

# Pupil Premium Strategy Statement – Wylve Valley CofE Primary School

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   | 129                             |
| Proportion (%) of pupil premium eligible pupils  | 30%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025/2026, 2026/2027, 2027-2028 |
| Date this statement was published  | September 2025                  |
| Date on which it will be reviewed  | July 2028                       |
| Statement authorised by  | Mr R Barnes                     |
| Pupil Premium Lead   | Mrs M Denham                    |
| Governor / Trustee lead  | Mrs S Layland                   |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil Premium Funding Allocation This Academic Year  | £34,735 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br><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> | £34,735 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This, coupled with developing strong relationships between pupils and adults, is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and that any gaps between them will be closed.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2. |

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| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |
| 4 | Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |
| 5 | Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |

## 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 oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved writing attainment for all disadvantaged pupils.                | KS2 writing outcomes in 2025/26 will show that more than 80% disadvantaged pupils met the expected standard.  |
| Improved reading attainment for all disadvantaged pupils.                | KS2 reading outcomes in 2025/26 will show that more than 80% disadvantaged pupils met the expected standard.  |
| Improved maths attainment for disadvantaged pupils.                      | KS2 maths outcomes in 2025/26 will show that more than 80% disadvantaged pupils met the expected standard.  |

## 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: £33,400

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Quality First Teaching is always our primary action in narrowing gaps between disadvantaged pupils and non-disadvantaged peers.</p> <p>CPD and PDMs throughout the year focus on high quality curriculum for all.</p> <p>All pupils are valued and strong trusting relationships remain at the heart of learning at Wyllye Valley School.</p> | <p><a href="#">Education Endowment Fund - EEF</a></p> <p><b>Maximising Learning</b><br/>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> | 1,2,3,4,5                     |
| <p>Insight tracking system, to record ongoing attainment and progress for all pupils. Standardised test results and teacher assessments are recorded here.</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, 2, 3, 4                    |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Talk for writing is used across the school.</p> <p>(NELI) and Narrative therapy used as oracy interventions.</p>   | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as 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>  | 1,3,4                         |
| <p>Continued use of Read, Write Inc. (which is a <a href="#">DfE validated</a></p>   | <p>Phonics approaches have a strong evidence base that indicates a positive</p>   | 2,3,4                         |

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|--|---|-------|
| <p><a href="#">Systematic Synthetic Phonics programme</a>) to secure stronger phonics teaching for all pupils.</p> <p>Funded online training for all staff.</p> <p>Six weekly assessments to ensure timely intervention where required.</p> <p>RWI lead and English SL trained in the delivery of RWI.</p> <p>Staff identify alternative strategies for children who RWI isn't working for.</p>  | <p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   |       |
| <p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Use of the 'Literacy Tree' resources to ensure access to high quality texts and purpose for writing.</p> <p>Re-introduction of Talk For Writing strategy to give children greater access to language models to support writing in alternative ways</p> <p>Improved assessment of writing across the school through teacher assessment and regular moderation.</p> | <p><a href="#">The writing framework</a></p> <p>Makes recommendations for increased focus upon transcription from EYFS - this will happen in line with RWI guidance</p>   | 2,3   |
| <p>Reading continues to be highly valued and promoted across the school.</p> <p>Continuation of Accelerated Reader scheme in KS2 to promote engagement, comprehension skills, enhance progress, encourage and reward reading and develop Reading for Pleasure.</p>   | <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p>  | 1,2,4 |
| <p>Maths and English clubs for children in Year 6 who may need additional intervention to reach the expected standard.</p>   | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> | 3,4,5 |

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|  | <a href="#">Improving Mathematics in Key Stages 2 and 3</a> |  |
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1950

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| NELI - Nuffield Early Learning Intervention.  | 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:<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 4                          |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2                             |
| Pupil progress meetings are rigorous and identify pupil premium children who require further interventions. These are detailed on our intervention tracker. | National college recommendations that PPMs bring together staff with different perspectives and strengths to identify and support the needs of individual learners.<br><a href="#">Key Considerations for Effective Pupil Progress Meetings</a>   | 1,2,3,4                       |
| A variety of afterschool clubs are offered across the year to Pupil premium children to ensure they have access to wider experiences                        | Research shows that more time engaged in activities at school raises attainment by approximately 3 months.<br><a href="#">Extending school time   EEF</a>   | 1,2,3,4,5                     |
| Ongoing and rigorous assessment of timetables identifies DL   | Engagement with the Wiltshire MT programme and support  | 5                             |

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| who are falling behind and ensures intervention to address gaps in their learning |  |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7680

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employment of a Mental Health Teaching Assistant to provide a variety of curricular, extracurricular and emotional support to children across the school to improve their access to, engagement with and enjoyment of the curriculum and wider school life.  | <a href="#">How TAs can support pupils' with SEMH needs effectively</a>  | All                           |
| 'Bubble Time' has now been introduced across the school. Children know how to use this system, so when they have a concern or worry, they can discreetly choose any trusted adult to talk to.<br><br>Introduction of 'Mulberry Bush' social and emotional curriculum and intervention to target the needs of identified pupils | 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):<br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> | All                           |
| External Sporting Events across the academic year.   | Provide children with opportunities to achieve and build self-esteem and confidence  | All                           |
| Contingency fund for acute issues.   | Based on our experiences and those of similar schools, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.   | All                           |

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| Employment of a Parent Support Advisor to enable parents to access help and advice to best support their children | EEF recommends offering more sustained and intensive support where needed to improve outcomes for children<br><a href="#">EEF Parental Engagement Summary of recommendations.pdf</a> | All |
|---|--|-----|

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Overall attendance for out Pupil Premium children was 94.69% compared to 96.71% for non-pupil premium children.

The following data shows the percentages of disadvantaged children meeting the expected standard:

#### **KS2**

*2024 ( 1 child)*

Reading - 100%

Writing - 100%

Maths - 100%

*2025 ( 2 children)*

Reading - 100%

Writing - 50%

Maths - 50%

#### **Year 1 phonics:**

2024 - 0% (2 children)

2025 25% (4 children)

#### **EYFS (GLOD)**

2024 - 50%

2025 - n/a (no FSM)