 to improve feedback.	<p>Smaller classes allow teachers to address engagement and provide greater feedback.</p> <p>Feedback – EEF +6 months.</p> <p>Feedback EEF</p>	1,4, 5

<p>Support staff are deployed to classes where the need is the greatest to provide small group work.</p>	<p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided.</p> <p>Small group tuition – EEF +4 months</p> <p><u>Small group tuition EEF</u></p>	<p>1,4,5</p>
<p>Little Wandle Phonics training and resources are used to deliver phonics throughout the school.</p>	<p>Phonics has a positive impact with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>Phonics -EEF +5 months. Updated Oct 2025</p> <p><u>Phonics EEF</u></p>	<p>1,4,5</p>
<p>Quality First Teaching – Training and resources to further implement the LET Teaching Compass and build a more consistent approach across school.</p>	<p>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.</p> <p><u>Individualised instruction EEF</u></p>	<p>1,4,5</p>
<p>Additional staff recruited to support the needs of pupils and to deliver quality first teaching and interventions.</p> <p><i>3 teaching assistants hired Sept 2025</i></p>	<p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Low attaining pupils particularly benefit from small group tuition.</p> <p>EEF +4 months</p> <p><u>Teaching Assistant Interventions EEF</u></p>	<p>1, 4,5</p>
<p>Professional development for staff to improve their pedagogy and in turn pupil outcomes.</p> <p><i>Four Staff completing NPQ qualifications.</i></p>	<p>Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, EEF Education Policy Institute (EPI) found that high-quality CPD has a noticeable positive effect on pupil attainment</p>	<p>1,4,5</p>

<p>Two completing adapting teaching courses.</p> <p>One completing forest school qualification.</p> <p>One completing Drawing and talking therapy.</p>	<p>Teacher Development: The Landscape in 2025 - National Survey</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics and Reading interventions - Keep up interventions, Rapid Catch Up and repeated practice delivered daily in addition	<p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Low attaining pupils particularly benefit from small group tuition.</p> <p>EEF +4 months</p> <p>Small group tuition EEF</p> <p>Oral language interventions can be an effective approach for disadvantaged pupils.</p> <p>EEF +6 months</p> <p>Oral language interventions EEF</p>	1,4,5
KS2 reading and transcription interventions to be introduced to address gaps.	<p>The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. EEF +7 months</p> <p>Reading comprehension strategies EEF</p>	1,4,5

<i>SAT Boosters delivered from the Autumn term to address gaps and raise attainment</i>	<p>Lower attaining pupils particularly benefit from small group tuition due to the greater level of interaction and feedback provided.</p> <p>Small group tuition – EEF +4 months</p> <p>Small group tuition EEF</p>	1,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO, Pastoral Manager and Attendance Champion to use parental engagement strategies including intervention and clear communication approaches to improve the attendance of PA children and those at risk of becoming PA.</p> <p>Rewards such as a weekly class attendance trophy and a raffle ticket initiative to reduce the number of pupils arriving late to school have also been introduced.</p> <p>Weekly attendance shared with class teachers and PA intervention tracker introduced.</p>	<p>Studies show that using a range of strategies to improve parental engagement can have a positive impact on improving attendance. Adopting clear communication approaches alongside developing relationships with families to remove barriers to attendance can lead to improved attendance.</p> <p>Rapid Evidence Review – EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact - +4 months</p> <p>Parental engagement EEF</p>	1,2
<p>Extended the offer for extra-curricular experiences and after school clubs to address cultural capital gap.</p> <p>All clubs will be free of charge.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>EEF + 2months</p> <p>Physical activity EEF</p> <p>According to a large-scale UK study, disadvantaged children who attended after-school clubs were more likely to achieve higher KS2 attainment and show better</p>	1,2,3,5,

