



Woolmore  
Primary School

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding 2024-2025 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	Woolmore Primary school
Number of pupils in school	661
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024–2025/26
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Tracy Argent Headteacher
Pupil premium lead	Jennifer Harris Deputy Headteacher
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£478,874
Early years pupil premium funding allocation this academic year	£7,254
Recovery premium funding allocation this academic year	£11,709
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£497,837

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that All Pupils Achieve Success and we overcome any barriers our children may face because of disadvantage. We intend that all children move onto the next phase of their education as curious, collaborative, competent and confident young people.

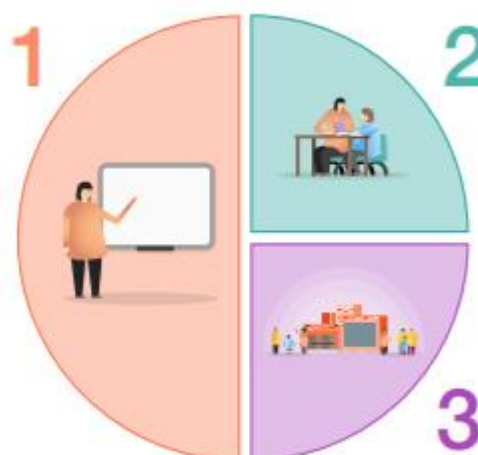
We recognise that our disadvantaged children face several barriers which impact their learning:

- Parents' low level of spoken or written English means that support with homework and models of a high standard of English at home can be limited.
- Pupils' Special Education needs: a high proportion of pupil premium pupils also have SEN which require specialist strategies to be in place for them to access learning.
- A high level of early language and communication, social and emotional skills.
- A lack of confidence which affects children's resilience in trying and sustaining new learning and new experiences.
- Issues with poor attendance and punctuality.
- Complex family situations that prevent children from flourishing and parents from sometimes giving support with learning (these include parents caring for other dependents, parents' physical or mental illness, family trauma, families' financial vulnerabilities). These impact our children's wellbeing, mental health and lead to an increase of safeguarding concerns.

Our approach is focussed on reducing the impact of these additional challenges and is integral to our wider School Improvement Plan. Our use of the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils, is one element of this.

We have always used a tiered approach to our pupil premium spending – this is in line with the updated EEF pupil premium guide (Autumn 23)

1. At the heart of our intended approach is high-quality teaching with a focus on the areas where disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school – ensuring all children make good progress from their starting points. This was identified in our most recent Ofsted report: *"This culturally rich curriculum not only benefits*



disadvantaged pupils but also ensures that none are left behind in this highly inclusive school.” This approach involves high quality professional development and coaching for our staff, working collaboratively with experts and ensuring our children have the resources needed to achieve success.

2. Targeted academic support for those who are not making good progress or who have been disproportionately impacted by the effects of the pandemic.
3. Wider strategies relating to the most significant non-academic challenges our pupils face such as attendance, social and emotional support and safeguarding.

As with all school improvement work, our approach will be responsive and evidenced in using tools such as assessments, reports, observations and conversations with staff, pupils and parents.

## Challenges

Woolmore is a 3FEcommunity school located in Poplar, Tower Hamlets. The school is flanked by 3 main roads and we sit on the side of the Blackwall Tunnel entrance. The map below shows deprivation indices. It shows the school's location as sitting amongst the highest levels of multiple deprivation in the country - income, employment, health, education, crime and environmental deprivation indicators are all very high.



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

Challenge number	Detail of challenge
1	<b>Under-developed communication and language skills</b> (spoken, written and reading): evidenced through observations, assessments, speech and language therapists. This has particularly impacted children in EYFS, KS1 and those with general speech and language delays.
2	<b>Underdeveloped reading comprehension skills</b> due to limited first-hand experiences, low cultural capital and a lack of high-quality reading materials at home. Our children have limited schema to draw upon to make connections when reading.

3	<b>Attendance and punctuality</b> data continues to be lower than pre-pandemic levels, particularly for many of our disadvantaged pupils (and disadvantaged pupils nationally). They are missing more learning than necessary.
4	<b>Well-being and mental health of some children and families continues to be impacted due to the cost-of-living crisis.</b> This has particularly impacted our disadvantaged children - we have seen an increase of counselling support needed for disadvantaged children and an increase in safeguarding concerns and referrals, specifically relating to financial poverty and housing.
5	<b>Writing attainment dipped post pandemic, and we are continuing to develop children's confidence and independence as writers</b> focussing on building children's understanding of genre, audience and purpose and the skills to read as writers. This is evidenced through our in-school data and feedback from teachers.

