

# Pupil premium strategy statement – Woodford Valley Primary Academy 2023-2026

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	193
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2026  2023-2024 <b>2024-2025-this report</b> 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Donna Young
Pupil premium lead	Donna Young
Governor / Trustee lead	Jo Cetti

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,415
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0.00
<b>Total budget for this academic year</b> <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>	£ 22,965

## 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, for example sports and creative opportunities.

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 progress, reducing any gaps and improving the personal development of pupils and 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.

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## Challenges

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

Challenge number	Detail of challenge
1	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	To be aware of attendance issues and respond quickly to these and to support families.
3	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	To raise standards at all PP pupils (without SEND) in both reading and writing to the same levels as non- PP pupils.
5	To ensure the 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 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To be aware of attendance issues and respond quickly to these and to support families	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being above 97%, including our disadvantaged learners</li> </ul>

	<ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 92% including our disadvantaged learners</li> </ul>
To improve quality of feedback to ensure all pupils eligible for PupilPremium receive careful one to one marking focussing on misconceptions and misunderstandings	<p>Sustained quality feedback demonstrated by:</p> <p>Written feedback in books and on pupil work</p> <p>Verbal feedback given immediately in lessons</p> <p>Observations that highlight quality feedback use</p> <p>Pupils will improve in their learning and motivation to learn- pupil progress meetings will highlight this.</p>
To raise standards of all PP pupils (without SEND) in both reading and writing to the same levels as non- PP pupils.	Reading and writing outcomes will demonstrate that more than 80% of disadvantaged learners will meet the expected levels.
To ensure the PP pupils with SEND make good progress.	SEND pupils 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: £ 16,100

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.	<p>CPD for staff on using the inclusive toolkit- Wiltshire LA</p> <p>To attend CPD opportunities within Pickwick Academy Trust eg PLCs</p> <p>Regular discussions in staff meetings linked to teaching and supporting pupils with barriers</p>	3,4,5

Training for staff on using quality feedback for pupils	Quality feedback can help with misconceptions and misunderstanding: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> Shared examples by staff in staff meetings/PLCs from the Trust	3,4,5
Purchase of standardised new assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1,3,4,5

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

Budgeted cost: £ 4,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> Support timetable that includes our disadvantaged learners- Experienced TAs carrying out interventions- this are timetabled across the school by SLT, SENCo	1,3,4,5
Targeted booster sessions to improve literacy and maths	Teacher led small group booster sessions will increase the progress of pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy</a>	1,3,4,5

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

Budgeted cost: £ 2,270

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: <a href="https://www.headteacher-update.com/content/best-practice/pupil-leadership-in-action/">https://www.headteacher-update.com/content/best-practice/pupil-leadership-in-action/</a>	1,2,3,4,5,
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing Senior Attendance Champion</p>	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: £ 22,965**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Challenge 1 -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.**

Across the year 2024-25, there was a focus on promoting positive behaviour throughout the school. A new behaviour policy was written which all stakeholders were able to review-this has helped in clearer expectations and consistency across the school. All classes have implemented emotion charts in their classrooms-the children use these and have asked to tweak them as well.

Mental health CPD for staff including Emotional Based School Avoidance-this has helped staff have a better understanding of pupil needs and how to put different strategies into place to support our pupils.

To support families as well as pupils, we have an established early help offer, this builds relationships between school and families who are our most vulnerable.

Our disadvantaged pupils have attended sports festivals, trips and had music lessons that school has contributed to the cost for; these include residential to Hooke Court and music lessons such as piano and ukulele.

**Impact of Challenge 1-** The impact of this is that it has built up their confidence and attitude towards learning. Evidence of this is that pupils contribute more in class, have led worship.

Pupils confident in how to keep minds healthy-evidence from SCARF workshops and pupil voice.

**Challenge 2- To be aware of attendance issues and respond quickly to these and to support families.**

Regular monitoring of disadvantaged learners attendance by Senior attendance champion, shared with SLT, staff and LGC. This has also been shared with the wider Trust.

Briefings from Trust around attendance and ideas of how to support our pupils/families.

School offers additional strategies to support those pupils who find attending school more challenging eg carrying out jobs in the morning, coming in slightly later than the rest of the school.

**Impact of Challenge 2-** The impact of this is that our disadvantaged learners were at the same percentage as national at the end of the 2024-2025 academic year 94.8%

**Challenge 3- To improve quality of feedback to ensure all pupils eligible for Pupil Premium receive careful one to one marking focussing on misconceptions and misunderstandings.**

Observations carried out by SLT and subject leaders evidence that our disadvantaged learners are prioritised for feedback in classrooms. Book scrutinies ensure that disadvantaged learners form part of the moderation by subject leaders and LGC members.

Pupil progress meetings include a focus on our disadvantaged learners-tracking their progress and next developments.

**Impact of Challenge 3-** The impact of this is that the pupils know what to do to improve in their learning and have clear targets.

The pupils feel more confident in asking for help and are completing more work.

Pupils respond to their marked work/feedback.

Teachers have a clear understanding of who their disadvantaged learners are and how best to support them.

**Challenge 4- To raise standards of all PP pupils (without SEND) in both reading and writing to the same levels as non- PP pupils.**

Pupils took part in interventions for both reading and writing across the school-led by Tas and teachers.

Disadvantaged learners listened to read on a daily basis.

Disadvantaged learners in Yr 5 and 6 took part in teacher led booster sessions in terms 3 and 4- maths and literacy focus.

TAs and teachers gave tailored support to our disadvantaged learners in lessons, using scaffolds and modelling to support.

Class teachers pair children to support each other-builds confidence too.

Staff attended writing moderation sessions with the Trust and PLCs.

Book week, author visit, poetry competitions all contributed to raising standards.

**Impact of Challenge 4-** SATs and internal school data showed that pupils have moved on in their learning.

Progress made by pupils evident in books- this was seen by OFSTED June 2025

Booster sessions well attended by our disadvantaged learners during terms 3 and 4.

**Challenge 5- To ensure the PP pupils with SEND make good progress.**

Pupils had individual targets on IPPs, received TA support in classroom.

Regular monitoring by Head, SENCO and SLT to track progress-small steps.

Observations carried out by SLT and subject leaders evidence that our disadvantaged learners with SEND are prioritised for feedback in classrooms.

Book scrutinies ensure that disadvantaged learners with SEND form part of the moderation by subject leaders and LGC members.

CPD from SENCO and Trust.

Use of adaptive teaching strategies within the classrooms-scaffolds, modelling,

Pupils attended festivals to boost confidence within school.

**Impact of Challenge 5** - SATs and internal school data showed that pupils have moved on in their learning-small steps

Progress made by pupils evident in books- this was seen by OFSTED June 2025

OFSTED report June 2025 – ‘The school identifies pupils with special educational needs and/or disabilities (SEND) quickly and effectively. The school works closely with external agencies to ensure that pupils with SEND receive the right support and adaptations to learning. This ensures equal opportunity to enable pupils to develop a broad body of knowledge.’

## 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