	<p>social-emotional development than their peers who did not attend.</p> <p><i>Tanner, E., Chanfreau, J., Callanan, M., Laing, K., Paylor, J., Skipp, A., & Todd, L. (2016). Can out of school activities close the education gap? Nuffield Foundation.</i></p>	
Planned calendar events across the year – police, fire, RNLI, Northern Power Grid, NSPCC, Network Rail, Kindness workshop -to promote personal development, safety and a sense of belonging.	<p>Bringing in trusted external partners delivers curriculum-linked enrichment, safety and aspiration-raising encounters that our disadvantaged pupils would otherwise miss. Evidence shows that these are linked to better attainment and social-emotional outcomes for disadvantaged children (<i>Nuffield Foundation</i>).</p> <p>Ofsted similarly highlights that “trips and external visitors … enrich the curriculum,” supporting engagement and wider learning.</p> <p>Finally, Social and Emotional Learning (SEL) approaches — which these external experiences often support — have been shown to improve wellbeing and engagement, with positive knock-on effects for learning.</p>	1,2,3,5
Free breakfast club Encourage PP children to access breakfast club.	<p>Where children can be encouraged to get into school early to attend breakfast club, there is increased productivity in what they are producing in class as well as positive behaviour for learning. Children are also at school on time and do not miss valuable learning time.</p> <p>EEF – Magic Breakfast Club Findings. (educationendowmentfoundation.org.uk)</p>	1,2,5
Pastoral Manager to identify specific vulnerable PP children to work with for behaviour interventions.	<p>Reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning. This is based on several meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and learning toolkit: Behaviour interventions - +3 months. (educationendowmentfoundation.org.uk)</p>	1,4,5
Planned parental engagement activities throughout the year to improve parents perception of school, break down barriers and build relationships.	<p>Parental engagement has a positive impact on average of 4 months progress.</p> <p>EEF Teaching and learning toolkit. (educationendowmentfoundation.org.uk)</p>	1,2

Forest School Interventions introduced for targeted vulnerable children to address SEMH needs.	<p>Evidence from the The Breeze Project found outdoor education improved psychological wellbeing and personal development.</p> <p>Young children from disadvantaged backgrounds show increased well-being and academic development due to Forest School interventions. – Evidence source: McCree, Cutting & Sherwin (Forest School Wellbeing & Academic Development Study).</p>	1,2,5
<i>Drawing and Talking Therapy – Structured intervention for specific pupils.</i>	<p>Results from a study revealed that Children and teachers perceived art therapy to be helpful for engagement with classroom learning, relationships with teachers and peers, and learning time. The study highlighted perceived positive changes and no negative changes in children's SEMH difficulties.</p> <p><i>Drawing and Talking Therapy — qualitative evaluation (Corcoran, 2019)</i></p> <p><u>Behaviour interventions EEF</u></p>	1,2,5
To use funding to negate the impact of parental deployment	Provide bespoke services in line with individual needs	2

Total budgeted cost: £ 168,000

Part B: Review of the previous academic year

As an RI school, we recognise that we have significant barriers to overcome and therefore made the decision to complete a one-year plan. This will allow us to measure and showcase the impact of the strategy and the rapid progress made.

Outcomes for disadvantaged pupils

At Woodham Burn, our core ambition is for all vulnerable pupils to thrive, succeed and make strong progress socially, emotionally and academically. We work within a context of significant challenge, characterised by high levels of deprivation, persistent absenteeism and the complex needs associated with our demographic. Alongside this, we have a substantial proportion of pupils with SEND and behaviour needs, which places additional demand on our provision and pastoral support.

Although we set ambitious success criteria last year and did not fully meet all targets, the systems and strategies introduced made a demonstrable positive impact on outcomes, attendance and pupil wellbeing. These foundations now inform and strengthen our next steps.

Intended Outcome	Success Criteria	Review of outcomes
Academic Outcomes Pupils eligible for Pupil Premium across school make rapid progress in all areas to meet national expectations.	The percentage of PP children reaching GLD is in line with PP children nationally. The percentage of PP children passing PSC in Y1 is in line with the national average.	59% of PP children achieved GLD compared to non-PP children 67%, National average for non-PP children is 72% National PP = 52% therefore we are 7% above. From last year we have made significant progress moving from 33% to 59% of PP achieving GLD. 83% of our Y1 pupils passed the PSC which was 3% above national average. The percentage of PP children who passed was 60% which is 7% lower than the national average for PP and 24% lower than the national average for non-PP children. This cohort has quite challenging SEND needs and additional support had been put in place to address this. This support will continue into the next academic year to close the gap. 58% of Y6 pupils achieved combined compared to 62% national average. 50% of PP children achieved combined which was 3% above PP national average but 19% below compared to non-PP national average. This gap is below the national average gap for PP

