

Pupil premium strategy statement – Woodford Valley Primary Academy 2024-2025

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Donna Young
Pupil premium lead	Donna Young
Governor / Trustee lead	Jacqui Goodall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,690
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,690

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We actively ensure that teaching and learning opportunities meet the needs of pupils and their families eligible for Pupil Premium. We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs. We seek to build on their interests and strengths.

We ensure that appropriate provision is made for pupils eligible for Pupil Premium. As a school community we actively prioritise the needs of any pupil facing challenging circumstances. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person. Pupil Progress meetings provide focus for regular discussions about this group of pupils and allow the senior leadership team to monitor their progress.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding is 'pooled' for maximum benefit to the greatest number of children. It is allocated following a needs analysis which identifies priority classes, groups or individuals.

All our work through the Pupil Premium is aimed at accelerating academic progress and reducing any learning gaps. We also strive to improve the personal development of pupils, ensuring this group of pupils are able to make the best of additional help by addressing their emotional needs.

Pupil Progress meetings provide focus for regular discussions about this group of pupils as does the monitoring work carried out by our named Governor for disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	<i>Behaviour, attitudes and resilience</i> To establish a clear culture for positive behaviour, a healthy lifestyle and wellbeing. To build up resilience, confidence and positive attitudes amongst our pupils and where we can, their families.
2	<i>Attendance</i> To be alert to attendance issues, responding quickly to these and to support families.
3	<i>Effective teacher feedback</i> To improve quality of feedback to ensure all pupils eligible for Pupil Premium receive careful one-to-one marking, focussing on misconceptions and misunderstandings.
4	<i>Closing gaps</i> To raise standards for all PP pupils (without SEND) in both reading and writing to the same levels as non-PP pupils.
5	<i>Supporting pupils with SEND</i> To ensure all PP pupils with SEND make good progress.

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
To establish a clear culture for positive behaviour, a healthy lifestyle and wellbeing. To build up resilience, confidence and positive attitudes amongst our pupils and where we can their families.	Sustained high levels of wellbeing by the end of 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To be alert to attendance issues, responding quickly to these and to support families	Sustained high attendance by end of 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being above 97%, including our disadvantaged learners • the percentage of all pupils who are persistently absent being below 92% including our disadvantaged learners
To improve quality of feedback to ensure all pupils eligible for	Sustained high quality feedback demonstrated by:

PupilPremium receive careful one-to-one marking focussing on misconceptions and misunderstandings	<ul style="list-style-type: none"> • Tracked improvement in pupil achievement, noted in Pupil Progress meetings • Written feedback in books and on pupil work • Verbal feedback given immediately in lessons • Observations that highlight the effective use of feedback • Observed increase in pupil motivation
To raise standards of all PP pupils (without SEND) in both reading and writing to the same levels as non- PP pupils.	<ul style="list-style-type: none"> • Reading and writing outcomes will demonstrate that more than 80% of disadvantaged learners will meet the expected levels • There is no gap between standards for PP and non-PP pupils
To ensure that all PP pupils with SEND make good progress.	All SEND pupils , including those who are PP, will make good levels of progress in their learning. This will be monitored by SLT using Insight tracking system.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff on quality first teaching and support within the classroom to enable learning for those pupils with barriers.	CPD for staff on using the inclusive toolkit- Wiltshire LA	3,4,5
Training for staff on using quality feedback for pupils	Quality feedback can help with misconceptions and misunderstanding: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3,4,5

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

Budgeted cost: £8,975 +

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics Teaching and Learning Toolkit EEF	1,3,4,5
Targeted booster sessions to improve literacy and maths	Teacher led small group booster sessions will increase the progress of pupils: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy	1,3,4,5

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

Budgeted cost: £6,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils given responsibility within school, for example, play leaders, house captains, game leaders	Giving pupils leadership roles impact on their confidence, resilience and ultimately their ability to learn within school: https://www.headteacher-update.com/content/best-practice/pupil-leadership-in-action/	1,2,3,4,5,
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing Senior Attendance Champion	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4,5

Total budgeted cost: £22,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our cohort of PP in key year groups is very small and to comment on achievement levels would expose these pupils so this data is monitored by governors and held internally for inspection.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Disadvantaged Charter	Wiltshire LA

