Waddesdon Village 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2024- 2027
Date this statement was published	20/12/2024
Date on which it will be reviewed	December 2026
Statement authorised by	Laura Forchione
Pupil premium lead	Sarah Leslie
Governor / Trustee lead	Rowan Moodie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,025
Pupil premium funding carried forward from previous years	£12,426.35
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*	£65,451.35

Part A: Pupil premium strategy plan

Statement of intent

At Waddesdon Village Primary School our aim is that all the children who come to the school will be happy and successful. It is our belief that children's educational development is enhanced if we all work in a co-operative and positive partnership with all members of our school community. We recognise that each child is unique and that developing their talents and abilities as well as their self-esteem is the best way to prepare children for a success in the future. The quality of educational experience that we provide is directly attributable to their individual contribution in creating a school community which aims to provide a rich educational experience.

Our ultimate aim is for all pupil premium pupils to succeed in-line with their peers and to have access to the same opportunities as their peers, despite their background, circumstance and other potential barriers to learning. We aim for all pupil premium pupils to have strong outcomes, making good or better progress in reading, writing and maths. This strategy aims to set out how this will be achieved through providing all eligible pupils with:

- High-quality teaching, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school.
- We aim for all identified pupil premium pupils to have access to a wide range of purposeful interventions in order to target gaps in learning and reduce gaps with their non-pupil premium peers.
- For the Pupil Premium Leader and Mental Health Leader to provide additional pastoral support for pupils, parents and carers. Removing barriers to learning through a programme of targeted social, emotional and behavioural support will enable us to ensure that every pupil premium pupil achieves the best outcomes.
- To ensure pupil premium pupils display strong school attendance, enabling the gap between themselves and non-pupil premium pupils to be closed. This will also enable these pupils to experience and benefit from the full learning experience at Waddesdon Village Primary School.
- To provide eligible pupils with a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being whilst increasing their 'cultural capital.'

Challenges

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

Challenge number	Detail of challenge
1	The % of pupil premium children with persistent absence was higher than the overall whole school figure for the last academic year.
2	Internal assessment indicates that in most classes pupil premium pupils have poorer reading and oracy skills than their peers which impacts on their written and verbal communication.
3	Internal assessment indicates that in some classes maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
4	Data shows that around 66% of our children in receipt of pupil premium grant did not meet 'Good Level of Development' at the end of EYFS.
5	77% of our children in receipt of the pupil premium grant also fit into another vulnerable group such as having a special educational need, having poor attendance or have historically or currently receiving support from social services or early help services.
6	Many of our pupil premium children do not have as rich and varied extra curriculum learning experiences as non-pupil premium children resulting in their knowledge of the world, culture capital and vocabulary acquisition being more limited.
7	Many of our pupil premium pupils require SEMH support to develop the resilience necessary to engage successfully at school and in the wider world.

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
The % of pupil premium pupils counting as 'persistent absentees will reduce to be more in line with the whole school figure and the overall national figure. All pupil premium children will be supported to achieve a high level of attendance.	• 100% of pupil premium children will have **good attendance.**
Improved maths attainment among disadvantaged pupils.	• Maths outcomes in 2025/26 show that at least 74% of PP pupils, who do not have significant SEND, reach the expected standard in Maths.

	• Internal data shows that the gap between PP and non-PP pupils is closing. • Pupils with additional SEND will make at least expected or more than expected progress from their individual starting points.
The implementation of an oracy programme and the continued embedding of writing initiatives have led to improved writing attainment for disadvantaged pupils at the end of KS2	• Writing outcomes in 2025/26 show that at least 72% of PP pupils, who do not have significant SEND, reach the expected standard. • Internal data shows that the gap between PP and non-PP pupils is closing. • Pupils with additional SEND will make at least expected or more than expected progress from their individual starting points. • Observations show an increased level of oracy across the school.
Improved % of pupils achieving their 'Good Level of Development' at the end of EYFS	• EYFS outcomes in 2025/26 show that at least 69% of PP pupils, who do not have significant SEND, reach their 'Good Level of Development'
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• 100% of PP pupils are happy to attend school and feel safe. • 100% of pupil premium pupils who have received ELSA support feel happier in school and are able to engage better in their learning.
To reduce the effect of the local socio-economic gaps and provide pupil premium pupils with a range of wider opportunities that their peers have.	• Outcomes for pupil premium pupils will continue to rise through experiencing a wide range of provided opportunities that their peers have. • PP pupils are provided with opportunities that their peers experience.

