

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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                                                                                                   | Woodhouse West Primary School |
| Number of pupils in school                                                                                    | 364                           |
| Proportion (%) of pupil premium eligible pupils                                                               | 58%                           |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2025 - 2028                   |
| Date this statement was published                                                                             | September 2025                |
| Date on which it will be reviewed                                                                             | September 2026                |
| Statement authorised by                                                                                       | Anne-Marie Bailey             |
| Pupil premium lead                                                                                            | Leigh Rimmer                  |
| Governor / Trustee lead                                                                                       | Mark Jacobi                   |

### Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £325325 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £ 0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £325325 |

## Part A: Pupil premium strategy plan

### Statement of intent

*Woodhouse West is a happy school with a dedicated, hardworking staff team who work tirelessly to deliver our motto of, 'Aspiring to be awesome. Making every day build to a brighter tomorrow.'*

*We are a large, two form entry school based in the South East of Sheffield and are proud to be part of the Sheffield South East Trust of schools. We are in an area of significant deprivation and a large number of children join us with gaps in their speech and language skills. The number of children who are EAL in school has risen significantly over the last few years. We are very aware that language is a priority for our children, not just while they are with us, but for their future aspirations, and this is something that we look to address early on.*

*We have strong ethos of inclusion and look to support all of our families to the very best of our ability. We are acutely aware of the challenges that some of our families face and put things into place to be able to support them through challenging times and celebrate successes along the way.*

*During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well. For our children, we feel that the following aspects are the biggest challenges our disadvantaged pupils face: low levels of attendance; lack of understanding of the wider world; oral and written language; and emotional well-being. Our approach will be responsive to common challenges as well as the bespoke needs of our children.*

*Our expectation at Woodhouse West is that all children, regardless of background, are given the best possible opportunities and leave us as well rounded individuals, ready for the next stages of their life. In order to achieve this, we offer a curriculum which gives children real life experiences and has reading of high quality texts at its core. We ensure that all children are challenged in the work they are set and bespoke learning is available to those who need it the most. We also aim to ensure that the curriculum is rich in language and offers the children opportunities for real life experiences to broaden their knowledge and understanding of the world.*

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Attendance:</p> <p>Our overall attendance in 2024/25 was 91.9% which is well below the national target of 95% and school's own target of 96%. We are aware that this has a detrimental effect on children's learning and it remains a key focus for our school.</p>                                                                                                                                                                                                              |
| 2                | <p>Speech and Language:</p> <p>Our assessments and observations indicate that children, especially those who are disadvantaged, enter school with low levels of speech and language skills. As a result, children's attainment can be impacted by this, not only in EYFS, but as they move through school and this is something that we are keen to address.</p>                                                                                                                    |
| 3                | <p>SEMH:</p> <p>We are very aware that social and emotional issues for many of our children and families have increased. This is particularly evident for our disadvantaged children and this impacts their attainment.</p> <p>The number of children accessing support from our inclusion team is currently 25 (including Nursery) and 86% of these children are disadvantaged. We also have 12 pupils who attend 1:1 counselling with Unravel, 75% of whom are disadvantaged.</p> |
| 4                | <p>Knowledge of the World:</p> <p>Many of our children have limited knowledge and understanding of the world around them, which has a negative impact on their education as they find making links across subjects very challenging. It also means that they have limited life and first experiences which limits their ability to engage in conversations about wider issues.</p>                                                                                                  |
| 5                | <p>Safeguarding:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|  |                                                                                                                                                                                                                     |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | The vulnerability of our community is increasing in a variety of ways which means that growing numbers of children are exposed to a number of potential risks that could have an adverse impact on their education. |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Improve overall school attendance and reduce the percentage of persistent absentees.</i>                                                                               | <p><i>Reduce the percentage of persistent absenteeism to within 5% of national.</i></p> <p><i>Children have less frequent absences due to minor illnesses.</i></p> <p><i>Disadvantaged children to close the narrow gap between them and none disadvantaged.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <i>Improved oral and written language for disadvantaged pupils.</i>                                                                                                       | <p><i>Children will be increasingly articulate. Increased modelling by staff means that children throughout school will speak in clear, coherent sentences.</i></p> <p><i>Children's writing will show a greater breadth of vocabulary and levels of sophistication in word choice. Levels of grammar will improve both in written work and orally.</i></p> <p><i>Reading levels will increase and gap between disadvantaged and non will narrow.</i></p> <p><i>Oracy will be a greater focus and form the basis of all lessons.</i></p> <p><i>End of Key Stage attainment to be in line with last year for KS2 and writing standards will improve in KS1. Disadvantaged children to show significant progress from their start points.</i></p> |
| <i>To improve the well-being for all pupils in school, particularly our disadvantaged children.</i>                                                                       | <p><i>Children are able to use calming strategies to effectively manage their own emotions.</i></p> <p><i>By attending a range of extra-curricular activities, children are active and have increased levels of fitness and self-esteem.</i></p> <p><i>Qualitative data from pupil interviews, parent surveys and staff observations.</i></p> <p><i>Reduction in the number of behaviour incidents recorded on CPOMS.</i></p>                                                                                                                                                                                                                                                                                                                   |
| <i>To raise the aspirations and resilience of disadvantaged pupils by broadening their horizons and developing their understanding of other cultures and communities.</i> | <p><i>Coverage and delivery promotes opportunities to experience first hand as much of the curriculum as possible. This will include residential visits; school trips; and visitors to school.</i></p> <p><i>A high percentage of disadvantaged children in years 2, 4 and 6 attend residential visits.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                                                                                           |                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                           |                                                                                                                                                                                                                                                                     |
| <i>Children know that they are safe in school and know that they can access different types of support within school.</i> | <i>Children have a greater understanding of some of the risks they face within the community and are able to recognise when certain relationships/situations are not positive. Children know that they are in control of their life and the direction it takes.</i> |

