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	216
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2026- 2029
Date this statement was published	
Date on which it will be reviewed	September 2027
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	£60,450
Pupil premium funding carried forward from previous years	£5,372.70
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*	£65,822.70

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	64% 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.
2	The 23% of pupil premium children have attendance below 90%. This is significantly higher than their none pupil premium peers.
3	56% of disadvantaged (PP) pupils have less developed language and oracy skills which can limit their ability to articulate their thoughts, opinions and beliefs.
4	Internal and external assessments indicate a gap in early reading attainment. 43% of PP pupils did not pass their phonic screening tests in year 1 last academic year and 75% of PP pupils in EYFS did not achieve word reading at the end of EYFS.
5	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
Academic gap closing for Pupil Premium pupils who also fall into another vulnerable group category.	A rigorous programme of targeted intervention is embedded across the school and underpinned by consistently high-quality teaching. Staff use assessment information effectively to identify need and adapt provision for vulnerable pupils, ensuring that barriers to learning are addressed promptly. Identified pupils receive timely, purposeful interventions that are closely monitored for impact. Reading and mathematics age assessments demonstrate accelerated progress, contributing to the narrowing of attainment gaps and improved outcomes for disadvantaged (PP) pupils.

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.	All staff are using the attendance flowchart to identify when attendance is starting to become a problem. Staff are actively liaising with the parental community to support good attendance, including encouraging the use of breakfast club, soft start etc… Pupil premium assessment is in-line with their none pupil premium peers.
Improved language and oracy skills across the school.	Teachers and pupils consistently use oracy sentence stems to support effective communication. Opportunities for discussion, active listening and spoken language development are embedded across the curriculum, including activities such as debates, persuasive speaking and structured discussion. Where needed, targeted scaffolds and adaptations are provided to support pupils in articulating their ideas.
To improve outcomes in early reading for disadvantaged (PP) pupils meaning that they can access all areas of the curriculum.	Learning walks show high-quality phonics being taught across the EYFS and KS1 phase. Identified PP pupils who are falling behind are given high-quality phonics intervention to support closing the gap between them and their peers. Phonic screening tests, internal reading assessments and reading age tests for those in receipt of pupil premium funding is in-line with none pupil premium pupils.
To achieve and sustain improved wellbeing, belonging and resilience for all pupils in our school, particularly our disadvantaged pupils.	Vulnerable pupils are identified promptly and receive targeted SEMH support through the school's ELSA provision. SDQ outcomes demonstrate positive progress from baseline measures. Observations indicate that pupils are applying self-regulation strategies taught through PSHE, Calming Kittens and My Happy Mind, contributing to improved behaviour and emotional wellbeing. Pupils report feeling happy and safe at school, with reduced school avoidance. Increased participation in extracurricular activities and educational visits ensures that Pupil Premium pupils benefit from experiences comparable to those of their peers.

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: *£32,957*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff provided with a programme of PD to develop language and oracy skills across the curriculum. Teachers provided with cover time to apply learning from oracy PD into their teaching and learning- supporting staff well-being and reducing workload. To implement a consistent approach to teaching oracy skills across the school.	'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 is articulating ideas, developing understanding and engaging with others through speaking, listening and communication. Oracy skills set children up for success in school and life.' ***(Voice 21)*** On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Literacy is important across the curriculum, and oral language approaches can support literacy. ***(EEF- Research Toolkit)***	1 and 3
All staff provided with a programme of PD to successfully deliver 'My Happy Mind' across the school. 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	1 and 5