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: *£ 26,200.35*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed a new handwriting scheme across the school, using mnemonics. Provide staff training on new handwriting scheme.	'Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting.' ***EEF Improving Literacy in KS2 2021*** 'Promote fluent written transcription skills by encouraging extensive and purposeful practice.' ***EEF Improving Literacy in KS1 2021*** 'Ensure that pupils who are in the early stages of learning to write, and older pupils who are not fluent in transcription, practise transcription skills in isolation (to avoid working memory overload)' ***Telling the Story: The English Education Report 2024*** 'Primary school leaders said that the COVID-19 restrictions have had a big impact on pupils' writing, in particular their 'writing stamina'. To address this, some schools are giving pupils more opportunities to write, rather than dealing with the barriers to fluency, including transcription and sentence construction.' ***Telling the Story: The English Education Report 2024***	2
Continue to embed 'The Write Stuff' and creative writing opportunities across the school.	'Make sure that the curriculum takes full account of the foundational knowledge and skills outlined in the national curriculum that pupils need in reading, writing and spoken language to carry out more complex tasks; provide sufficient high-quality opportunities to practise these key components in the planned curriculum' ***Telling the Story: The English Education Report 2024*** 'Leaders in all schools recognise the importance of vocabulary, and many are teaching this as part of the English curriculum. In most schools, this links to	2

	the texts that are being studied, which helps pupils to develop a broader and richer vocabulary. ***'Telling the Story: The English Education Report 2024*** 'Writing should be taught by teaching writing composition strategies through modelling and supported practice.' ***EEF Improving Literacy 2021*** Low literacy levels, poor attendance, and social, emotional and mental health (SEMH) needs are the most frequently cited barriers for disadvantaged pupils, according to an analysis of pupil premium statements. ***Research undertaken by Verian alongside EEF 2025***	
Continue to embed Greg Bottrell's approach to writing in EYFS, including within continuous provision.	'Strategies for mark-making and letter formation can improve children's fine motor and visual motor skill development and these skills establish a strong foundation for the more formal creating of letter shapes, numbers, and later handwriting.' **'**Gross motor skills are the building blocks for the fine motor skills needed for mark-making and later letter formation. Evidence shows that educators can plan activities to improve the fine motor and visual motor skills that are needed for mark-making and later letter formation.' ***Physical Development: Approaches and practises to support physical development in early years***	2, 5
To implement a consistent approach to teaching oracy skills across the school.	'Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged	2

	pupils taking part, the more effective the intervention seemed to be.' ***EEF Research Toolkit*** 'On entry to school, children from low-income families' spoken language development are, on average,17 months behind children in the highest income group. Left unattended, this gap widens as they move through school.' ***Oracy 21***	
Continue to develop teacher's subject knowledge of a mastery maths curriculum.	EEF research shows that by delivering a mastery curriculum can have the impact of +5months progress. ***EEF Research Toolkit*** 'Develop practitioner's understanding of how children learn mathematics: Professional development should be used to raise the quality of practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.' ***EEF Improving Mathematics Early Years and KS1*** 'Often, teachers use physical resources and pictorial representations to help pupils see underlying mathematical structures. They also teach and model new vocabulary, regularly check pupils' understanding and swiftly pick up misconceptions.' 'Primary schools should make sure that: • they identify and sequence small steps in the Reception Year curriculum • all pupils learn to apply facts and methods to wider problem-solving' ***Coordinating mathematical success: the mathematics subject report 2023***	3

