

Pupil Premium Strategy Statement

Woodcock Hill Primary School, Birmingham

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	199
Number of pupil premium eligible pupils	144
Proportion (%) of pupil premium eligible pupils	72.3%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Body
Pupil Premium Lead	Derek Higgins
Governor	Jonathan Dakin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,514
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£219,514

Part A: Pupil Premium Strategy Plan

Statement of Intent

The percentage (72.3%) of children at Woodcock Hill Primary School for whom we receive pupil premium funding is significantly higher than the national average for state funded primary schools. Our overall pupil premium strategy therefore seeks to close the gap between those who are disadvantaged in our school with those non-disadvantaged nationally.

Our strategy utilises the skills of staff to deliver key interventions to close gaps in learning and understanding and, overtime, close the gaps in attainment between our pupils and those locally, regionally and nationally.

Our underlying principle is that all pupils should attain age-related expectations, regardless of their background, by the time they leave our school at the end of key stage two. We believe this is especially the case for pupils who have been in our school since Reception Class (EYFS).

We seek to offer a rich curriculum with opportunities to explore and experience things that they would otherwise be excluded from, due to financial hardship. We believe that nutrition and well-being play an important part in children's readiness for school and learning and our strategy incorporates these principles too.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry – the majority of pupils enter Reception at below Age-Related Expectations (ARE) in all areas.
2	The percentage of disadvantaged pupils (72.3%) is much higher than the national (26.3 % - state funded primary), ward, constituency and local authority averages.
3	Rates of attendance for disadvantaged pupils (90.7%) are lower than those of non-disadvantaged pupils (95%).
4	The attainment of boys is below that of girls at the end of all key national assessment points: EYFS, Year One and KS2.
5	Increasing numbers of pupils with EAL 22.5% in 2025 rising from 16.9% in 2023
6	Increasing numbers of pupils with complex SEND needs 2% in 2025 rising from 1% in 2023; SEND support 22.5% in 2025 rising from 19.5% in 2023.

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
The attainment gap between disadvantaged pupils at our school and non-disadvantaged pupils nationally will close.	Disadvantaged EYFS pupils will achieve GLD in line with the national average in each of the years of this plan from a starting point in 2025 of 46.2%
	Disadvantaged Year One pupils will achieve Phonics standard in line with the national average in each of the years of this plan from a starting point in 2025 of 52.6%
	Disadvantaged KS2 pupils will achieve end of key stage outcomes in reading, writing and maths (combined) in line with the national average in each of the years of this plan from a starting point in 2025 of 54.6%
	The gap in attainment in EYFS for disadvantaged and non-disadvantaged pupils nationally will close in each of the years of this plan from a starting point in 2025 of -22.1
	The gap in attainment in Year One for disadvantaged pupils will remain positive with non-disadvantaged pupils nationally in each of the years of this plan from a starting point in 2025 of -28.4
Disadvantaged pupils will achieve national levels of attainment for Reading, Writing, Maths and EGPS at the end of KS2.	The gap in attainment in KS2 for disadvantaged and non-disadvantaged pupils nationally will close in each of the years of this plan from a starting point in 2025 of -7.6
	Disadvantaged KS2 pupils will achieve end of key stage outcomes in reading, writing and maths in line with the national average in each of the years of this plan from a starting point in 2025 of: • Reading 67.9% • Writing 64.4% • Maths 67.2% • R/W/M combined 54.6%
Access to high quality learning experiences for all pupils will improve.	No child will be excluded from an educational activity because of financial hardship.
The rates of attendance for disadvantaged pupils will improve so that they are in line with national expectations of all pupils.	Attendance of disadvantaged pupils will rise so that it is in line with national averages for non-disadvantaged pupils in each of the years of this plan from a starting point in 2025 of 90.7%

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

Budgeted cost: **£400,463**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy Teaching Assistants and Higher Level Teaching Assistants to provide targeted interventions in class. TAs - £320,790 HLTAs - £ 82,102 Utilise the training received in 2024/25 by Birmingham Education Partnerships TA training programme (Maximising the Potential of Teaching Assistants - MPTA) to support staff with the deployment of their acquired skills. Targeted interventions delivered by teaching assistants who have received the appropriate training specific to each intervention being used. Deployment of TAs in each class to support pupils and ensure that they are accessing the high-quality teaching that is being delivered by teachers. Utilisation of proven intervention programmes to support pupils in reading, writing and mathematics.	The Education Endowment Foundation research states that: • <i>“Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</i> • <i>...Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact...</i> • <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</i> • <i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes...”</i> Our own data from pupil progress meetings and assessment tracking shows that delivering short, targeted interventions and pre and post tutoring from TAs has a positive impact on pupil outcomes. Our own data and assessment tracking shows that the delivery of Lightning Squad, Reciprocal reading and mathematics interventions has a positive impact on pupil outcomes. More strategic targeted interventions are required to secure better outcomes for all pupils.	1, 2, 4 and 5

