

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

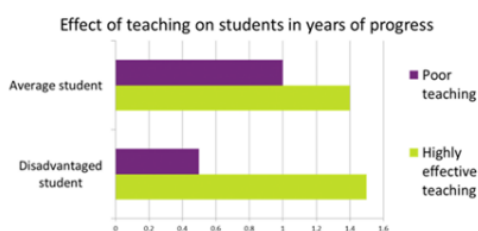
It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wallscourt Farm Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	82
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2025 2025 - 2026 2026 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Charlotte Black Principal
Pupil premium lead	Helen Rea Assistant Principal
Governor / Trustee lead	Kathryn Raftery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,184
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£121,184



Source: Sutton Trust (2011)

Part A: Pupil premium strategy plan

Statement of intent

At Wallscourt Farm Academy our vision is to create ambitious, confident young people who are culturally aware and able to contribute to society and the lives of others as they become adults themselves.

Our Guiding Principles when supporting learners entitled to Pupil Premium are that:

- We know our learners and foster strong relationships with them
- We ensure a sense of belonging in the community
- We advocate and champion our learners
- We promote a love of reading
- We adapt our teaching to meet the needs of everyone
- We promote and enable good attendance
- We have a progressive and well sequenced curriculum which promotes lifelong learning
- We foster future leaders
- We attempt to remove financial barriers
- We work in partnership with families

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is viewed alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” solution. We will ensure that all teaching staff are involved in the analysis of data and the identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well as, or better, nationally in comparison to their non-PP peers. We do this through an established culture and practice that prioritises the needs of learners experiencing disadvantage even over other groups.

Our key priorities for our three-year strategy are:

- Disadvantage even over
- Attendance first
- Quality teaching first
- Assessment and intervention

We know that we are living in a time where there is increased disconnection and increased social inequality and the numbers of children persistently experiencing disadvantage grows. Our strategy is therefore rooted in, and viewed through the lens of **disadvantage even over.** Our core aim is to amplify advantage for those who are currently experiencing disadvantage. Our end of year data shows that we continue to

have an attainment gap between those who are, and those who are not experiencing disadvantage. It is therefore our aim to put this at the core of our strategy to bring equity to our education offer, enabling learners to flourish in their world.

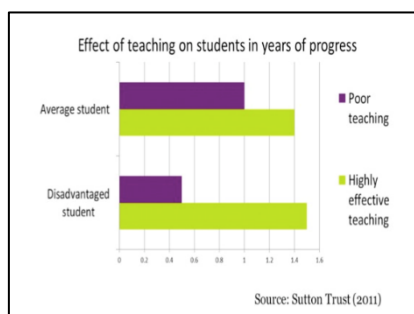
With this in mind, a key priority for our strategy must be **attendance first**.

A robust and successful attendance strategy is the prime raising attainment strategy we could adopt – if learners are not in school, then we have little or no influence on their progress and attainment. We will continue to work collaboratively and within Networks through the Trust and lead change through our Attendance Hub.

Attendance is everyone's responsibility



We recognise that a range of strategies, within and in addition to **quality teaching first**, will support the progress and attainment of learners experiencing disadvantage. Research tells us how important high quality first teaching is on the outcomes of our most disadvantaged learners. Quality first teaching (Sutton Trust 2011) is described as the single biggest variable (30%) that explains in school variation.



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.

EEF – High Quality Teaching

To support this, we also develop highly effective teaching through a rigorous approach to staff professional development. Alongside high-quality teaching, we aim to provide systematic and needs driven **assessment and intervention**, that meets needs, closes gaps and is aimed at accelerating progress. In addition to this, we remain focused on quality adaptive teaching, that meets the needs of *all learners*. We also recognise the vital importance of Oracy. We know that the ability to communicate through spoken language is one of the strongest predictors of future life chances when children are at school. Left unaddressed, this gap will grow.