	‘Enable pupils to develop a rich network of mathematical knowledge: Emphasise the many connections between mathematical facts, procedures and concepts.’ ***EEF Improving Mathematics at KS2 and KS3 2021***	
Continue to embed ‘Calming Kittens’ in KS1 and implement ‘Calming Cats’ in KS2 to support SEMH needs of pupils.	Pupils’ social, emotional and mental health needs are more at the forefront of the news than they ever have been before.‘ Substantial evidence’ shows that growing up in economically disadvantaged environments is linked to poorer social, emotional and behavioural outcomes for these children.’ ***Treanor, 2012*** Low literacy levels, poor attendance, and social, emotional and mental health (SEMH) needs are the most frequently cited barriers for disadvantaged pupils, according to an analysis of pupil premium statements. ***Research undertaken by Verian alongside EEF 2025***	7

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff will provide high quality interventions based on analysis of termly assessments to identify areas of need.	The EEF found that when TAs are deployed effectively with appropriate training & support, they can make a significant contribution to pupils' learning. 7 EEF evaluations have shown that when TAs deliver high quality, structured interventions, they can typically generate three to four additional months progress for pupils in literacy and numeracy ***EEF Research Toolkit*** Use high quality targeted support to help all children learn mathematics. Small group support is more likely to be effective when:	2, 3, 4 and 5

	- children with the greatest need are supported by the most experienced staff - training, support and resources are provided for staff, using targeted activities - sessions are regular; and explicit connections are made between targeted support and everyday activities or teaching. ***EEF Improving Mathematics in Early Years and KS1 2021***	
Targeted intervention for pupils with poor gross and fine motor skills.	'Gross motor skills are the building blocks for the fine motor skills needed for mark-making and later letter formation. Evidence shows that educators can plan activities to improve the fine motor and visual motor skills that are needed for mark-making and later letter formation.' ***Physical Development: Approaches and practises to support physical development in early years***	3 and 4
Teachers/ Teaching Assistants to offer early intervention or consolidation interventions where possible to reduce gaps between Pupil Premium pupils and non-pupil premium pupils	'There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The f irst step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidenceinformed interventions that target specific areas of difficulty' ***EEF Improving Literacy at KS2 2021*** Use high quality targeted support to help all children learn mathematics. Small group support is more likely to be effective when: - children with the greatest need are supported by the most experienced staff - training, support and resources are provided for staff, using targeted activities - sessions are regular; and explicit connections are made between targeted support and everyday activities or teaching. ***EEF Improving Mathematics in Early Years and KS1 2021***	2, 3, 4 and 5

Targeted support from outside agencies for pupils who fall into other vulnerable groups.	The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. ***(EEF) The Education Endowment*** An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. ***(DfE 'Children with special educational needs and disabilities)***	5

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

Budgeted cost: 23,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
School ELSA/ Mental Health lead will provide support for pupils and their families through offering social, emotional and mental health support. The ELSA will signpost to support networks such as Early intervention	Pupils' social, emotional and mental health needs are more at the forefront of the news than they ever have been before.' Substantial evidence' shows that growing up in economically disadvantaged environments is linked to poorer social, emotional and behavioural outcomes for these children.' ***Treanor, 2012*** Low literacy levels, poor attendance, and social, emotional and mental health (SEMH) needs are the most frequently cited barriers for disadvantaged pupils, according to an analysis of pupil premium statements. ***Research undertaken by Verian alongside EEF 2025***	1 and 5
Class teachers/ Attendance leader to contact families of low attenders and support families to improve attendance. Absences will be investigated and	The higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2. Advice from the National Strategies (hosted on the National Archives) also shows that: The links between attendance and achievement are strong. Pupils with	1 and 5

support offered to families in order to increase attendance	persistent absence are less likely to attain at school and stay in education after the age of 16 years. ***The Department for Education (DfE) 2016*** The most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils can learn and thrive. in partnership with families to remove them. ***DfE Working together to improve school attendance 2024***	
New behaviour policy implemented across the school- a restorative, trauma informed approach	Most definitions draw on its roots in the criminal justice system, where it is a practice that puts the focus on repairing the harm that has been done by harmful conduct or behaviour. It is an approach to conflict resolution that includes all of the parties involved. ***'When the Adults Change, Everything Changes' by Paul Dix.*** The conversation should also involve understanding how such behaviour impacts adversely on others in the school community and the steps that the pupil must take in future to ensure their conduct is appropriate. Critically, it should also involve identifying any barriers that the young person faces in meeting standards of acceptable behaviour and how these barriers can be removed. **'Improving Behaviours in School' EEF 2019**	2, 3, 4, 5 and7
Rest and Reset areas set up across the school	Pupils' social, emotional and mental health needs are more at the forefront of	5 and 7