Targeted Academic Support

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A tutor will be employed to deliver targeted one to one support and small group tutoring. KS2 Tutor: Year 5 and Year 6 (2 days a week for 38 weeks).	The Education Endowment Foundation research states that: • “Small group tuition has an average impact of four months’ additional progress over the course of a year. • Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs... • One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. • Providing training to the staff that deliver small group support is likely to increase impact. • Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.	1, 2, 4 and 5

Wider Strategies

Budgeted cost: **£12,015**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Musical tuition: • ukulele in Year 3 and 4. • Guitar (electives) in Year 6 £3,775	Learning a musical instrument boosts the engagement of pupils in their learning, increases participation and helps to encourage those who would otherwise disengage from other aspects of the curriculum.	2, 3, 4, 5 and 6
Breakfast Club <i>Existing administration staff source funding for this initiative from charitable organisations £0</i>	Providing a Breakfast Club encourages pupils to be in school and arrive on time. It ensures that pupils from disadvantaged families are provided with a balanced, nutritious meal at the start of the school day.	1, 2, 3, 4, 5 and 6
Milk Subsidy £5,130	Milk is provided to all KS1 pupils to ensure that they have access to a healthy drink that aids their development.	1, 2, 3, 4, 5 and 6

FSM Eligibility Online Checking <i>£860</i>	Ensuring all pupils that have an entitlement to FSM ensures that they receive the addition support for which they are entitled. It ensures that pupils from disadvantaged families are provided with a balanced, nutritious meal during the school day.	1, 2, 4, 5 and 6
Educational Visits Contingency <i>£2250</i>	It ensures that disadvantaged pupils are not excluded from curricular and extra-curricular activities which their families would otherwise not be able to afford. These additional educational activities and visitors are vital for pupils to enable them to fully access the Woodcock Curriculum Guarantee.	1, 2, 3, 4, 5 and 6

Total Budgeted Cost: £432,907

of which £219,514 is Pupil Premium funding

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Action	Intended outcome	Impact	Lessons learned and initiatives taken as a result
Deploy Teaching Assistants and Higher-Level Teaching Assistants to provide targeted interventions in class. Targeted interventions delivered by teaching assistants who have received the appropriate training specific to each intervention being used. Deployment of TAs in each class to support pupils and ensure that they are accessing the high-quality teaching being delivered by teachers.	The attainment gap between disadvantaged and nationally non-disadvantaged pupils will close.	46.2% of disadvantaged EYFS pupils achieved a GLD which was well below the previous year (62.5%), below the local authority non-disadvantaged average (70.3%). The national average for non-disadvantaged pupils is not yet published. 52.6% of disadvantaged Year One pupils achieved the expected standard in Phonics which was in line with the previous year (70%), below the local authority non-disadvantaged average (82.6%) and below the national non-disadvantaged average (84%). 95% of disadvantaged KS1 pupils achieved the expected standard in Phonics which was above the previous year (90%), above the local authority non-disadvantaged average (90.8%). and above the national non-disadvantaged average (89%). 47.8% of disadvantaged KS2 pupils achieved the expected standard for the end key stage outcomes in reading, writing and maths (combined) this was above the previous year (24%) and below the local authority non-disadvantaged average (69.5%) The national average for non-disadvantaged pupils is not yet published.	Staffing changes to and the leadership of EYFS/KS1 have been strengthened and this is beginning to show in Year Two and Reception classes. There was an improvement in outcomes in KS2 and end of KS1 (Phonics) for disadvantaged pupils. Outcomes for KS2 disadvantaged pupils were in-line with national figures but below in-school expectations. The school will increase the support given through more strategically targeted interventions and the use of external tutors. The school now tracks every pupil termly and closely monitors attainment and progress through Pupil Progress Meetings.
A tutor will be employed to deliver targeted one to one support	The attainment gap between disadvantaged boys and girls will close.	The gap in attainment in EYFS, for boys, closed slightly from -15.3 in 2024 to -13.8 in 2025 The gap in attainment in Year One, for boys, widened from -3.2 in 2024 to -28.2 in 2025 The gap in attainment in KS2, for boys, widened from -8.3 in 2024 to -14.9 in 2025	There was a very slight improvement in closing the attainment between boys and girls at the end of EYFS.