Challenges

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

Challenge number	Linked key priorities	Detail of challenge
1	Disadvantage even over	Language and Oracy development: Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some learners experiencing disadvantage, from EYFS and through school to KS2. In KS1 and KS2 learners experiencing disadvantage are less likely to use talk to connect ideas and explain what is happening coherently.
2	Quality Teaching First Assessment and Intervention	Low attainment on entry to the EYFS or on entry to the school in later year groups: Most learners experiencing disadvantage are working below age-related expectations on entry to Reception and despite making accelerated progress, do not meet the Early Learning Goals. A high percentage of pupils joining the school in later year groups are experiencing disadvantage or have English as an additional language (EAL); they are frequently working below age related expectations.
3	Quality Teaching First Assessment and Intervention	Attainment of key subject areas: There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes. We know from our analysis that many of our younger disadvantaged learners' education has been disproportionately impacted by partial school closures.
4	Disadvantage even over Quality Teaching First Assessment and Intervention	Progress for pupils working at Greater Depth: Progress for disadvantaged pupils is lower than that of other pupils and fewer learners experiencing disadvantage make Greater Depth.
5	Disadvantage even over Quality Teaching First Assessment and Intervention	Reading: We know that our learners experiencing disadvantage have lower levels of reading progress / attainment. Reading at home is practised less; they do not gain pleasure in reading or maintain positive attitudes to reading. Not being a fluent reader can impact adversely on learners' access and understanding of the curriculum.
6	Disadvantage even over Quality Teaching First Assessment and Intervention	Basic Number Facts: Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils; this is especially evident in Years 3 and 4
7	Disadvantage even over	Adverse Childhood Experiences: Our analysis shows that learners experiencing disadvantage have a higher chance of exposure to an adverse childhood experience (ACE). Developmental social and emotional well-being impacts adversely on readiness to learn.
8	Disadvantage even over	Enrichment: We know that many of our PP learners have narrow experiences outside of school and have reduced educational experiences (cultural capital). We aim for 100% of Pupil Premium children to take part in the Children's University; we offer enrichment by providing positive experiences in order to develop Cultural Capital.

9	Attendance First	Attendance and Punctuality: There is a historical trend that the overall attendance of our PP learners is below the national average (96%) and there is a gap between PP and non-PP attendance at school.
10	Disadvantage even over	Financial: We know that our children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being. Financial challenges can limit opportunities and/or isolate children.
11	Disadvantage even over	Parental Engagement: We know that many of our PP learners have parents who are less engaged in learning and for a number of reasons do not support learning at home.

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
Disadvantage even over	Increase PP learner's self-agency	Opportunities offered to PP families is measurable
Attendance First	Increase PP YTD% to reduce PP gap to within 2 percentage points	Bromcom data from 24-25 will show an increase in PP YTD percentage figures and a reduction in the PP gap compared to 23-24.
Quality teaching first	Ensure all teachers consistently enact the Wallscourt Way	Academy review observations twice termly show consistent enactment across the school.
Assessment and Intervention	Increase combined attainment for PP learners to at least 65% and close the gap to within 10%	23 – 24 (July) DOOYA data compared to 24 – 25 DOOYA (cohort)

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: £21,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.	<p>The Sutton Trust report 'Improving the impact of teachers on pupil achievement in the UK' https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners.</p> <p>The EEF publication, 'Using your Pupil Premium Effectively' enables teachers to evaluate, ensuring misconceptions are addressed and personalised learning is available. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3,4,5,6
Staff CPD Key research is used to guide regular staff CPD with a focus on quality first teaching.	https://www.suttontrust.com/our-research/great-teaching/	1,2,3,4,5,6

Professional Development sessions INSET days Leadership Training	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Language and Oracy development: Voice 21 Embedding a culture of oracy.	<p>Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school, widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties. (Voice 21)</p> <p>https://voice21.org/why-oracy-matters/</p> <p>The EEF document, 'Preparing for Literacy' recommends that high quality adult-led interactions are important as adults have a vital role in modelling effective language and communication which provides the foundation for thinking and learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1,2
<p>Embed and consolidate a whole school reading approach that includes:</p> <ul style="list-style-type: none"> • Systematic Synthetic Phonics – approved phonics scheme Unlocking Letters and Sounds. • Access to phonetically decodable texts • Phonics into reading • Reading Fluency • Reading to understand • Wallscourt Farm Academy Reading Spine – core books that all children will read during their time with us <p>Teaching of reading is a daily focus in Learning Zones: phonics, being a reader sessions and end of day stories.</p>	<p>Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don't own a book. Children who own books are fifteen times more likely to read above ARE.</p> <ul style="list-style-type: none"> • Unlocking Letters and Sounds – DfE validated scheme by Ransom • Mapped out scheme of phonics books aligned to Unlocking Letters and Sounds <p>https://www.ransom.co.uk/books/our-series/unlocking-letters-and-sounds-series.html</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Matthew Effect – impact on fluency and progress <p>https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</p>	1,2,3,5,11
Curriculum enactment: Continue to teach a cumulatively sufficient,	<ul style="list-style-type: none"> • <i>Why knowledge Matters – rescuing our children from failed educational theories</i> (E.D. Hirsch, Jr – 2017) 	1,2,3,4,5,6,8

knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.	<ul style="list-style-type: none"> • <i>The Curriculum</i> – Gallimaufry to coherence (Mary Myatt – 2018) • <i>Why children don't like school</i> (Daniel T. Willingham) 	
Phase Leader Release to support in: <ul style="list-style-type: none"> • Ensuring high expectations of disadvantaged learners within year groups • Consistency of school wide approaches • Monitoring, assessment & moderation 	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 	1,2,3,4,5,6
Core Team Meetings (CTM)/ Pupil Progress Meetings <ul style="list-style-type: none"> • Weekly CTMs for YR-6 • Focus on PP learners and SEND • Teachers assess trends and patterns • Curriculum adaptations made based upon trends and discussions 	<ul style="list-style-type: none"> • Embedded Formative Assessment , Dylan Williams 2018 	1,2,3,4,5,6

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

Budgeted cost: £92,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our therapy intervention approach allows gaps to be identified and therapies delivered to support in closing these gaps.</p> <p>This is implemented from Y1 – 6 across the school and focuses on key children and monitors progress.</p> <p>Therapies are delivered for key children by class teachers and teaching partners.</p>	<p>Our interventions aim to support the promotion of excellence for learners. We use data to sharpen the focus on the key gaps in students' learning and then implement specific personalised intervention for each learner to enhance standards. This is achieved through a cohesive formalised AfL approach.</p> <p>Our therapy intervention approach is supported by Unlocking Letters and Sounds interventions, Mastering Number and times table booklets.</p>	1,2,3,4,5,6

<p>Speech & Language Therapy to support learners' speech and language skills to ensure they are corrected or well developed.</p> <ul style="list-style-type: none"> Wellcomm speech and language toolkit EYFS focus on Speech, Language and Communication Speech and Language screening for all learners in Reception Specialist Speech & Language screening for learners with higher need Talk Boost therapy sessions (Y1) Family drop-in sessions (South Glos) 	<ul style="list-style-type: none"> We use Wellcomm speech and language toolkits to provide speech and language screening and interventions. https://www.gl-assessment.co.uk/assessments/products/wellcomm/ Communication Trust research supporting benefits of speech and language. Limited speech and language skills, which impacts on learning. Oral language intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention 	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Oracy development: To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition.</p> <ul style="list-style-type: none"> Improve oracy levels through embedding Voice 21 and WFA strategies to develop grammar and articulation. Use Oracy Framework tool (key components of communication – linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring processes. 	<p>Voice 21</p> <p>“Speaking is a huge priority. It’s one of the biggest indicators of success later in life. It’s important in terms of their employability as they get older. It’s important in terms of wellbeing. If children aren’t able to express themselves and communicate how they’re feeling, they’re not going to be able to be successful members of society.”</p> <p>Amy Gaunt, Voice 21 https://voice21.org/</p>	1,2
<p>Family Support Worker: to provide support through signposting and connecting</p>		1-11