to ensure identified PP pupils are regulated before starting their learning.	the news than they ever have been before.‘ Substantial evidence’ shows that growing up in economically disadvantaged environments is linked to poorer social, emotional and behavioural outcomes for these children.’ ***Treanor, 2012*** Low literacy levels, poor attendance, and social, emotional and mental health (SEMH) needs are the most frequently cited barriers for disadvantaged pupils, according to an analysis of pupil premium statements. ***Research undertaken by Verian alongside EEF 2025***	
School Mental Health Leader and KS2 Leader to train and offer Nurturing Programme (parenting course).	Research shows parenting courses significantly improve child behaviour, social skills, and academic readiness, particularly for at-risk groups, by boosting parental skills and engagement. ***EEF Working with Parents 2021***	
An exciting range of trips and visits will be planned to enhance the curriculum in all Year groups. Every child eligible for Pupil Premium will be provided with these opportunities free of charge. This includes the Year 6 and 4 residential	Children will achieve enhanced ‘Cultural capital’ through the range of experiences they are exposed to. This is extremely important because as ***Ed Hirsch succinctly summarises in: Cultural Literacy (1988)***, “to be culturally literate is to possess the basic information needed to thrive in the modern world”.	6
Peripatetic instrumental lessons will be offered to PP children in Years 3-6	Research shows that children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self- esteem. ***(DfE) Department for Education***	6
Free places will be allocated to Pupil Premium children at Breakfast, particularly targeting pupils with poor attendance.	The Department for Education (DfE) published research in 2016 which found that: the higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2. Advice from the National Strategies (hosted on the National Archives) also shows that: The links between attendance and achievement are strong. Pupils with persistent absence are less	1 and 6

	likely to attain at school and stay in education after the age of 16 years. Research suggests that disadvantage pupils who regularly attend breakfast club have improved attendance and punctuality. **(*EEF) Education Endowment Foundation 'Magic Breakfast Evaluation Report'*** 'The national wraparound childcare programme is part of the childcare reforms announced at the 2023 Spring Budget. 1 The government's ambition is that by 2026, all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area' ***The National Wraparound Childcare Programme (DfE) 2024***	
Partially funded places will be allocated to Pupil Premium children at afterschool provision.	'The national wraparound childcare programme is part of the childcare reforms announced at the 2023 Spring Budget. 1 The government's ambition is that by 2026, all parents and carers of primary school-aged children who need it will be able to access term time childcare in their local area' ***The National Wraparound Childcare Programme (DfE) 2024***	6
A set of school uniform will be provided for families in financial need	The Education Endowment Foundation has found that although wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. There is also a general belief that school uniform leads to improvements in pupils' 3 4 7 behaviour and although it does not necessarily lead to better learning, it may certainly be an important precondition. *(EEF) Education Endowment Foundation*	6
Pupil premium pupils will be offered a range of fully funded extra-curricular clubs which are either run by the	Research shows that children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self- esteem.	6

school or associated with the school.	*(DfE) Department for Education*	
Workbooks will be provided for identified Pupil Premium pupils in Years 1-6 consolidating Reading, Writing, Grammatical and Maths skills	The benefits of work done at home have been found to be increased if pupils perceive homework as an integral part of school-work (MacBeath and Turner, 1990). Cowan et al.,1998 have found that home can be an especially effective learning environment, and homework is an important bridge between home and school. This is relevant to beliefs that increased contact between home and school can affect pupil's success at school	2 and 3

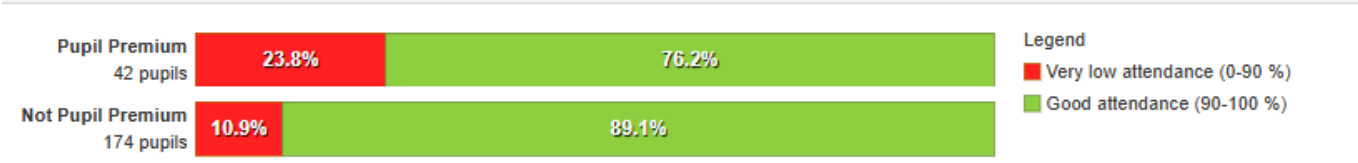
Total budgeted cost: £ *65,451.35*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data reflects progress against the last plan- A new plan has been written this year to reflect new whole school and pupil premium priorities.

