

Woodhall Primary School Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodhall Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	42.5% Of the 40 PP pupils, 18 have SEND (45%)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michelle Lake/Headteacher
Pupil premium lead	Michelle Lake/Senior Leadership Team
Governor lead	Finance Working Party/Graham Denman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51 800
Early Years Pupil premium	£1489
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Woodhall, we are ambitious for our PP and other vulnerable learners. We recognise that a significant proportion of these children have multiple vulnerabilities which can create barriers to learning. We have consistent and rigorous systems and procedures in place to ensure that our vulnerable learners are happy, safe, successful and thrive at Woodhall.

Our curriculum has been designed with PP/vulnerable learners in mind. We are acutely aware of pupils' barriers to learning and we have identified specific curriculum content - knowledge, skills and experiences – to enable pupils to overcome these barriers. We aim to broaden horizons and foster aspiration so that our pupils understand that they have the potential to be ready for the next stage of their learning journey and to achieve their goals.

Our pupil premium funding is carefully apportioned to meet the needs of learners and based upon a wide range of relevant educational research. Through investment in high-quality first teaching and targeted academic support, continuing professional development training, high-quality resources and funding of wider strategies such as extra-curricular provision, enrichment opportunities and addressing personal needs to support social, emotional and mental health, we support pupils' development and progression through the school.

We work in partnership with other agencies to ensure that the academic needs of our PPG and vulnerable pupils are met and their social, emotional and mental well-being is promoted at all times.

Our Woodhall Values – Family, Aspiration, Responsibility, Resilience, Inclusivity and Passion – underpin our approach to and ambition for our PPG and other vulnerable learners.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Socio-economic Deprivation and Multiple-Vulnerabilities A</u></p> <p>A significant proportion of Woodhall PP pupils have multiple vulnerabilities. Evidenced through our ‘Levels of Need’ data: a further XX other children in school (from Reception to Year 6) have an <i>intensive</i> level of need (multiple vulnerabilities requiring high levels of intensive support); XX have a <i>personalised</i> level of need (additional meetings with a range of professionals, environmental adaptations/specialist resources) and XX have a <i>targeted</i> need (where provision needs to be adapted) but none of these 44 children are in receipt of Pupil Premium funding. South Oxhey sits in the 20% most income-deprived neighbourhoods in England (Office of National Statistics 2021) Local issues include high levels of family trauma, domestic violence, addiction and related activity and mental health needs. For many of our PP/vulnerable children, school is a sanctuary. Provision must therefore include academic support and pastoral care for children to be ‘learning ready’. A highly-considered, bespoke approach is necessary to enable our children to thrive.</p>
2	<p><u>Socio-economic Deprivation and Multiple-Vulnerabilities B (Development of Strategies to improve Pupil’s Oracy)</u></p> <p>Many disadvantaged children – white British children and white British boys in particular – follow a path from early language delays to reading problems which lead to a progressive disengagement from learning. National KS2 data: non-EAL white disadvantaged boys are of greatest concern in reading. Cannot close socio-economic gap without addressing children’s spoken language. Weaker language skills are a cause of low attainment across the age range. Age 5 (60 months) there is on average a 16-month gap between the vocabulary of disadvantaged children and that of ‘average’ children (this is much greater in the UK than other countries) Attainment at age 7 can be explained by children’s language skills at age 5. At age 11, children who had poorer language skills at age 5 are six times LESS likely to achieve Expected Standard in English and eleven times less likely to achieve Expected Standard in maths. Language also predicts other difficulties that can lead disadvantaged children to struggle in the school system e.g. behaviour. Lower language proficiency associated with increased risk of social/emotional/behavioural difficulties. It is possible to predict early on which children are at risk of literacy difficulties and take action to develop their phonological awareness and spoken language. Our provision must take support this in addition to the development of strategies to develop and improve oracy across the age range.</p>