and small group tutoring. KS2 Tutor: Year 5 and Year 6 (2 days a week for 38 weeks).	Disadvantaged pupils will achieve national levels of attainment for Reading, Writing, Maths and EGPS at the end of KS2.	In 2025 56.5% of disadvantaged KS2 achieved, at least, the expected standard, at the end of key stage outcomes in reading compared to 75.1% nationally. This is an improvement on 2024 where only 24% of disadvantaged pupils achieved the standard in reading. In 2025 56.5% of disadvantaged KS2 achieved, at least, the expected standard, at the end of key stage outcomes in EGPS compared to 72.6% nationally. This is an improvement on 2024 where only 40% of disadvantaged pupils achieved the standard in EGPS. In 2025 64.4% of disadvantaged KS2 achieved, at least, the expected standard, at the end of key stage outcomes in writing compared to 72.3% nationally. This is an improvement on 2024 where only 56% of disadvantaged pupils achieved the standard in writing. In 2025 67.2% of disadvantaged KS2 achieved, at least, the expected standard, at the end of key stage outcomes in maths compared to 74.1% nationally. This is an improvement on 2024 where only 56% of disadvantaged pupils achieved the standard in maths. In 2025 47.8% of disadvantaged KS2 achieved, at least, the expected standard, at the end of key stage outcomes in RWM compared to 62.2% nationally. This is an improvement on 2024 where only 24% of disadvantaged pupils achieved the standard in RWM.	There was a widening of the attainment between boys and girls at the end of KS2. Outcomes in KS2 were hampered by several pupils who had 'severely persistent absence'. Early Help support alongside school support did not improve attendance. An Attendance Officer/Pastoral Support Manager supports families with poor attendance. The outcomes for disadvantaged pupils across all key stages has improved on 2024. However, the leadership and governors are not complacent and understand the need to close the gap further between our disadvantaged pupils and non-disadvantaged pupils nationally. A full programme of staff CPD is in place for 2025/26 to address areas for development.
Deploy Teaching Assistants and Higher Level Teaching Assistants to provide targeted interventions in class. Targeted interventions	Access to high quality learning experiences for all pupils will improve.	In-school interventions proved to be successful with improvements for children who undertook specific programmes such as Reciprocal Reading and Lightning Squad. The Reciprocal Reading programme was trialled in 2023/24 with two groups of pupils; one group of 7 Year Six pupils and one group of 7 Year Five pupils. There was an improvement in the reading ages of 71% of the Year Six pupils and 86% of the Year Five pupils.	

delivered by teaching assistants who have received the appropriate training specific to each intervention being used. Deployment of TAs in each class to support children and ensure that they are accessing the high-quality teaching being delivered by teachers.		This approach was broadened in 2024/25 as a whole class strategy and was implemented school-wide.	
Through pupil premium funding, the school subsidised: • Musical tuition: ukulele in Year 3 and 4 • Breakfast Club for all children • Milk for all KS1 children	The rates of attendance for disadvantaged pupils will improve so that they are in line with national expectations of all pupils.	In 2024/25 the attendance of disadvantaged pupils (90.7%) was broadly in line with 2023/24 (90.8%) below 94.84% for state funded primary schools (all pupils). Pupils who had undertaken ukulele lessons in Year Three and Year Four classes and then elected guitar lessons in Year Five have opted to continue into this academic year increasing the take up of music in our school and broadening the range of instruments played. There was an increased up take in Breakfast Club and mid-morning milk as the cost-of-living crisis has continued to impact families.	Our Attendance Officer was appointed October 2024. Birmingham City Council along have the procedures introduced in 2024, in line with HM Governments legislation/guidance. While the school is doing everything possible, including prosecuting parents/carers, the attendance rates remain stubbornly low. We have a food bank and a fruit bank to further support the health and nutrition of pupils and support struggling families.
Through pupil premium funding, the	To ensure disadvantaged children are not excluded due to	Throughout 2024/25 all pupils were able to participate in educational visits and visitors adding value to their educational journeys, these included visits to farms, museums, living	Continue to support families who are struggling financially.

school subsidised: • Educational visits • Educational visitors	financial pressures / hardship.	museums, historical sites, RAF Cosford, London and a tour the Houses of Parliament and Lords. Year Six took part in a Residential visit.	
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Externally Provided Programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	
N/A	