

Pupil premium strategy statement – Winterbourne Valley CE VA 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	68
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Emma Sleightholme
Pupil premium lead	Emma Sleightholme
Governor / Trustee lead	Jan Griffiths

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,435
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£12,435

Part A: Pupil premium strategy plan

Statement of intent

At Winterbourne Valley First School, we are committed to ensuring that all pupils, including those who are disadvantaged, receive a high-quality education that enables them to achieve well, develop confidence and be prepared for the next stage of their education. In line with the Education Inspection Framework, our Pupil Premium strategy focuses on improving outcomes through high-quality teaching, effective curriculum implementation and targeted support which removes barriers to learning.

Our use of Pupil Premium funding is informed by a secure understanding of our school context, robust assessment and evaluation, and evidence-based research, including guidance from the Education Endowment Foundation (EEF). We recognise that disadvantage is not a defining characteristic and that pupils' needs and experiences vary significantly. Being eligible for Pupil Premium funding does not indicate lower ability, nor does it limit aspiration or achievement.

Disadvantaged pupils at Winterbourne Valley First School may face a range of barriers which can impact on learning, behaviour, attendance and personal development. These may include limited early language experiences, weaker literacy skills, reduced access to enrichment opportunities, low self-esteem, inconsistent attendance or challenges linked to family circumstances. For some pupils, additional factors such as emotional wellbeing, physical or mental health needs, sleep or nutrition may affect readiness to learn. Addressing these barriers is essential to ensuring pupils can engage fully with the curriculum.

Barriers and priorities are identified through ongoing formative and summative assessment, pupil voice, parental engagement, staff professional dialogue, learning walks, book scrutiny and the analysis of progress, attendance, behaviour and participation in wider school life. This ensures that Pupil Premium funding is used strategically, responsively and with clear intent, supporting both academic achievement and personal development.

Principles

- High-quality teaching is the most important factor in improving outcomes for disadvantaged pupils and is prioritised across the school.
- The curriculum is ambitious, inclusive and sequenced to build knowledge, skills and vocabulary over time.

- Support is targeted, time-limited where appropriate and regularly reviewed for impact.
- Pupil Premium funding may be allocated to pupils or groups identified by the school as experiencing disadvantage, not solely those eligible for Free School Meals.
- Provision supports pupils' behaviour, attitudes and personal development, recognising these as integral to academic success.

Our Objectives

- To ensure disadvantaged pupils make strong progress from their individual starting points and achieve well across the curriculum.
- To narrow attainment and progress gaps between disadvantaged pupils and their peers within school and nationally.
- To support pupils' emotional wellbeing, resilience and confidence so they are ready to learn and able to engage positively in school life.
- To ensure disadvantaged pupils have equitable access to enrichment, experiences and opportunities that enhance cultural capital.

How We Achieve This

- Targeted deployment of skilled teaching assistants to support learning within the classroom, ensuring pupils access the same ambitious curriculum as their peers.
- Delivery of evidence-informed interventions in reading, writing, speaking and listening and mathematics, closely aligned to classroom learning.
- Use of trained, emotionally available adults, including Emotional Literacy Support Assistants (ELSA), to support pupils' emotional regulation and wellbeing.
- Financial support to remove barriers to participation in educational visits, enrichment activities and residential experiences, ensuring full inclusion.

The impact of this strategy is regularly evaluated by leaders and governors through analysis of outcomes, attendance, behaviour and pupil voice. Provision is adapted in response to pupils' changing needs to ensure continuous improvement and sustained impact.

Challenges

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

Challenge number	Detail of challenge
1.	Ensuring consistent progress in reading, writing and maths for PP pupils, especially given tiny cohort and individual variation.
2.	Lower expressive and receptive language on entry for some pupils.
3.	Early adverse experiences can impact some pupils' emotional regulation and behaviour, affecting their engagement with learning.
4.	To sustain high levels of attendance, recognising that cohort volatility means that the absence of individual pupils can have a disproportionate impact on outcomes.
5.	Limited access to enrichment and wider experiences due to financial pressures on families.

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
Children make good progress in reading, writing and maths.	Increased proportion of PP pupils to meet age-related expectations, with most pupils making strong or better progress from their starting points. Strong progress in books & data.
PP pupils develop strong oral language and vocabulary across the curriculum	Teaching staff consistently model and reinforce high-quality talk and vocabulary. Assessment and observation show that PP pupils make strong progress in spoken language from their starting points.
Pupils demonstrate improved emotional wellbeing, resilience and self-regulation	Targeted support (e.g., ELSA, mentoring, small group interventions) results in measurable improvements in wellbeing and readiness to learn.
To monitor attendance and punctuality to ensure all pupils have 95% attendance or above.	Children achieve well and have no gaps in their learning because they attend every lesson on every day.
To ensure that PP pupils have access to trips and enrichment opportunities.	Children are able to take part in all activities and have the correct school uniform through assistance with funding.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All teachers and teaching assistants to receive ongoing training in Little Wandle Phonics, White Rose Maths, Drawing Club and Literacy Tree</i>	EEF key findings include that systematic, synthetic phonics teaching has a positive impact and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. Quality first Maths teaching is critical in being able to effectively support children in their Maths learning.	1,2
<i>ELSA Supervision and CPD. Training delivered by EP. Ongoing support and advice provided.</i>	Evidence from research shows children are better able to access learning if they have good mental health and are able to understand and regulate their emotions.	1,2,3, 4

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

Budgeted cost: £9,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistants to deliver 1-1 or small group writing and phonics catch-up interventions.</i>	EEF findings report that it is well-evidenced that quick catch-up intervention prevents gaps in understanding developing. It is also reported that 'language provides the foundation of thinking and learning and should be prioritised'.	1,2,3
<i>Teaching assistants available to support children in the classroom.</i>	Extra support in class helps children to remain engaged and on task in the classroom. Individualised teaching, on average, has an impact of 4 months additional progress.	1,2,3,

<i>ELSA Interventions – 30 mins per child per week</i>	Supporting children with their emotional literacy and enabling them to understand and regulate their emotions helps children engage in learning.	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Promotion of the need for good punctuality and attendance in parent newsletters. Monitoring of attendance by the HT and use of the Dorset Agreed Attendance notices if necessary.</i>	EEF report that there is a positive impact on children when there is good parental communication and targeted parental engagement from the school.	4
<i>Pay for trips, enrichment activities and school uniform as and when needed.</i>	Wearing school uniform is known to improve behaviour and helps to reinforce a sense of discipline. Through participation in learning activities outside the classroom, children develop skills such as resilience, self-confidence and motivation.	4,5

Total budgeted cost: £12.435

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Based on the latest IDSR data for the 2024/25 academic year, our disadvantaged pupils are achieving results in line with national expectations. Attendance and engagement remain in line with national expectations, supporting their continued progress. The school continues to provide targeted academic support and pastoral interventions to ensure that all disadvantaged pupils sustain or improve their attainment over time.