3	<p><u>Lower Attainment on Entry to EYFS</u></p> <p>On entry to Woodhall, the attainment of PP children is significantly lower than that of other children in the local district (Three Rivers) and the local authority (Hertfordshire) in Communication & Language, Reading, Writing and Maths (evidence: Hertfordshire Attainment on Entry). High-quality first teaching through a well-planned and delivered EYFS curriculum as well as early external agency advice where appropriate, is fundamental for these children to have the same opportunities as their peers.</p>
4	<p><u>End of Key Stage Two Attainment</u></p> <p>At the end of Key Stage assessment points – particularly Key Stage 2 - not all PP and other vulnerable pupils reach at least the Expected Standard in maths, reading and writing.</p>
5	<p><u>Increase in Number of Pupils with EAL</u></p> <p>Pupil mobility has increased significantly at the school, with a high proportion of new pupils joining from other countries and at an early level of English language acquisition. School must support these children through targeted language groups and tightly-focused class resource provision; including the use of internet-based translators.</p>
6	<p><u>Rich and Varied Cultural Capital</u></p> <p>Many PP and other vulnerable children at Woodhall do not have access to a wide variety of cultural opportunities and experiences. As a result, the aspirations of these children can be limited. School must seek to foster aspiration and broaden the horizons of PP children through (but not exclusively) high-quality curriculum provision and a well-planned programme of enrichment.</p>
7	<p><u>SEND</u></p> <p>At Woodhall 45% of PP children also have SEND with primary presenting needs being ASD, Communication, Speech & Language, and Cognition & Learning. Many of our other vulnerable children also have significant SEND. These children may need highly specific and differentiated learning and focused support in class, additional (extra curricular) nurture/emotional/mental health support, support from external agencies, intimate and/or medical care and/or the support of a 1:1 adult on a part-time or full-time basis.</p>

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
<p>1. Socio-economic Deprivation and Multiple-Vulnerabilities A</p> <p>Through high-quality first teaching, well-targeted academic/SEMH intervention, partnership with outside agencies and Woodhall’s nurturing ethos, PP children make good progress across the curriculum, meeting Expected levels at end-of-key-stage assessment points, know how to keep safe, develop resilience and a sense of agency, be emotionally literate and maintain good physical and mental health.</p>	<p>Through close tracking of every PP pupil and those with other vulnerabilities, safeguarding work, discussion with parents and knowledge of child; needs are assessed and suitable provision is in place. SEMH provision is tracked through identified target areas bespoke to each pupil (with the understanding that this might not be a consistently improving picture). Rigorous monitoring evidences good progress and reaching at least the Expected Standard for most PP children. For PP children with SEND impacting upon level of attainment, good progress can be clearly evidenced as appropriate.</p>
<p>2. Socio-economic Deprivation and Multiple-Vulnerabilities B</p> <p>Systems put in place to develop oracy improve end-of-key-stage progress and attainment data. Increase in number of children attaining EXS in RWM at the end of Key Stage 2.</p>	<p>Well established rules, responsibilities and routines so the children know what to do without adult intervention. Children have visual tools, equipment and frames to help work independently and with other children. Adults use careful questioning to facilitate questioning. Regular review of annual expectations + successful use of oracy strategies e.g. ‘talking partners’ (as on Woodhall Engine Plan) in combination with SLT classroom drop-ins, pupil/parent/staff/governor voice evidence improvements in oracy across the school. ‘My Woodhall Voice’ (pupil checklist) and supports this. Learning scrutiny begins to evidence the transfer of oracy skills into written work. Monitoring systems track individual pupils’ performance.</p>
<p>3.Lower Attainment on Entry to EYFS</p> <p>By the end of Reception, PP and other vulnerable children have made good progress across the EYFS and achieve a Good Level of Development (GLD) or, where a child has SEND that might prevent the attainment of a GLD, have met individual targets.</p>	<p>Baseline data is collected and submitted during the first half-term. Termly tracking indicates good progress for PP/other vulnerable children. Monitoring shows that our most able PP/other vulnerable learners are challenged across the curriculum to enable them to achieve at this standard. Where a child has (or is identified as potentially having) SEND, early intervention is activated by SEND Team.</p>