## 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
Improved language skills and vocabulary acquisition among disadvantaged pupils.	Assessments and observations indicate improved language and vocabulary use among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Strengthened reading comprehension skills	Diagnostic and summative assessments show increased reading comprehension skills. Children used their widened schema to make connections with what they are reading. Their understanding of the world around them has increased, enabling them to better voice their thoughts, opinions and preferences. They are explicitly taught key vocabulary and reading comprehension skills.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance from 2024/5 is at least in line with the National average of all pupils and is above their disadvantaged peers nationally over a three year period. The percentage of all pupils who are persistently absent is at least in line or below all pupils PA % and above their disadvantaged peers nationally.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils and their families	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>Qualitative data from pupil voice, parent discussions, teacher observations and visitor feedback.</li> <li>Behaviour remains good</li> <li>Children talk positively about our values and what they mean to them.</li> <li>Children can identify their own feelings with confidence and increasing vocabulary.</li> <li>Children have strategies for what to do when feelings are difficult.</li> </ul>

	<ul style="list-style-type: none"> <li>Children are beginning to talk confidently about themselves and show a growing understanding of the importance of knowing yourself, in line with this year's children's mental health week theme: 'Know yourself, Grow yourself'.</li> </ul>
Improved writing attainment our disadvantaged children.	<p>KS2 writing outcomes from 2023/4 exceeded National average for all pupils and for our disadvantaged pupils when compared to their disadvantaged peers nationally.</p> <p>Sustained improvements in writing will be demonstrated by:</p> <ul style="list-style-type: none"> <li>More children across the school working at Greater Depth in writing or at the higher standard at the end of KS2</li> </ul>

## 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: **£75,503** (E08 & E09)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessment tools; NFER termly maths papers and NFER termly reading papers</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 4, 5
<p>Embedding best practice in oracy in the classroom and vocabulary development through:</p> <ul style="list-style-type: none"> <li>Targeted reading aloud and book discussions</li> <li>Explicitly extending pupils' spoken vocabulary</li> <li>The use of structured questioning to develop reading comprehension in KS1 guided reading and KS2 whole class reading</li> <li>Designing opportunities in our curriculum for children to practise their oracy and vocabulary skills in order to be curious, collaborative, competent and confident communicators</li> <li>Consistent use of discussion guidelines in all classes from Nursery – Year 6</li> <li>The use of sentences stems to develop children's confidence and competence in speaking articulately.</li> </ul> <p>Funding of ongoing teacher training, including support from the Tower Hamlets Oracy Hub</p>	<p>There is a strong evidence base that suggests oracy interventions, including high-quality classroom discussion are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 5



and curriculum design release time for curriculum leads; including our oracy lead and subject leads to plot oracy and vocabulary across our curriculum. Connected curriculum linked texts to support children's reading comprehension across our curriculum		
<p>Purchase of Primary Advantage maths planning and development subscription, and NCETM Mastering Number training.</p> <p>Maths manipulatives purchase to support concrete-pictorial-abstract approach.</p> <p>Teacher release time for professional development and to embed key elements of guidance in school and to access PA and Maths Hub training, subject leader development and resources.</p> <p>Times Tables Rockstar (TTR) subscription to support multiplication fluency both in school and at home.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics in the Teaching of Mathematics (NCETM) drawing on evidence-based approaches</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642113/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/improving-mathematics-in-key-stages-2-and-3">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/Improving Mathematics in Key Stages 2 and 3</a></p>	5
<p>High quality texts for daily story time/class read aloud sessions across the school and for KS2 daily whole class reading sessions.</p> <p>Training and monitoring to ensure teachers are effectively assessing children's reading skills and then providing adapted teaching and learning of reading as feedback highlights.</p> <p>Support from Tower Hamlets Education Partnership Primary Curriculum lead for English for professional development and planning support.</p> <p>Indicative cost: £20,000</p>	<p><a href="https://www.eef.org.uk/primary/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eef.org.uk/primary/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	2

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

**Budgeted cost: £272,334 (E27 & E19)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT interventions for small groups of children planned for by speech and language therapist</p> <p>Training for staff and assessment of pupils to see progress/next steps.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a</p>	1

