



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding 2025-2026 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	660
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
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	Jen Harris Deputy Headteacher
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£464,740
Early years pupil premium funding allocation this academic year	Included in total
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£472,433

Part A: Pupil premium strategy plan

Statement of intent

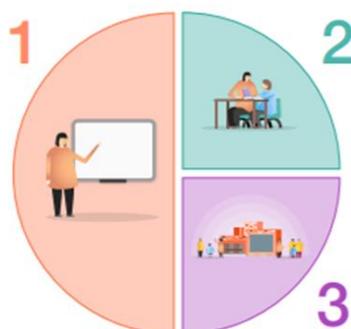
Our intention is that All Pupils Achieve Success and we overcome any barriers our children may face because of disadvantage. We intend that all children move onto the next phase of their education as curious, collaborative, competent and confident young people.

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 SEND which require specialist strategies to be in place for them to access learning.
- A low 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, children in kinship care, children who are young carers, families' financial and housing vulnerabilities). These impact our children's wellbeing, mental health and lead to an increase of safeguarding concerns.

Our strategy is built on the principle that:

High quality teaching for every child has the greatest impact on closing the attainment gap.



Targeted academic support and wider pastoral strategies are used precisely where evidence shows they add value.

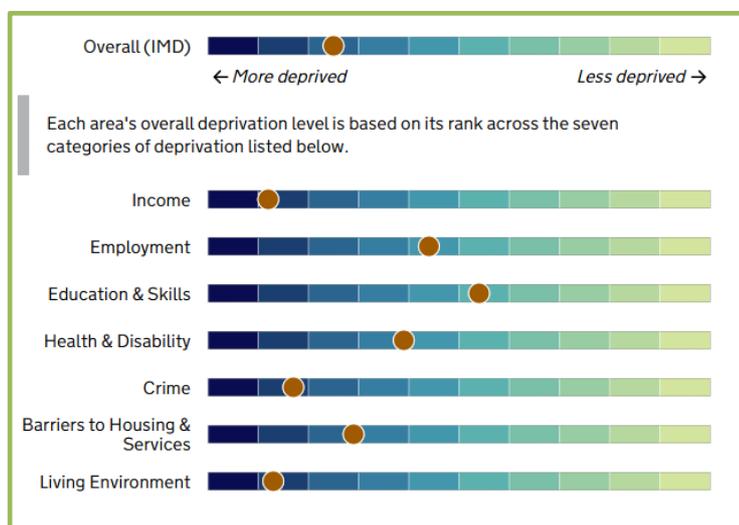
We:

- Prioritise evidence-informed practice (EEF guidance)
- Use robust assessment to identify need early
- Deploy staff strategically
- Review impact termly
- Adapt provision responsively

Pupil Premium is not treated as a bolt-on intervention programme but is integrated into whole-school improvement.

Challenges

Woolmore is a 3FE community 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	Under-developed communication and language skills (spoken, written and reading): evidenced through observations, assessments, EHCPs, speech and language therapists. This has particularly impacted children in EYFS, KS1 and those with both complex SEND and general speech and language delays.
2	Underdeveloped reading comprehension skills 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	Attendance and punctuality data continues to be lower than pre-pandemic levels, particularly for many our disadvantaged pupils (and disadvantaged pupils nationally). They are missing more learning than necessary.
4	Social, emotional and mental health needs impacting readiness to learn 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	Writing stamina and children's confidence to write independently We are focussed on improving children's competence 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 oracy skills and vocabulary acquisition among disadvantaged pupils.	Assessments and observations indicate improved oracy and vocabulary use among disadvantaged pupils. Wellcomm gaps reduced termly and an increased percentage of children attaining GLD in EYFS and expected outcomes at the end of KS1.
Strengthened reading comprehension skills and continued high attainment	Disadvantaged pupils' reading outcomes in line/above national, gap between PP none PP pupils is less than 10%. Teachers consistently teach key vocabulary and reading comprehension skills.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Attendance for 2025/26 is inline with our target attendance according to the DfE Similar schools comparison report for Autumn Term 2025, which is 93.7%. Local authority average (primary) is 94.1%. We rank 14 th of 21 similar schools for attendance. The percentage of all pupils who are persistently absent is at least in line or below their disadvantaged peers nationally.
To improve wellbeing and readiness to learn	Improved high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent discussions, teacher observations and visitor feedback. • Children talk positively about our values and what they mean to them. • Children know the importance of attendance and punctuality and can talk about their own attendance • Children can articulate how to keep themselves physically and mentally healthy, this includes their interests, strengths, next steps and challenges, and can show resilience in their learning.
Sustained writing attainment for our disadvantaged children.	KS2 writing outcomes from 2024/25 exceeded National average for all pupils and for our disadvantaged pupils when compared to their disadvantaged peers nationally. Sustained improvements in writing will be demonstrated by: <ul style="list-style-type: none"> • More children across the school working at Greater Depth in writing or at the higher standard at the end of KS2