	disadvantaged pupils, according to an analysis of pupil premium statements. ***(Research undertaken by Verian alongside EEF 2025)***	
New EYFS teaching team to observe good practice at other settings- phonics/early reading	Early reading should be developed using a balanced approach that focuses on both language comprehension and decoding.[1,2] This approach, often underpinned by a framework known as the Simple View of Reading (Figure 2), is well-supported by evidence and provides a helpful overview of the reading process.[3] The Education Endowment Foundation (EEF) Teaching and Learning Toolkit considers systematic synthetic phonics (SSP) one of the most effective and well-evidenced approaches to early literacy development ***(EEF- Research Toolkit)***	4
All staff in EYFS and KS1 to continue to develop phonics knowledge through PD where necessary.	The Education Endowment Foundation (EEF) Teaching and Learning Toolkit considers systematic synthetic phonics (SSP) one of the most effective and well-evidenced approaches to early literacy development ***(EEF- Research Toolkit)***	4
Staff to receive support on purposeful adaptations and scaffolds for vulnerable pupils where necessary. All staff to be aware of who their vulnerable pupils are and including them in focus groups during whole class teaching.	Pupils learn at different rates and to succeed some pupils will require adaptations or additional support that builds on universal approaches. Teachers should not be making assumptions about pupils' learning rates based on their socio-economic background or SEND status. For adaptations or additional support to be effective, they should be considered alongside and integrated into universal provision. This means building adaptations into whole-class planning and ensuring that additional targeted support is linked to classroom learning. ***(EEF- Research Toolkit)***	1, 4 and 3

	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. ***(DfE- White Paper)***	

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

Budgeted cost: £ 20,992.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff/ Teachers will provide high quality interventions to close gaps in reading, writing and maths.	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: - 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)***	1, 3 and 4
Teachers/ Teaching Assistants to offer early intervention or consolidation interventions where possible to reduce gaps between Pupil Premium	'There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence	1, 3 and 4

pupils and non-pupil premium pupils	informed 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)***	
Targeted support from outside agencies for pupils who fall into other vulnerable groups where necessary e.g EP, external provision, counselling	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)***	1
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)***	1, 2, 5

	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)***	
Teachers and teaching assistants are allocated dedicated time to prepare targeted adaptations and scaffolds, ensuring vulnerable pupils can access learning effectively	Pupils learn at different rates and to succeed some pupils will require adaptations or additional support that builds on universal approaches. Teachers should not be making assumptions about pupils' learning rates based on their socio-economic background or SEND status. For adaptations or additional support to be effective, they should be considered alongside and integrated into universal provision. This means building adaptations into whole-class planning and ensuring that additional targeted support is linked to classroom learning. ***(EEF- Research Toolkit)*** An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. ***(DfE- White Paper)***	1

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

Budgeted cost: £11,873

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers/ Attendance leader to contact families of low attenders and support families to improve attendance. Absences will be investigated and support offered to families in order to increase attendance	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 likely to attain at school and stay in education after the age of 16 years.	2

	(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)***	
Continue to sustain the implementation of behaviour policy 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)**	1, 2 and 5
An exciting range of trips and visits will be planned to enhance the curriculum in all Year groups. Every child	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***	2, 5

eligible for Pupil Premium will be provided with these opportunities free of charge. This includes the Year 6 and 4 residential	***Literacy (1988)***, "to be culturally literate is to possess the basic information needed to thrive in the modern world". Studies by the National Audit Office highlight that material poverty—such as the cost of school uniforms, transport, and family borrowing for school trips—creates barriers to full participation. Even high-achieving disadvantaged students frequently miss out on top university and career pathways due to a lack of networks and guidance ***(IFS- National Audit Office)***	
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***	2, 5
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 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)***	1, 2

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)***	1, 2
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)***	1
Pupil premium pupils will be offered a range of fully funded extra-curricular clubs which are either run by the school or associated with the school.	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***	1,2, 5
Workbooks will be provided for identified Pupil Premium pupils in Year 6 to support with SATS.	Studies by the National Audit Office highlight that material poverty—such as the cost of school uniforms, transport, and family borrowing for school trips—creates barriers to full participation. Even high-achieving disadvantaged students frequently miss out on top university and career pathways due to a lack of networks and guidance. ***(IFS- National Audit Office)***	1

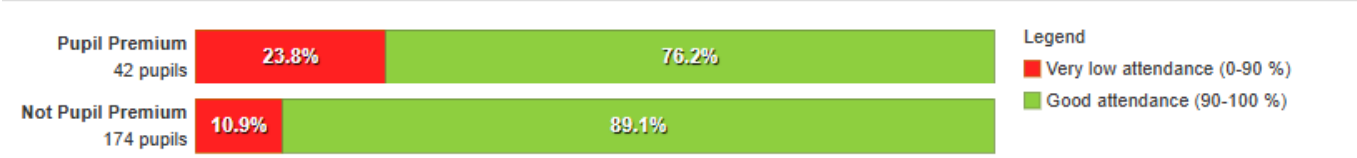
Total budgeted cost: £ *65,822.70*

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.