## 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: £3000

| Activity                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Embed Trauma Informed practice across school</i> | <p><i>As a school and Trust, we have done a lot of work around ACES and understand that many of our children have experienced at least one of these during their life. For a significant number (especially those who are disadvantaged) this number is far greater.</i></p> <p><i>Through CPD, we understand the need to understand the child as an individual and issues that are specific to them. Only once they are in the correct mindset can the child begin to learn.</i></p> <p><a href="https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice">https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour%20interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour%20interventions</a></p> | 3                             |

|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
| <p><i>Embed high quality adult/child interactions in the early years and across school</i></p> <p><i>Continue to enhance classroom provision around written and spoken language. A new oracy lead is in place who will raise the profile of this in school.</i></p> | <p><i>There is strong evidence that the rate at which children develop language is sensitive to the amount of time and input they receive from adults and peers around them. The number of high quality, language rich conversations the children have throughout the day is crucial to them improving.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</a></p> <p><i>The oracy lead is based in EYFS and will work to improve children's early language skills, giving them greater chance of success in later life. Regular CPD sessions will be delivered across the year to embed strategies and raise the profile of oracy in school. Robust monitoring will support this.</i></p> | 2,4 |
| <p><i>Promote a love of reading across school which creates a culture of reading for pleasure in both pupils and staff.</i></p> <p><i>Visit to Waterstone's for all children in school to purchase a book of their choice. (£3000)</i></p>                          | <p><i>Children who develop better language and reading skills have a greater opportunities within society when they are older.</i></p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMAR_Y_national_curriculum_-_English_220714.pdf">https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMAR_Y_national_curriculum_-_English_220714.pdf</a></p> <p><i>Our English curriculum is based on strong links between high quality texts being the key stimulus for children's writing and this is having a positive impact on children's all round literacy skills. We are aware that reading may not be high profile for a lot of our families and the Waterstone's visit allows them the experience of visiting a book shop and choosing something that they are motivated to read.</i></p>                                                                                                                                                 | 2,4 |
| <p><i>Some of the funding has been held back for phases to bid for relating to issues with disadvantaged children.</i></p>                                                                                                                                          | <p><i>We are aware that the needs of our children change regularly. We feel that it is beneficial to keep some money back to support this.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2   |

