

Pupil premium strategy statement – Piddle Valley CE First School

This statement details our school’s use of pupil premium (and recovery 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	41
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	01 October 2025
Date on which it will be reviewed	01 October 2026
Statement authorised by	Mrs Jemma Moore
Pupil premium lead	Mrs Jemma Moore
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/24 5 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,550

Part A: Pupil premium strategy plan

Statement of intent

At Piddle Valley CE First School all our children (disadvantaged and not) will be in receipt of high-quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 90% of the children who are pupil premium are also identified on the SEND register whether for specific needs or for monitoring purposes. Teachers work very closely with SEND support and the school SENDco to ensure a holistic approach to meeting their needs. We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to our phonics programme (Little Wandle Letters and Sounds) and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Piddle Valley CE First School. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We want to enhance oral language skills, offer increased reading opportunities via reading books matched to our phonics scheme 'Little Wandle Letters and Sounds' and reading for pleasure, as well as ensure pupils have access to targeted, high quality adult support through interventions.

Piddle Valley CE First school will provide pastoral support for the school community through engaging with families and offering support with school attendance and encouraging all our pupils to engage with the full learning experience including enrichment experiences both in and out of school.

Challenges

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

Challenge number	Detail of challenge
1	The attendance and punctuality of pupil premium children as a group is low.
2	The majority of our disadvantaged children fall into another vulnerable group i.e. having an additional special educational need or needing support with social and emotional wellbeing.
3	Having regular face to face contact with our pupil premium families.
4	Disadvantaged children are not meeting expected or high level standards.

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
For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance.	Attendance will be monitored weekly with daily prompt phone calls to families who have an absent child without notification. Monitoring by Headteacher of children known to the school who have historic attendance and punctuality concerns. Follow DC attendance procedure for poor attendance (below 95%) and lateness, letters to be sent home followed by a referral if necessary. Engage with the 'Early Intervention' team (LA) to support the family.
Pupils access a wide range of interventions to meet their SEND needs.	A cohesive and positive partnership between home and school.
Writing outcomes for pupil premium children will be improved and in line with all pupils	PP children will develop a love of writing. PP children will achieve in line with their peers and make at least expected progress

Reading outcomes for pupil premium children will be improved and in line with all pupils	PP children will develop a love of reading. PP children will achieve in line with their peers and make at least expected progress
Phonics outcomes will be strong at the end of Year 1 and KS1	At the end of Year 1 and KS, PP children will leave KS1 having completed the phonics programme and having passed the KS1 Phonics test. For some PP children with SEND needs, this may be by the end of Year 2.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Complete the introduction of the new synthetic, systematic phonics programme (Little Wandle) across KS1 and any children requiring catch up phonics in KS2. Ensure all Relevant teachers and TA's are trained in this new approach (Fund training, purchase	<p>The impact of high-quality teaching and learning in phonics is incredibly well documented.</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>Ensuring that all staff are well trained in our chosen SSP and have the resources in order to deliver this effectively is a priority for the school. Additionally, we will train staff in a carefully selected phonics intervention and improve subject knowledge so that teachers can build on phonics acquisition, moving into spelling in KS2.</p>	4

necessary teaching and learning materials including reading books)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics	
Fund the pupil premium lead's designated leadership time to oversee a number of the strategies in place and to monitor the impact of these.	The EEF recommends a four-stage, cyclical process for the successful implementation of the pupil premium strategy. It highlights the critical role that leadership plays, particularly in stages 3 and 4 – the implementation and monitoring phases. Dedicated time ensures that this work can be done highly effectively.	2,3
CPD to improve writing To train and implement drawing club and curiosity quest. Ensure staff understand the key principles of the approach and the way writing is taught across the school - £500 for class reading resources and courses.	A systematic and consistent approach to writing based on strong and recognised theoretical research to ensure the best outcomes for pupils	2,4,
Quality First Teaching To ensure high quality provision and delivery of core learning	Quality First Teaching for all pupils TA CPD ongoing for Reading, Writing, Phonics and Maths delivered by subject leads	1,2,4

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

Budgeted cost: £ 1550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support SENCo and teachers to work together to identify pupils,	EFF Guide – promoting a tiered approach making teaching a top priority, including the importance of quality CPD Sutton	2,4,

their needs and individual support required	Trust – quality first teaching has direct impact on pupils outcomes	
<i>Pupil Progress</i> Half termly meetings with Headteacher, SENco and teacher £800	Individual pupils and intervention groups identified All staff aware of PP children with next steps identified Intervention timetable in place Intervention programme running daily with consistently with trained staff EFF – interventions consistently show positive impact on learning	2,4,
Raise Standards in R, W, M & Phonics Use of Reading Vipers as means to teach reading skills with a clear programme of core text to support the teaching of reading £1000 for quality text Subscription to Literacy Shed Plus and resources, to be used in school and home - £200	EFF – digital technology – use of technology approaches beneficial to reading, writing and maths practice evidenced	2,4,
Use of ‘First Words’ to support pupils who are struggling to access phonics teaching £200	Whole word approach	2,4

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

Budgeted cost: £ 2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of ‘Hamish & Milo’ programme. Supporting social and emotional wellbeing of pupils and parents Training for 1 new member of	Children need all physical, emotional and social needs met in order to achieve academically	1,2,3

staff (Level 3) £1000 with £200 resources		
Trips and visits Subsidised trips and visits for PP children - £500	Opportunities to enhance and enrich the curriculum and pupils experiences Ofsted emphasis on Improving cultural capital	1,2,3,
Extra-curricular activities To encourage engagement and subsidise / fund PP children including music tuition, sporting clubs - £500	EEF – Sports participation increased educational engagement and attainment EEF – Describes the benefits to children learning to play musical instruments EEF – Extra outdoor pursuits shows benefits on academic learning and self confidence	1,2,3,

Total budgeted cost: £ 13550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024 Review

Attendance for PP has been lower, but by the Summer, PP children were almost in-line with the rest of the school. Some of the marks for absence has been allocated due to lateness.

	<i>PP %</i>	<i>Non-PP%</i>
<i>Autumn</i>	<i>87% (70%)</i>	<i>94%</i>
<i>Spring</i>	<i>81% (60%)</i>	<i>94.7%</i>
<i>Summer</i>	<i>90% (72%)</i>	<i>91.2 %</i>

This has been achieved through improved monitoring and regular reminders for parents via email/newsletters. The attendance of an identified cohort remains a concern (3 pupils) but support through Early Intervention (DC) and family partnership is in place.

The Headteacher is joining a DC initiative/working party to review and develop approaches to improve attendance across the local area.

Achievement for PP (13 pupils). (2 are in preschool)		<i>Below ARE</i>	<i>ARE</i>
	<i>Reading</i>	9	4
	<i>Writing</i>	5	8
	<i>Phonics</i>	1 (100%) Met the standard	
	<i>Maths</i>	7	6

Reading and writing remains a focus supported by ‘catch up’ phonics through the ‘Little Wandle Letters and Sounds’ programme. Monitoring by the Literacy Coordinator with feedback to staff will continue with the literacy lead modelling good practice through phonics teaching. Support staff training for new members of staff and refresh training for others.

Reading Vipers as means to teach reading skills, is now timetabled across all year groups and is delivered daily with a clear focus on specific reading skills and progression. The programme will continue but the school is currently exploring a programme called Hamish & Milo which provides a specific 10 week programme for individuals or small groups. This is part of a research project supported by Bath University and will provide comparative data for pupils mental health and wellbeing

Externally provided programmes

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

Programme	Provider