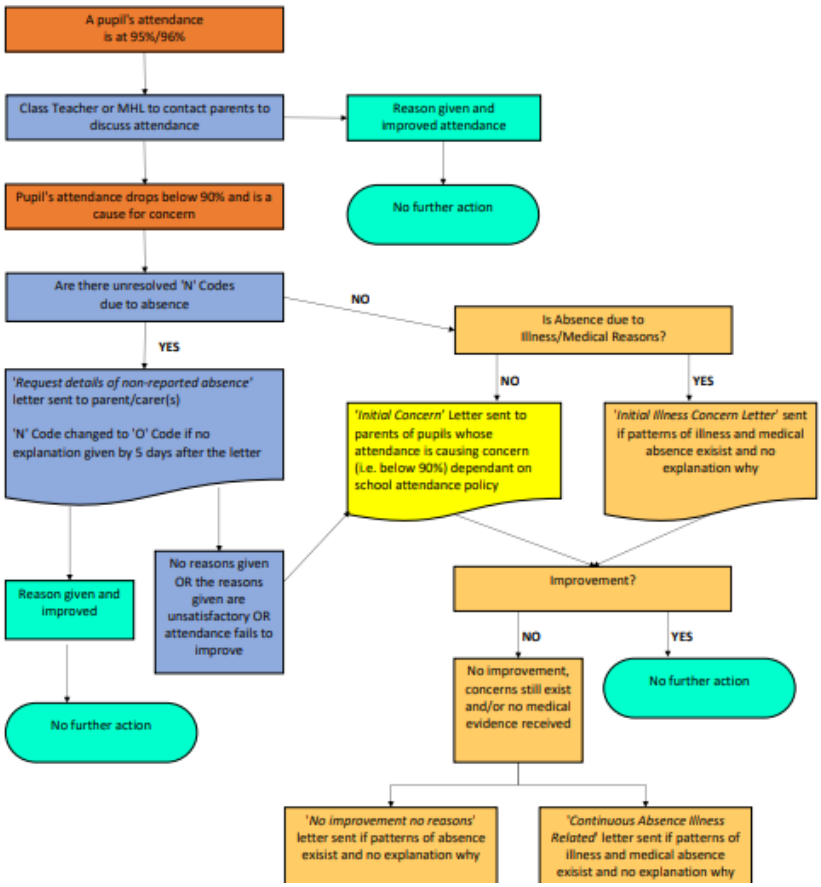
Aim
Outcome 1: The % of pupil premium pupils counting as 'persistent absentees' will reduce to be more in line with the whole school figure and the overall national figure. All pupil premium children will be supported to achieve a high level of attendance.
Evidence and Impact, headlines:

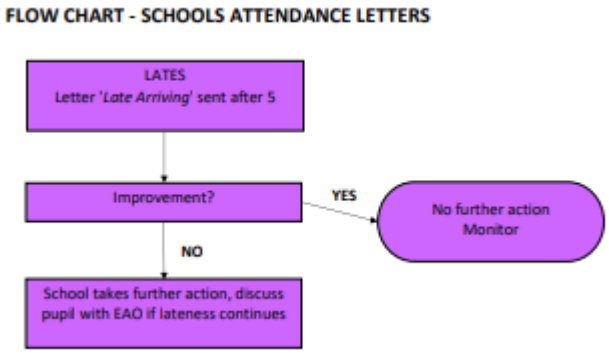


Pupil ▲	Attendance	Days missed	Days missed through illness	Authorised absences	Unauthorised absences	Late before register closed	Late after register closed	Possible sessions
Not Pupil Premium — 174 pupils — 81%	94.7%	1,673	990.5	4.4% (2,746)	1.0% (600)	383	168	62,747
Pupil Premium — 42 pupils — 19%	92.4%	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.