<p>Inc, additional TA across EYFS/KS1 supporting SALT intervention.</p> <p>Non-contact time for teachers to 1:1 assess pupils' speech and language needs and plan for their individual/class needs as a result.</p>	<p>combination of the two show positive impacts on attainment.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Non-class based teachers/HLTAs to pick up chn 1:1 and in small groups to 'close the gap' with short, sharp intervention support for key misconceptions, tricky learning identified following daily English sessions.</p> <p>6 part time 'close the gap' teachers using 25 – 75% of their time supporting in: treehouse provision, EYFS, Key Stage1, Lower Key Stage 2 and Upper Key Stage 2 doing 'close the gap' work and reading conferencing, 1:1 reading, close the gap learning conferencing, targeting of key children in class.</p>	<p>As above</p>	5
<p>Additional TA support for 1:1 reading and reading conferencing to check and develop children's reading comprehension.</p> <p>Purchase of further high-quality texts across the school for children to read: in class and around school (linked to both our planned and responsive curriculum), matched to their current reading ability and in our library.</p>	<p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">The Power of a Rich Reading Classroom   Centre for Literacy in Primary Education (clpe.org.uk)</a></p> <p>See also EEF improving literacy in KS1 and KS2/3 documents.</p>	2
<p>Continuing to evaluate and update the quality of our Personal, Social and Health (PSHE) and HRE (Health and Relationships) learning. Reviewing our approach and use of curriculum tools such as Jigsaw. Training for key staff in regards to the updates to the statutory guidance HRE.</p> <p>Buying in workshop facilitators for key elements such as 'online safety' workshops.</p> <p>Non-contact time for PSHE leads to make adaptations to planning, support teachers. Plan and deliver training and whole school elements.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

**Wider strategies (for example, related to attendance, behaviour, wellbeing). Budgeted cost: £150,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	3

<p>This will involve release time for staff to evaluate, develop and refine our procedures and office staff/family support workers time to talk to/meet with families to follow through on identified actions.</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>School based counselling provision to support individual children with their mental health and well-being.</p> <p>Indicative costing: 2 Counsellors - £45,000</p>	<p>Many of our children's mental health and well-being have been impacted by adverse childhood experiences. If one were to analyse our Safeguarding records of concern this would be apparent.</p> <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being.</p> <p><a href="#">bacp-school-based-counselling-for-all-briefing-dec15.pdf</a></p>	4
<p>Supporting our families' well-being and mental health by:</p> <p>Our family support worker to pick up our extensive safeguarding load, including early help referrals.</p> <p>Curriculum workshops to support parents to support their children's well-being, safety and mental health (e.g. online safety) Teachers with support of family support team to plan and deliver sessions to parents.</p> <p>Indicative costing: Family support workers - £70,000</p>	<p><a href="#">Schools, safeguarding and early intervention   Iriss</a></p>	2, 4

**Total budgeted cost: £497,837**



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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- Our pupil premium progress data which was significantly above National results. This included strengthening our pupils' reading comprehension skills, children's vocabulary understanding and application and writing attainment focus for KS2 outcomes. (challenge 1,2, 5)
- Pupils' speech and language (particularly in the Early Years) continues to be significantly below age-related expectations. This continues to be evidenced in our Wellcomm speech and language assessment and toolkit. We will continue to prioritise this next academic year.
- Post-pandemic attendance continues to be a focus Nationally and for us as a school. We were in line with TH's and National averages last year ranking: 43/66 primary schools in the Borough. We recognise there is still more to be done to ensure children are in school every day. (challenge 3)
- Challenge 4: Counselling waiting lists, records of concern and safeguarding concerns remain high and are increasing as the cost-of-living crisis deepens. However, the school acts swiftly to support and refer families. The safeguarding team continue to receive training in order to build the skills necessary to be able to better support families with challenges around the cost-of-living crisis and adult mental health.
- Children are supported with understanding their own mental health and the strategies they can use to build and maintain good well-being. This has been done through our evolving PHSE curriculum and weeks focusses such as children's mental health week with this year's theme – 'Know Yourself, Grow Yourself'. We work in partnership with our parents, to build their trust around our teaching of PSHE, specifically when teaching involves more sensitive content. Parents often comment that our transparency and willingness to take the time to discuss is very reassuring.
- As this is the third year of our 3-year plan, our challenges and intended outcomes remain similar for 2024/25 with relevant adjustments to our success criteria.

**Total spend: £497,837.00**