	Phonics, reading and vocabulary development continues to be prioritised throughout the school, underpinned by high-quality CPD and robust monitoring, evaluation and feedback processes.
<p>4. Attainment in Reading/writing/maths</p> <p>Increase in number of children attaining EXS in RWM at the end of Key Stage 2.</p>	The connection between good attendance and progress/attainment is consistently made clear to parents and monitored closely. Planning for mixed classes supports age-appropriate learning as well as flexible grouping to facilitate support and challenge on a bespoke basis. Long term planning is adapted, giving greater curriculum time for key skills to be taught and embedded – this is rigorously monitored against KPIs (Key Performance Indicators).
<p>5. Parental Engagement</p> <p>Woodhall offers a range of opportunities for parents to engage with school, knows families well and targets parents who might be hard-to-reach. Parents of PP and other vulnerable children attend such opportunities and can articulate the impact of taking part. Through this approach, parents are enabled to better support their children, which has an impact upon progress and attainment.</p>	School to capitalise upon findings from 2024/2025 in terms of what attracts parents into school to engage with learning ('Come and Learn' sessions and class assemblies) Employing these strategies will serve to (a) Address any areas of concern (b) Serve to increase attendance at events which will help parents to better support their children (c) Increase parental understanding of the curriculum and ways of teaching.
<p>6. Rich and Varied Cultural Capital</p> <p>Over the academic year, PP and other vulnerable Woodhall children have taken part in a wide variety of enrichment activities that have served to raise aspiration.</p>	Enrichment annual plan in place. Success criteria: through collecting pupil voice, it is clear that pupils can articulate 'deeper thinking' about the enrichment experience and recognise themselves; their own potential/skill/talent - a sense of agency (action/impact) which has also been evidence to help close the socio-economic gap. Ongoing subject monitoring indicates that learning is enriching, expansive and provokes profound curiosity and enquiry.
<p>7. SEND</p> <p>PP and other vulnerable children with SEND – including those whose funding does not cover need - are provided with well-targeted intervention and resources, including that recommended by outside agencies, that enables them to meet individual IEP targets as well as access the curriculum.</p>	Monitoring indicates that provision is well-targeted to meet child's individual needs. Parents are fully involved in target review. Pupil voice indicates that engagement in and enjoyment of subjects across the curriculum.

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: £ 33 408/ Budget Headings: E01/E02/E03/E19/E27

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>CPD annual plan includes the following key areas on a regular basis to support the achievement of PP/other vulnerable pupils:</p> <ul style="list-style-type: none"> • Phonics (embedding consistency using Twinkl programme) • The development of specific strategies to develop oracy • The development of resilience/perseverance/sense of agency across the school • School priorities in Maths and English/Key Performance Indicators • Assessment for Learning • Early Years priorities • Effective IEP-writing and tracking <p>CPD to be delivered by SLT, HfL advisory team, SEND professionals, other external professionals or through sharing of good/outstanding practice in school.</p>	<p>Children and Young People’s Reading Engagement: Key Findings (National Literacy Trust 2021)</p> <p>Curriculum Research Review series (various subjects) Ofsted 2021</p> <p>The Impact of COVID-19 on Learning (EEF May 2022)</p> <p>The Impact of Lockdown on Children’s Education (Blainey/Hiorns 2020)</p> <p>Early Years: Improving Outcomes for our Disadvantaged Children (Education Development Trust 2022)</p> <p>Early Language Development: Needs, provision and intervention for pre-school children from socio-economically disadvantaged backgrounds (EEF 2017)</p> <p>Phonics and reading comprehension strategies (EEF Toolkit)</p> <p>Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)</p> <p>Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)</p>	<p>1-6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11 392/ Budget Headings: EO1/E02/E03/E19/E27

Activity	Evidence that supports this approach	Challenge number(s) addressed
ROWAN (Reach Out Well-Being and Nurture) provision.	The Impact of COVID-19 on Learning (EEF 2022)	1/4/7