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

Budgeted cost: £ Approximately £280984

| Activity                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Teaching Assistants deployed and utilised effectively across school. | <i>We have a number of T.A.s based across school who, initially, support one particular year group but there are also times where they will work across school to support in specific whole school priorities such as phonics. Our data has continued to demonstrate that children who work alongside T.A.s in either in or out of class interventions have continued to make good progress in school. Phonics data has rapidly improved over the last two years and our employment of T.A.s allows us to have smaller, more bespoke groups which has accelerated progress. Our disadvantaged pupils made 7% progress in writing; 2% in reading; and 5% in maths. 80% of the children in Y1 achieved the pass mark in phonics with 73.9% of PP children achieving this.</i>                                                 | 2, 4                          |
| Quality first teaching                                               | <p><i>We have also read supporting evidence from EEF regarding the benefits of Teaching Assistants in the classroom.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/compelling-evidence-to-make-sure-4bn-spent-annually-on-tas?utm_source=/news/compelling-evidence-to-make-sure-4bn-spent-annually-on-tas&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=impact%20of%20T.A.">https://educationendowmentfoundation.org.uk/news/compelling-evidence-to-make-sure-4bn-spent-annually-on-tas?utm_source=/news/compelling-evidence-to-make-sure-4bn-spent-annually-on-tas&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=impact%20of%20T.A.</a></p> <p><i>Teachers are all aware of who their disadvantaged pupils are and cater for these appropriately.</i></p> |                               |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <i>SENDCos salary funded by 25%</i> | <p><i>35% of our children are in the SEND register 69% of whom are also disadvantaged. By employing two SENDCos, we are able to offer greater support to all of our SEND children. We operate a Hub for children with significant SEND needs who find it extremely difficult to function in a mainstream environment, which is overseen by one of our SENDCos. Support and planning is provided for SEND children who require additional support through ordinarily available provision.</i></p> <p><i>SENDCos will be training other teachers and support staff to have greater confidence and building skills set to greater support disadvantaged children with SEND.</i></p> |  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £23,788

| <b>Activity</b>                                                                                                  | <b>Evidence that supports this approach</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Challenge number(s) addressed</b> |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <p><i>Outdoor adventure learning – Subsidised residential visits for years 2,4 and 6</i></p> <p><i>£5000</i></p> | <p><i>Always high uptake of these visits, particularly from PP children.</i></p> <p><i>Children are able to talk articulately about visits and remember previous visits well.</i></p> <p><i>The vast majority of our children (especially those with disadvantage) have not had these experiences before and knowledge increases as a result.</i></p> <p><i>The benefit of being outdoors has been a key part of Trauma Informed Strategies.</i></p> | <p><i>3,4</i></p>                    |

|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p><i>Bespoke mental health support for pupils and parents</i></p> <p><i>1:1 support from Unravel counsellors</i><br/><i>(£15,000)</i></p>              | <p><i>We have used this service for the past three years in school. Relevant children have benefited greatly from this service. The children who have accessed this are form more regulated in school and there is a level of trust between them, the counsellor and their family which has been invaluable.</i></p> <p><i>There is a lot of evidence which associates childhood social and emotional skills with improved outcomes in later life.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> | <p>3, 5</p>   |
| <p><i>Pro-active family intervention to promote regular and punctual attendance</i></p> <p><i>Attendance officer in place</i></p>                       | <p><i>Our inclusion team make regular home visits to families and there is evidence of some of these children having a large improvement in attendance.</i><br/><i>The quality of pastoral care has also had a positive impact.</i></p> <p><i>Follow the guidance from the DFE - Improving School Attendance</i></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>1</p>      |
| <p><i>Magic Breakfast - High staff ratio breakfast intervention to assist transitions into school for more vulnerable pupils</i><br/><i>(£2250)</i></p> | <p><i>Eating breakfast is proven to have a positive impact on children's learning. We ensure that all of our children who want one, receive breakfast in the morning as part of school. During the last two years, uptake has remained high and it helps to ensure that pupils, including disadvantaged, are ready for the school day.</i></p> <p><a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>1,3, 5</p> |