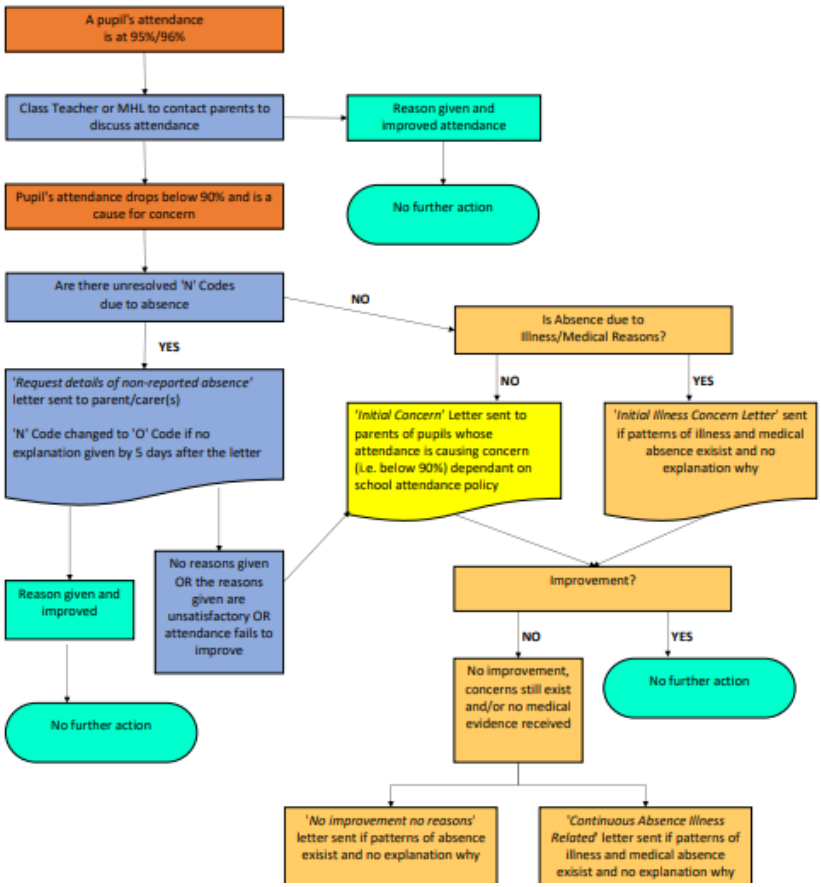
Aim
Outcome 1: The % of pupil premium pupils counting as 'persistent absentees' will reduce to be more in line with the whole school figure and the overall national figure. All pupil premium children will be supported to achieve a high level of attendance.
Evidence and Impact, headlines:

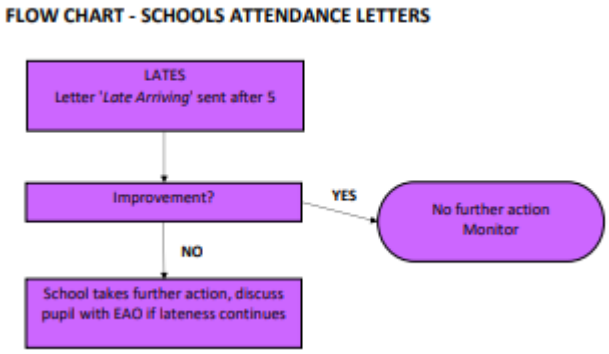


Pupil ▲	Attendance	Days missed	Days missed through illness	Authorised absences	Unauthorised absences	Late before register closed	Late after register closed	Possible sessions
Not Pupil Premium — 174 pupils — 81%	94.7%	1,673	990.5	4.4% (2,746)	1.0% (600)	383	168	62,747
Pupil Premium — 42 pupils — 19%	92.4%	586	380.5	5.9% (909)	1.7% (263)	210	75	15,374

10/42 pupils who qualify as Pupil Premium have attendance below 90% which classifies them as persistent absentees. This has decreased since last academic year. One of these pupils were not of statutory school age until the summer term.