	<p>Metacognition and self-regulation: evidence review (EEF 2020)</p> <p>Speaking Up for the Covid Generation (ICAN 2022)</p> <p>Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)</p> <p>Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)</p>	
Bespoke intervention: small group and 1:1.	<p>The Impact of COVID-19 on Learning (EEF 2022)</p> <p>Curriculum Research Review series (various subjects) Ofsted 2021</p> <p>Metacognition and self-regulation: evidence review (EEF 2020)</p> <p>Phonics and reading comprehension strategies (EEF Toolkit)</p> <p>Speaking Up for the Covid Generation (ICAN 2022)</p> <p>Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017)</p> <p>Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)</p>	1/3/4/7
Purchase of resources to support high-quality first teaching in reading/writing/maths/develop oracy across the school	<p>Phonics and reading comprehension strategies (EEF Toolkit)</p> <p>Curriculum Research Review series (various subjects) Ofsted 2021</p> <p>The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)</p>	1/3/4/5/7

	Unlocking Talent, Fulfilling Potential - a plan for improving social mobility through education (DfE 2017) Reaching the Unseen Children: Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged Groups (Jean Gross 2022)	
Purchase of bespoke resources to support SEND pupils and enable access to learning.	Multiple Intelligences; the theory in practice: Howard Gardner (Revised 2006)	3/4/7

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

Budgeted cost: £7000/Budget Headings: E19/E27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment opportunities: workshops/visits/other experiences.	Multiple Intelligences; the theory in practice: Howard Gardner (Revised 2006) Children and Young People's Reading Engagement: Key Findings (National Literacy Trust 2021) The Impact of COVID-19 on Learning (EEF May 2022) The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020) Speaking Up for the Covid Generation (ICAN 2022)	1/2/4/5/6/7
Materials to support parental engagement opportunities	Children and Young People's Reading Engagement: Key Findings (National Literacy Trust 2021)	1/2/4/5/6
Subsidy of clubs and trips for PP/other vulnerable pupils as appropriate.	The Impact of COVID-19 on Learning (EEF May 2022) Speaking Up for the Covid Generation (ICAN 2022)	1/2/5/6

	The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)	
Subsidy of other bespoke materials for PP/other vulnerable pupils e.g. school uniform, bedding as appropriate.	Speaking Up for the Covid Generation (ICAN 2022) The Impact of Lockdown on Children's Education (Blainey/Hiorns 2020)	1/2

Total budgeted cost: £ 51 800

Additional Sources of Evidence/Rationale (used to inform statement)

Office for National Statistics (*Mapping income deprivation at a local authority level/Exploring local income deprivation*)

English Indices of Deprivation 2019 (*Index of Multiple Deprivation/Domains of Deprivation*)

www.threerivers.gov.uk (*Ward boundaries*)

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 2024 to 2025 academic year.

FOCUS AREAS:

1. PP children make good progress across the curriculum, meeting Expected levels at end-of-key-stage assessment points, know how to keep safe, develop resilience and a sense of agency, be emotionally literate and maintain good physical and mental health.

SUMMARY OF PP PROGRESS FROM PPMs

See also: summary of enrichment opportunities.

2. Increase in number of children attaining EXS in RWM at the end of Key Stage 2.

2025:

2024: 27%

3. For PP and other vulnerable children whose attendance in 23/24 was poor, data shows that there is a marked term-by-term improvement.

PP attendance 2023/2024: 89%

PP attendance 2024/2025: 93%

4. By the end of Reception, PP and other vulnerable children have made good progress across the EYFS and achieve a Good Level of Development (GLD) or, where a child has SEND that might prevent the attainment of a GLD, have met individual targets.

2025 data: 3 PP children in Reception. 2/3 achieved GLD. Child not achieving GLD has an EHCP and a place at a specialist setting – school are awaiting confirmation of start date at new school.

5. Parents of PP and other vulnerable children attend such opportunities and can articulate the impact of taking part. Through this approach, parents are enabled to better support their children, which has an impact upon progress and attainment.

Highest PP parents' attendance was at 'Come and Learn' sessions and class assemblies which will be continued in 2025.2026. School Engine Plan will include a post-assembly session for parents where they can look at children's work and be guided by staff - resources/hints/learning support.