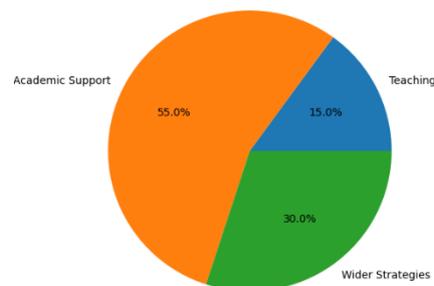
Activity in this academic year

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

Budget Breakdown

Strand	Cost
Teaching (High Quality Teaching)	£69,711
Targeted Academic Support	£255,607
Wider Strategies	£139,422
TOTAL	£464,740

Pupil Premium Spending Breakdown 2025-2026



Strategy Summary

The majority of funding is directed towards targeted academic support and high-quality teaching, supported by wider strategies to address attendance, safeguarding and well-being barriers. This allocation follows the EEF tiered model and Ofsted expectations.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£69, 711** (E08 & E09]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessment tools including NFER termly reading papers	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.	1, 2, 5
Embedding best practice in oracy in the classroom and vocabulary development through: <ul style="list-style-type: none"> Targeted reading aloud and book discussions Explicitly extending pupils' spoken vocabulary The use of structured questioning to develop reading comprehension in KS1 guided reading and KS2 whole class reading 	There is a strong evidence base that suggests oracy interventions, including high-quality classroom discussion are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 5

<ul style="list-style-type: none"> • Designing opportunities in our curriculum for children to practise and retrieve key vocabulary and develop oracy skills in order to be curious, collaborative, competent and confident communicators • Consistent use of discussion guidelines in all classes from Nursery to Year 6 • The use of sentences stems to develop children's confidence and competence in speaking articulately across the curriculum and in both structured and unstructured times across the school day. <p>Funding of ongoing teacher training, including support from the Tower Hamlets Oracy Hub. Curriculum design release time for curriculum leads; including our oracy lead and subject leads to plot oracy and vocabulary across our curriculum.</p> <p>Connected curriculum linked texts to support children's reading comprehension across our curriculum</p>		
<p>Teacher release time for professional development with the Primary English Lead from Tower Hamlets to embed key elements of English teaching in school, including oracy reading and writing.</p>		1, 2, 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>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 5