Attendance has had a noticeable impact on pupils' outcomes. Early intervention informs the way to support families in increasing attendance and in turn, pupils access to education. All staff are responsible and follow the school's attendance flowchart so that intervention is put into place early on to avoid disruption to pupils learning.





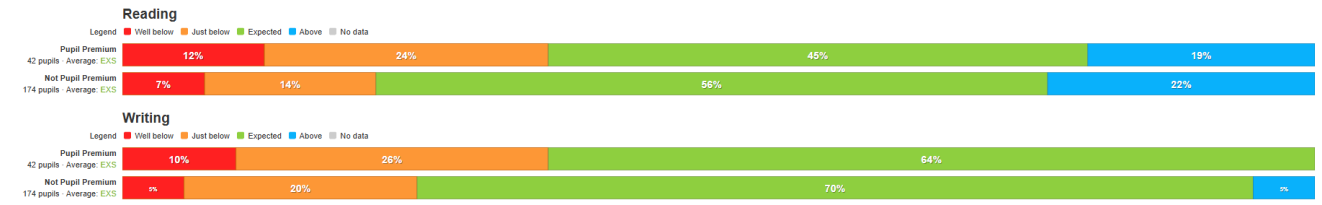
For pupils who are at risk of becoming persistent absentees, the Headteacher, teachers and the school Mental Health Lead work with families and where necessary involve outside agencies.

This will continue to be a target for the forthcoming academic year.

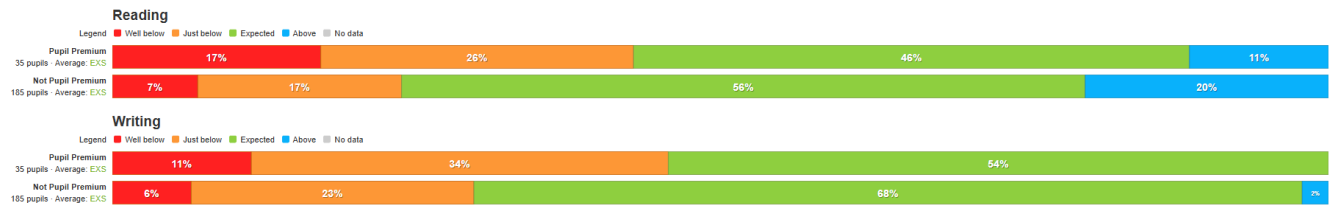
Outcome 2: Improved outcomes in Reading and Writing due to the development of oracy strategies

Evidence and Impact, headlines:

Current Data: 2025-2026



Previous Years Data:



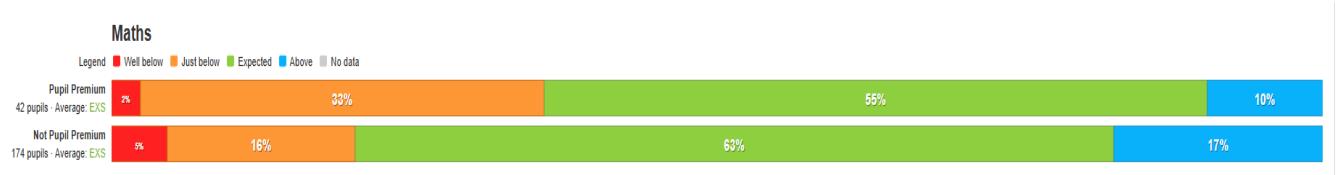
The gap between PP and non-PP pupils is starting to close in reading and writing. Progress has been made across the school on improving the % of pupils reaching the expected standard in writing. PP attainment in writing has risen by 10% in this academic year and by 7% in reading.

Oracy will continue to be a school priority next academic year.