6. Over the academic year, PP and other vulnerable Woodhall children have taken part in a wide variety of enrichment activities that have served to raise aspiration.

See summary of enrichment.

7. PP and other vulnerable children with SEND – including those whose funding does not cover need - are provided with well-targeted intervention and resources, including that recommended by outside agencies, that enables them to meet individual IEP targets as well as access the curriculum.

- *Termly IEP reviews to monitor progress against personalised SMART targets.*
- *Termly PPMs involving detailed discussions about the impact of specific interventions.*
- *EHCP annual reviews to monitor progress towards long and short term outcomes, evaluate provision and to capture pupil voice and parental views.*
- *Outside agency visits to review targets and actions and discuss the impact of e.g. Speech and Language Therapy programmes or Colnbrook Outreach targeted interventions.*
- *External Professionals working with school staff/individual children in 2024-2025 have included: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx*

IMPACT: END OF KEY STAGE ASSESSMENTS

EYFS GLD

67% of PPG pupils attained a GLD (2/3 pupils)

1 child did not achieve. Child has EHCP and a place at a specialist setting.

YEAR 1 PHONICS CHECK

100% of PPG pupils passed the phonics screening check.

YEAR 4 MULTIPLICATION CHECK 2024

In 2024, 42.8% of PPG pupils attained a score of 25/25. 88% of PPG pupils scored 20+.

2025 PP pupils scoring 25: %

2025 PP pupils scoring 20+: %

YEAR 6 SATS:

% pupils attaining at least EXS in RWM:

2023: 35%

2024: 27%

Summary of Enrichment/Pupils' Development/Attitudes/Behaviour and Safety 2024-2025
12.9.24 Years 1-6 visit to Hobbledown Heath
24.9.24 EYFS Come & Chat: Settling in
25.9.24 Cheerleading Club performance
26.9.24 EYFS 'Share a Story'
2.10.24 EYFS 'Come & Chat': Early reading
8.10.24 KS2 trip to Royal Opera House to see 'Alice in Wonderland' ballet
9.10.24 Y3/4 'Tri Golf' festival
10.10.24 School photos
11.10.24 Whole school 'Mad Hatters Tea Party'
21.10.24 Harvest assembly (Father David Scourfield)
21.10.24 Bikeability Day
22.10.24 EYFS Harvest Craft workshop
23/24.10.24 Parents' consultation evenings
24.10.24 Harvest Festival
25.10.24 Halloween raffle
4.11.24 Diwali/Fireworks/Remembrance art & craft day
4.11.24 Weekly yoga sessions started
7.11.24 Electric Umbrella workshop (Reception – Year 6; Electric Umbrella are a performance group for adults with learning and/or physical disabilities)
11.11.24 'Woodhall Remembers' assembly
13.11.24 Year 5 Fun Run (held at Woodhall)
18.11.24 Governors' Day
20.11.24 Visit from Cllr. Chris Alley
21.11.24 'Be Bright, Be Seen' road safety day
21.11.24 Herts. Catering school lunch taster session
3.12.24 Elf Day (Christmas activities)
4.12.24 'Stay Active' sports' sessions (Sports' Partnership)
9.12.24 All Saints' Vicar Deborah Snowball advent assembly
10.12.24 EYFS Christmas Play
10.12.24 Choir singing carols at Senior Lunch Club, Watford Rural Council
11.12.24 Christmas Jumper/Christmas dinner day
11.12.24 Second Bikeability session
12.12.24 KS1/KS2 trip to panto at Watford Palace Theatre
13.12.24 Children's Christmas Fair
17.12.24 KS1/KS2 Christmas play
19.12.24 The Xmas Factor talent show
20.12.24 End of term assembly
14.1.25 Rabbi Adam Zagoria-Moffet (St Albans Masorti Synagogue) assembly
23.1.25 EYFS Story Sacks workshop
23.1.25 School Nurses Year 6 health & well-being survey
27.1.25 Three Rivers District Council leisure survey (KS1/KS2)
28.1.25 Year 6 SATs information session for parents
30.1.25 Police dogs & handler – talking to Years 5 & 6
30.1.25 KS2 'Come & Learn' workshop with parents (grammar)