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

Budgeted cost: £255, 607 (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>Including TAs across the school supporting SALT interventions.</p> <p>Non-contact time for teachers to 1:1 assess pupils' speech and language needs in EYFS and plan for their individual/class needs as a result.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Non-class based teachers/HLTAs and highly-trained SEND TAs 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>5 part time 'close the gap' teachers and tutors using 25 – 100% of their time teaching in: Woodlands provision, EYFS, Key Stage1, Lower Key Stage 2 and Upper Key Stage 2 doing 'close the gap' work and reading conferencing, 1:1 reading and targeting of key children in the classroom.</p>	<p>Interventions can be one important aspect of a school's provision for pupils with SEND, complementing (but not replacing) high-quality teaching.</p> <p>Selecting interventions EEF</p>	<p>1,2,3,4,5</p>
<p>Additional TA and Family support worker interventions 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>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The Power of a Rich Reading Classroom Centre for Literacy in Primary Education (clpe.org.uk)</p> <p>See also EEF improving literacy in KS1 and KS2/3 documents.</p>	<p>1, 2, 3,4, 5</p>
<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' and 'anti-racism and diversity' workshops for children from Nursery to Year 6. Taking part in theme weeks linked to well-being including, Anti-Bullying week and Children's Mental Health week.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3,4, 5</p>

Embedding poetry into our curriculum and school ethos. Children have opportunities to hear poets perform and write, publish and perform their own poems.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing). Budgeted cost: £139,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working Together to Improve attendance advice.</p> <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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance toolkit for schools.pdf</p> <p>RISE attendance improvement - GOV.UK</p>	3,4
<p>School based counselling provision to support individual children with their mental health and well-being.</p> <p>Indicative costing: 1 Counsellor- £10,000</p>	<p>Many of our children's mental health and well-being have been impacted by adverse childhood experiences.</p> <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being.</p> <p>bacp-school-based-counselling-for-all-briefing-dec15.pdf</p>	3, 4
<p><i>Supporting our families' well-being and mental health by:</i></p> <p><i>Our robust Safeguarding team including, an non-class based DSL and 2 family support workers manage our extensive safeguarding needs.</i></p> <p><i>Our SENDco is non-class based and works in partnership with the Safeguarding team, including the Inclusion lead to support vulnerable families.</i></p> <p><i>Curriculum workshops to support parents to support their children's well-being, safety and mental health (e.g. online safety and reading)lead by leaders, family support team and the school nurse from Children and Young People's Health and Well-being Service</i></p> <p><i>Indicative costing: Family support workers - £100 000</i></p>	<p>Schools, safeguarding and early intervention Iriss</p>	1, 2, 3, 4
<p><i>A well-staffed, award-winning, free Breakfast Club open daily for all with opportunities for pupils to;</i></p>	<p>EEF statement: re-publication of the evaluation of school... EEF</p>	1,2,3,4 & 5

<ul style="list-style-type: none"> • <i>Have a healthy breakfast</i> • <i>Read, draw, build, problem solve, dance, play etc. with their peers</i> • <i>Get to know children from across the school</i> • <i>Take part in organised sports</i> <p><i>Interact with welcoming, friendly members of school staff</i></p>	Breakfast clubs found to boost primary pupils' reading writing... EEF	
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Total budgeted cost: £497,837

Implementation and Monitoring

When	Action	Led by
Termly	Data review and gap analysis	SLT
Termly	Pupil progress meetings	Phase Leads
Termly	Intervention impact evaluation linked to data	All teachers
Ongoing	Learning Walks and book scrutiny	SLT and subject leaders
Half-termly	Attendance and Punctuality Evaluation	Attendance Champion & Inclusion Lead (supported by AWA)
Annually	Full strategy review and governor report	PP Lead and governors

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.

Strengths

- Reading progress and outcomes for disadvantaged pupils at the end of KS2 above national
- Improved vocabulary and oracy observed across EYFS and KS1
- KS2 writing outcomes improved, now above national
- Increased numbers of KS2 Greater Depth writers
- Letter from the Secretary of Education congratulating us on excellent outcomes for disadvantaged pupils at Woolmore Primary School achieved at the end of the 2024/25 academic year and informing us that Woolmore's school performance places us among the very best nationally.

Areas still requiring focus

- Early language delays remain significant on entry
- Persistent absence remains above national
- Increased and more complex SEMH needs

How this informed 2025-2026

- Increased SALT provision
- Stronger attendance systems
- Continued counselling and family support
- Greater emphasis on quality first teaching and adaptation over additional interventions

Total spend: £464, 740