

Pupil premium strategy statement



School overview

Metric	Data
School name	Woolacombe School
Pupils in school	189
Proportion of disadvantaged pupils	12.7 % 24 pupils
Pupil premium allocation this academic year	Total - £37,200
Academic year or years covered by statement	2026-2027
Publish date	/2026
Review date	September 2027
Statement authorised by	Local Schools Committee
Pupil premium lead	Gail Holmes
Governor lead	Holly Tanton

Disadvantaged pupil progress scores for last academic year end of KS2

Measure	Score
Reading	60%
Writing	60%
Maths	40%

Statement of intent

The main aim of our pupil premium strategy is to ensure that all of our disadvantaged pupils flourish and achieve the best they can. Ultimately, they live out our school values, Believe, Belong and Become. For many of our pupil premium pupils, this involves us placing high expectations on them (and their families) ensuring equal access and opportunities to quality-first teaching.

Quality-first teaching to all enables the majority of our pupil premium children to attain and make progress in-line with their peers. Our funding allocation helps to ensure that evidence-based practice is fully embedded and improved upon year on year and that our curriculum is coherently progressive and ambitious. We follow the mantra of Dylan Wiliam: "Every teacher needs to improve, not because they are not good enough, but because they can be even better." As well as ensuring that the quality of teaching is as good as it can be, our strategy also aims to provide targeted support where appropriate and break down barriers that many of our families face such as attendance, emotional resilience, positive routines, and access to extra-curricular opportunities.

Challenges

Challenge number	Detail of challenge.
1	We have a percentage of disadvantaged children that are also SEND, which can negatively affect outcomes related to age related expectations. This is an additional barrier to be able to close the attainment gap for some children.
2	Our assessments and observations have resulted in knowledge gaps leading to pupils falling behind age-related expectations across the curriculum in some year groups. Phonics, reading, writing, SPAG and Maths are core areas to focus on but also across the curriculum to ensure high quality teaching and learning is implemented for all children across the full breadth of the curriculum.
3	Internal and external (where available) assessments indicate that SEMH among many disadvantaged pupils is significantly below that of their non-disadvantaged peers.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils.

5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been, on average, lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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Quality First Teaching and targeted support priorities for current academic year

Aim	Actions	Challenge number and Target date
Disadvantaged and SEND identified early to ensure targeted intervention and specialist support implemented early to help close the attainment gap.	SENDCO to work closely with class teachers to raise quality and expectations of T&L in the classroom around universal provision and targeted provision. Curriculum development to support ordinary available inclusive provision Ongoing CPD to support every teacher being a teacher of SEND	Challenge number 1 July 2027

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To ensure high quality teaching for all children - with focus on Maths Attainment gap between disadvantaged in Multiplication Tables Check is narrowed Accelerated progress for some disadvantaged in Multiplication Check	Maths lead to ensure there is a consistent approach to teaching Maths and implementation of White Rose linked to sound pedagogical ideas to ensure all children progress. Focus on fluency and targeting times tables. Raising profile of times tables with whole school celebrations Pre teaching used for targeted support for disadvantaged children.	Challenge 1, 2 July 2027
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To ensure high quality teaching for all children - with a focus on Phonics and Reading	Literacy Lead to ensure high quality texts are used to support reading and reading for pleasure - high expectations for all children. Tiered approach to reading - 1:1, group reading and whole class reading to be used across the school to ensure high quality teaching of reading at every level through a multi-layered approach but ensuring consistency across the school and bottom 20% of readers are targeted. To continue to monitor and focus on building on the positive outcomes from early reading and phonics with Little Wandle to ensure fluency at the end of Year 1 continues to develop into Year 2. Build the stamina and fluency in Year 2 before moving onto AR. To continue to implement the fluency LW programme in Year 2 and the start of Year 3 Implement accelerated reader from Year 3-6 to ensure targeted and consistent approach to assessing children's reading age throughout KS2	Challenge number 1,2 July 2027
To ensure high quality teaching for all children - with a focus on SPAG and writing	Class teachers to continually review T&L of decision spelling. Targeted handwriting to ensure children are able to write using the correct cursive handwriting by the end of Year 6.	Challenge number 1,2 Target date: July 2027
Disadvantaged pupils' writing is in line with that of their peers.	Targeted teaching with key groups of children to raise stamina and self-editing skills and fluency of writing using daily writing. Chromebooks used to support editing skills and 'offload children' through the talk to text application	Challenge number 1,2 Target date: July 2027
To ensure the implementation of our curriculum vision to facilitate children's ability to consolidate and apply knowledge across the curriculum subjects.	Implementing our curriculum vision - At Woolacombe Primary, we empower every child on their unique journey to excellence through unique learning experiences. The implementation of the curriculum allows our children to live out our curriculum vision.	Challenge number 1,2 Target date: July 2027

Wider strategies for current academic year

Aim	Actions	Challenge number and Target date
Disadvantaged pupils attendance is in line with non disadvantaged	Close monitoring of attendance. Working with families to ensure any barrier is overcome to improve attendance. Close monitoring and engagement with our Inclusion Partner to provide support and consultation for families	Challenge number 5 Target Date July 2027
Disadvantaged pupils and families are given support to access a range of services.	Safeguarding Team to lead on early help cases. Safeguarding Team to regularly signpost families to key holiday activities, financial support etc Safeguarding Team to support families with referrals to agencies that support SEMH and other social needs within the family. Safeguarding team to work with families to support increasing attendance for disadvantaged children.	Challenge number 3,4 5 Target date - Ongoing.
Disadvantaged pupils are given the opportunity to access a range of enrichment opportunities over the course of the year.	Planned opportunities throughout the year to provide children with a range of experiences. Support given to ensure disadvantaged children access enrichment opportunities.	Challenge number 3,4 5 Target date - July 2027