	<p>The percentage of PP at KS2 reaching the combined standard to be in line with national average</p>	<p>vs non-PP. Writing was a particular strength (67% of PP compared to 72% non-PP) however maths and reading continue to be a priority for next year.</p>	
<p><u>Mental Health and emotional resilience</u></p> <p>Pupils who require additional SEM support are accessing extra provision in school</p>	<p>Targeted PP children have access to Nurture to support with their mental health and emotional resilience.</p> <p>Targeted PP children are actively engaged in social and emotional wellbeing groups and pupil voice shows they feel valued and more resilient.</p> <p>External quality assurances reflect that PP children feel safe and supported in school.</p>	<p>PP were identified along with other vulnerable children to access Nurture provision. BOXALL profiles show progress was made by the majority who attended.</p> <p>Groups took place until Spring however due to significant staffing changes, not all groups were done consistently.</p> <p>Trust pupil survey showed of pupil feel safe and supported in school.</p>	
<p><u>Personal Development and Cultural Capital</u></p> <p>Pupils to be exposed to a wider range of cultural opportunities to enhance their personal development.</p>	<p>PP children to experience an annual off-site educational trip to enhance their learning and add to their cultural capital.</p> <p>PP children to participate in planned school events that specifically promote the development of SMSC.</p> <p>All PP children to have had the opportunity to attend school clubs.</p>	<p>Each class had a dedicated trip to engage their learning. From Durham Cathedral to Raby Castle, the school have extended their offer and enhanced cultural capital</p> <p>The school increased the SMSC offer and arranged further whole school events including a visit to Glow Church for Christmas, visits, assemblies and workshops with significant services such as Police, Fire, Environmental figures and also held musical performances from Durham Brass and also a whole school Pantomime.</p> <p>We increased our after-school club provision from 6 clubs last year to 24 clubs. This significant increase had a positive impact on the number of PP children attending. Over 85% PP children attended a club last year. Additional tracking to be put in place next year</p>	

	<p>School surveys reveal PP children feel that these experiences are enjoyed and positively benefit their personal development.</p>	<p>to identify which PP children have not yet accessed a club.</p> <p>Pupil voice reflected that PP children in particular highlighted wider school experiences and trips in addition to after school clubs as being one of the things they enjoyed most about the year.</p>	
<p><u>Attendance</u></p> <p>To reduce the number of PP children who are persistent absentees.</p> <p>Improve attendance across the whole school.</p>	<p>Percentage of PP children who are classed as persistent absentees has significantly reduced from last year.</p> <p>Overall school attendance has improved and is now in line with the national average.</p> <p>The gap between the attendance of our most disadvantaged pupils and non-disadvantaged pupils has reduced.</p>	<p>80% of PA children were PP this academic year.</p> <p>Attendance was 92.5% which was below national average. Disaggregated data showed 96.4% when PA children were removed.</p> <p>This target has not been met this year. Non disadvantaged pupils on average had attendance of 95.3% compared to disadvantaged pupils who had 90%. Disadvantaged boys had 89.3% and disadvantaged girls had 90.6%.</p>	
<p><u>Low aspirations and career knowledge</u></p>	<p>PP children in selected KS2 year groups will have visited a HE/FE establishment.</p> <p>PP children will have been exposed to professionals from different careers.</p> <p>Pupils know about different careers and the different pathways you can take to get there.</p>	<p>This did not happen this academic year however FE establishments came into school to deliver workshops and discussed the different career pathways to their roles.</p> <p>We have had a range of professionals into school from authors, police, fire and scientists where they have explained to children their careers.</p> <p>We took part in the Mini Scrubs project with Y1, Y2 and Y3 and looked at the different careers available within the NHS and what training pathways you could take.</p>	

	<p>Surveys reveal that PP children have a positive attitude to further education and career opportunities ahead of them.</p>	<p>Survey taken at the end of the academic year shows 84% of PP children in Y6 reporting they would like to attend college or university in the future.</p>	
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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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.