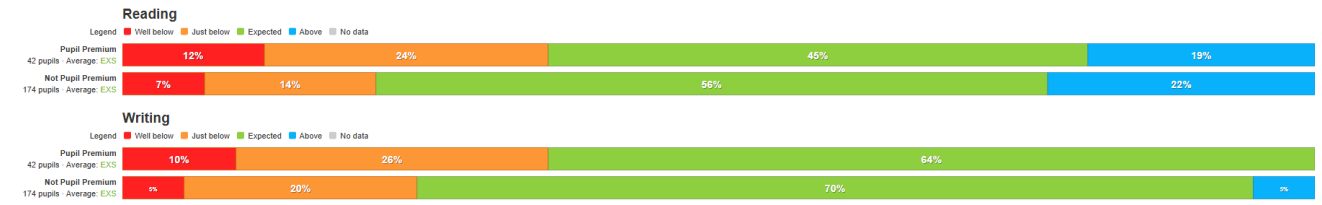
For pupils who are at risk of becoming persistent absentees, the Headteacher, teachers and the school Mental Health Lead work with families and where necessary involve outside agencies.

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

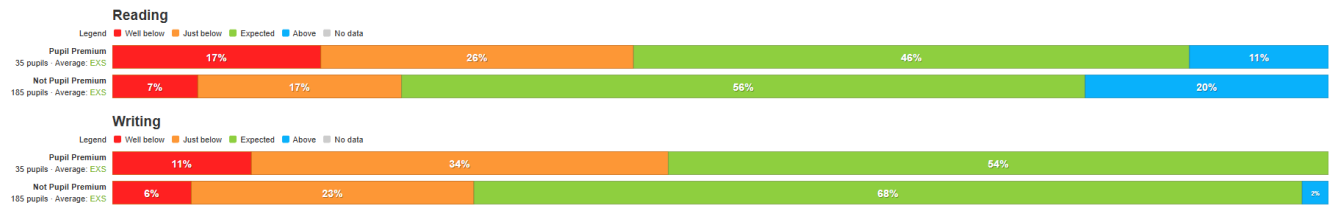
Outcome 2: Improved outcomes in Reading and Writing due to the development of oracy strategies

Evidence and Impact, headlines:

Current Data: 2025-2026



Previous Years Data:



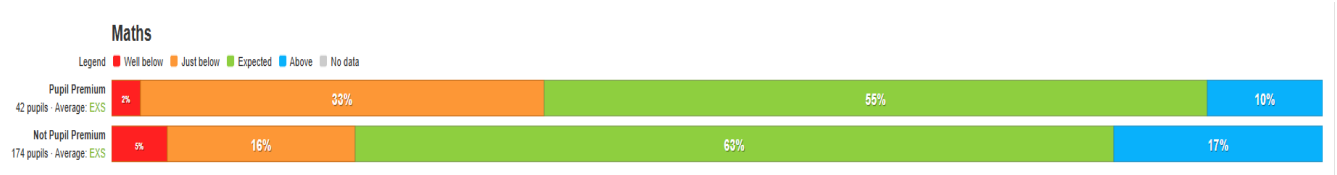
The gap between PP and non-PP pupils is starting to close in reading and writing. Progress has been made across the school on improving the % of pupils reaching the expected standard in writing. PP attainment in writing has risen by 10% in this academic year and by 7% in reading.

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

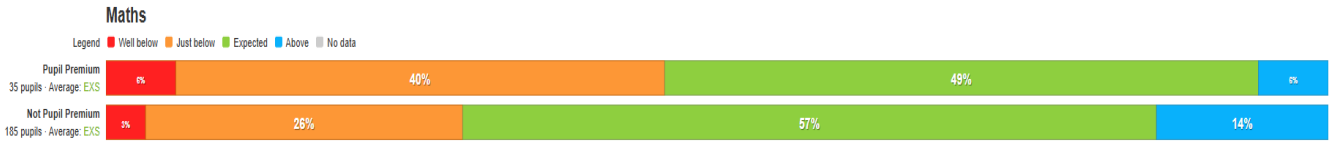
Outcome 3: Improved maths attainment among disadvantaged pupils.

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 None-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