|                                                                                      |                                                                                                                                                                                                                                                                                                                         |            |
|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                                                                                      |                                                                                                                                                                                                                                                                                                                         |            |
| <i>58% of our Safeguarding Liaison Officer's salary is taken from PP allocation.</i> | <i>Termly inclusion data clearly shows a steep increase in levels of vulnerability through external agency interactions and support. Collegiate response to family need requires significant resources in terms of time and links to intensive internal support for children alongside additional external support.</i> |            |
| <i>Funding for FSM for PP children in FS and KS1</i>                                 | <i>Nutritional value of eating a cooked meal.</i>                                                                                                                                                                                                                                                                       | <i>1,3</i> |
| <i>Waterstone's Book<br/>£1538</i>                                                   | <i>Children visit Waterstone's to purchase a book of their choice, building a love for reading and developing cultural capital.</i>                                                                                                                                                                                     |            |

**Total budgeted cost: £ 304,772**

## Part B: Review of outcomes in the previous academic year: 2024/25

|                  | Woodhouse West | National | Pupil Premium |
|------------------|----------------|----------|---------------|
| Phonics Year 1   | 81%            | 81%      | 74%           |
| Year 6 – Reading | 69%            | 75%      | 59%           |
| Year 6 – Writing | 58%            | 72%      | 43%           |
| Year 6 - Maths   | 63%            | 73%      | 50%           |

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

***This section is about reflecting on the effectiveness of our ongoing strategies. We might adjust and change approaches based on ongoing evaluation. This is fundamental to better long term outcomes for children.***

*Due to the nature and location of our school, outcomes at the end of KS2 can be variable and this can be particularly evident in our disadvantaged children. Disadvantaged children make progress throughout the year in school and this was accelerated in some year groups. A new writing curriculum has been introduced across school, with a clear focus on transcription in EYFS and KS1 which in turn is leading to better outcomes for children. Disadvantaged pupils in Y6 also made accelerated progress in writing last year with outcomes much closer to pre-pandemic levels. All staff are aware of the barriers that our disadvantaged children face and they form key elements of discussion at pupil progress meetings.*

*Our assessments and observations continue to indicate that pupil behaviour, well-being and mental health is a priority for our school. Many of the children impacted by these are disadvantaged and we remain committed to supporting these pupils over the next three years.*

*At Woodhouse West, we aim to provide an excellent level for the children and families who form our community. Our staff are fully committed to this vision and we hold all our families in high regard. Through our Relationship Policy and other pastoral care on offer, we feel that we have good working relationships with the majority of our families and trust from the pupils in our care. We want children to be aware of how the choices that they make can impact others and guide them to be positive members of school and society.*

*First hand life experiences is something that we really value at Woodhouse West and something that we are committed to offering all of our children throughout their time with us. We have residential visits for pupils in years 2, 4 and 6 and the pupil premium supplement supports these children in being able to attend these visits and enhance their life experiences. Staff and children report increased*

*confidence and resilience in the children when they have been on these visits and this will be something that we continue to offer moving forwards.*

*We continue to understand the importance of mental health within our community. Our Relationship Policy is centred around ensuring children are respectful to themselves and others and, should they make a wrong choice, conversations are had regarding the impact of this with a view to making a better choice next time around. We have worked closely with Positive Regard and Unravel to support the mental health of some of our more vulnerable pupils. Our Inclusion team also support a number of families and children, making school more accessible for them.*

## 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              |
|----------------------------------|-----------------------|
| Little Wandle Phonics            | Little Wandle Phonics |
| Times Tables Rockstars           | Maths Circles         |
| Trauma Informed Schools Training |                       |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## Further information (optional)

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

*In planning this current Pupil Premium Spending Plan, we analysed last year's key areas and evaluated the impact of each of the specific areas. From this, we have come to the conclusion that the investment we have made in people and the settled approach to familiar staff for children is having a positive impact. This is backed up with school's data which shows that PP children, who were a key focus of our T.A. interventions, made progress in all core areas. It is now important for us to raise the attainment of these pupils to be more in line with national standards.*

*We have used the EEF's Implementation Guidance and Developing an Effective Strategy, to outline plans for the coming year with a focus on using a robust system of assessments to evaluate practice and make the necessary changes. Senior Leaders have worked with Marc Rowland to better understand national approaches to PP support and apply those effectively to our own school context. This work will continue in the coming years with a focus on training for teaching and support staff.*