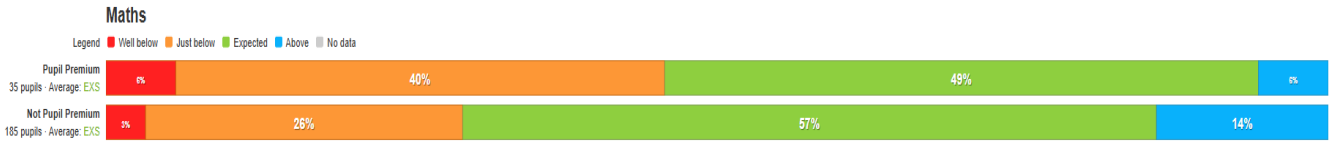
Outcome 3: Improved maths attainment among disadvantaged pupils.

Evidence and Impact, headlines:

Current Data: 2025- 2026



Previous Years Data:



The gap between PP and non-PP pupils is starting to close in Maths. Progress has been made across the school on improving the % of pupils reaching the expected standard in Maths. The % of PP pupils meeting standard has risen by 10%. Most pupils who did not reach standard have other external barriers, such as complex SEND needs.

Outcome 4: Improved % of pupils achieving their 'Good Level of Development' at the end of EYFS

Evidence and Impact, headlines:



There are 4 PP pupils in EYFS- 3/4 did not meet their GDL, however all of these pupils have another external barrier. Specific interventions will continue

Outcome 5: 77% of our children in receipt of the pupil premium grant also fit into another vulnerable group such as having a special educational need, having poor attendance or have historically or currently receiving support from social services or early help services.

The school has started to track other vulnerable groups to ensure that targeted intervention is put in place. This will continue to be a priority next year and will inform part on of the inclusion strategy and SDP.

Outcome 6 and 7: To reduce the effect of the local socio-economic gaps and provide pupil premium pupils with a range of wider opportunities that their peers have.

Provide children with rich and varied extra curriculum learning experiences in-line with their peers resulting in their knowledge of the world, culture capital and vocabulary acquisition improving.

Evidence and Impact, headlines:

ELSA Support:

13 PP pupils have received ELSA support or 'Drawing Talking' support from our school Mental Health Leader to support a range of issues, including: attendance, social issues, emotional support, bereavement and family conflict. 8 pupils are no longer seeing the mental health leader and SDQ questionnaires shows that most pupils have made progress since receiving support. 5 pupils will continue to see the metal health leader to continue to build strategies and support for on-going external barriers.

Breakfast Club:

All PP pupils are encouraged to attend Breakfast to support families financially and also ensure pupils with poor attendance or punctuality are in school. 16 PP pupils attended Breakfast Club this year. Through this, we saw attendance and punctuality start to improve, however some families who were at risk of being classed as persistent absentees did not take up this opportunity. We will continue to promote this opportunity next academic year. For some pupils with SEMH needs, Breakfast club gave them the opportunity to regulate and start the school day calmly.

Afterschool club:

To support working parents all PP pupils were offered 2hrs of funded after-school provision.15 PP pupils have attended this after-school provision.

Enrichment Activities/ Sport Clubs:

All PP pupils who put their name down for a club are able to attend at least one per half term. These could include: craft clubs, sports clubs, animation club etc…

School Trips/ Experiences:

All PP pupils' trips or experiences (e.g in school workshops) are fully funded to provide PP pupils with the same advantages as their Non-PP peers. Some trips that were funded this year have included a Year 6 residential trip to Wales, a trip the British Museum, a trip to Windsor Castle and the Zoo.

Music Opportunities:

At Waddesdon Village Primary School, we have a range of music opportunities from external providers. These are full funded for out PP pupils': Clubs/lessons available include Choir Club, Ukulele Club and IROCK. 14 PP pupil have taken up these opportunities, giving them the same advantages as their Non-PP peers. All music clubs put on a performance at the end of each term, which has helped support our pupils' confidence.

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
Times Table Rock Stars	Maths Circle
Numbots	Maths Circle
Number Blocks	BBC/ NCETM
The Write Stuff	Jane Considine
Mastering Number KS1/KS2	NCETM