31.1.25 Lunar New Year arts & crafts
 3.2.25 Yoga drop-in sessions for parents
 4.2.25 Years 1 & 2 (Panthers) 'Come & Learn' workshop with parents (phonics/reading)
 5.2.25 Panthers 'Stay Active' session (School Sports Partnership)
 6.2.25 KS2 trip to 'Museum of the Moon' (Moon exhibit + planetarium) at St. Albans' Cathedral
 10.2.25 Author Kevin Peacock assembly (ex-Woodhall pupil)
 14.2.25 'Wear What You Love' day (dress-up)
 26.2.25 KS1/KS2 drumming workshop
 27.2.25 Tudor Day with Henry VIII visiting
 W/B 3.2.25 Bikeability (cycling proficiency)
 4.3.25 Year 4 visit to Senior Lunch Club at Watford Rural Parish Council
 4/5.3.25 Parents' consultation evenings
 6.3.25 World Book Day (theme: bedtime stories)
 12.3.25 KS2 Carbon monoxide workshop
 17.3.25 KS1/KS2 Rail safety assemblies
 20.3.25 Year 5 visit to Oxhey Library: dragon eggs craft workshop
 21.3.25 Visit from Officer Marc Arnold (Florida Police Dept)
 Last week of term dates
 2.4.25 Bonnet-making day
 3.4.25 The Eggs Factor (talent show)
 3.4.25 Easter disco
 4.4.25 End-of-term assembly/Easter bonnet parade
 23.4.25 St. George's Day dress-up (knights/princesses/dragons or a famous George)
 24.4.25 (6 x weekly sessions + assembly) Year 5 Mini Police
 25.4.25 (Mondays/Fridays then daily during SATs week) Year 6 Breakfast Club
 30.4.25 Junior Games Maker training for Year 5 children (+ children from other schools)
 8.5.25 Watford Schools' Trust KS2 RE session (Psalm 23)
 20.5.25 'Travelling Tales' art workshops
 20.5.25 Herts. Police safety talk with Year 6 (transition to secondary)
 21.5.25 Year 6 parents' meeting (last half-term and residential trip to Gulliver's Land)
 22.5.25 Time Tunnel Day (to launch 70th anniversary)
 3.6.25 Year 4 visit to Senior Lunch Club (Watford Rural Parish Council)
 5-6.6.25 Year 6 residential trip: Gulliver's Land, Milton Keynes
 9.6.25 Year 5 'Mini Police' assembly
 16-20.6.25 National School Sports Week (yoga, climbing tower, Ultimate Frisbee, rounders)
 12.6.25 Lions' trip to shops near Carpenders Park station (interview shopkeepers)
 24.6.25 Year 4 trip to St. Alban's Cathedral to sing with Electric Umbrella
 25.6.25 'New to Woodhall' parents' meeting
 26.6.25 Tiger Cubs 'Tell Me a Story' assembly
 26.6.25 Police meeting with parents of children in Year 6: knife crime/Child Criminal Exploitation
 2.7.25 Year 6 trip to Vicarage Road (WFC) 'Crucial Crew'
 3.7.25 Panthers' class assembly
 8.7.25 Year 4 'Playleader' training (School Sports' Partnership)
 9.7.25 South Oxhey Baptist Church assembly
 10.7.25 Year 3 & 4 class assembly
 11.7.25 'Happy Birthday Woodhall' celebration day
 14.7.25 Class swap morning
 15.7.25 KS2 performance 'Robin and the Sherwood Hoodies'
 16.7.25 Parents' evening
 17.7.25 'Woodhall's Got Talent'
 17.7.25 Year 6 leavers' dinner/whole school disco
 18.7.25 End-of-term assembly/Year 6 leavers' assembly (parents' breakfast)

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
Purple Mash	2Simple