services for parents with mental health concerns.	<p>Family Support Worker provides guidance and support to all families and shares updates with teaching team to support learners.</p> <p>“Parents of disadvantaged children are frequently let down by the education system that may have let them down during their own childhood.” (p.81) Narrowing the attainment gap: Daniel Sobel (2018)</p> <ul style="list-style-type: none"> Evidence indicates that some PP learners at WFA have parents who present a higher proportion of the following compared to their peers: <ul style="list-style-type: none"> ➤ Not free of parental mental health issues ➤ Not free of a culture of worklessness ➤ Not experiencing a healthy diet ➤ Not experiencing regular sleep 	
<p>Family Support Worker: Family Support worker employed to support with the following:</p> <ul style="list-style-type: none"> Providing support for families who may not be able to engage with education independently. Sharing information and wider services with relevant families and supporting engagement where necessary e.g. parenting support. Championing families and their children within the inclusion team. 		
<p>Financial Support</p> <p>- Wrap around care: Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</p>	<p>According to research by The Children’s Society on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p>	8, 9, 10
<p>Financial Support</p> <p>- Music Lessons: Support parents of children who qualify for FSM through supplementing Bristol Beacon’s discount to provide a 50% discount for music lessons and free instrument hire.</p>	<p>Money pressure also left children and parents feeling isolated and excluded, ‘Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays.’</p> <p>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</p> <p>The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.</p>	8,10
<p>Financial Support</p> <p>- Uniform: Supply PP learners with a free book bag and provide free uniform on a case-by-case basis.</p>		9,10
<p>Financial Support</p> <p>- Extracurricular / wider opportunities: Provide opportunities for children to attend paid for after school sports provision on a case-by-case basis.</p>	<p><u>Education Endowment Fund: Enrichment</u></p> <p>There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils’ attainment by up to 4 months.</p>	8,10

- Ensuring PP children are given priority for selection at extracurricular clubs		
Financial Support - Trips and visits: Accessible to all children through subsidised class visits and visitors to enrich the curriculum, including Y6 residential discount.		8,10
Whole School Thrive Approach Learners social and emotional well-being development supports readiness to learn. 1:1 and small group work led by Thrive practitioner.	“The Thrive Approach teaches you how to be, and what to do, with children’s differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.” The Thrive Approach	7,8
Attendance To ensure that there is no gap between attendance and punctuality figures for PP pupils and other pupils in the school.	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	9
Staff supervision sessions will continue to be offered to the EYFS team. There is also capacity for this service to reach other members of the team, where needed. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.	https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf	1 - 11

Total budgeted cost: £121,184

Part B: Review of outcomes in previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the period 2024 to 2027.

Key Priority:	Disadvantage Even Over	Aim:	Privilege learners experiencing disadvantage
Objective:		Measure:	RAG
Increase PP learner's self-agency		Opportunities offered to PP families is measurable	

24-25 Strategy: Refine and develop WFA's PP Top 10			RAG
Tactics	Review PP Top 10	There is a clear list of 10 ways that we advantage PP learners at WFA which is enacted consistently across the academy.	
	Class teachers and club leaders champion PP learners to attend extra-curricular clubs and activities.	All PP learners have attended at least on extra-curricular activity across the academic year.	
	Create tracking and monitoring systems for club attendance.	All PP learners have attended at least on extra-curricular activity across the academic year.	
	Create an enrichment and financial support tracker to monitor experiences and financial support provided for families.	WFA will know how we have been able to add advantages to PP families and will be able to ensure that there is equity across the offer for our PP families.	

Key Priority:	Attendance First	Aim:	Improve Attendance
Objective:		Measure:	RAG
Increase PP YTD% to reduce PP gap to within 2 percentage points		24 – 25 Bromcom data compared to 23-24 Bromcom data to compare YTD and PP gap.	

24-25 Strategy: Increase contact and build relationships with PP families			RAG
Tactics	Family Support Worker to have a key PP attendance vulnerable list and make weekly calls to families.	Learners on vulnerable list from 23-24 move from 'cause for concern' to 'below expected' or better.	
	Family Support Worker to hold reintegration meetings to support learners to settle back into learning post absence.	Pupil voice shows learners feel noticed and confident with learning when returning from an absence.	
		Staff voice reflects that learners appear more confident after returning from an absence.	
	Nurture Breakfast Club	The percentage of learners not attending school or who are late due to anxiety is reduced.	
	Milkshake Mondays	Pupil voice indicates that 'Milkshake Mondays' is a pull factor for learners to attend WFA.	
		100% weekly data improves and broken weeks decrease	

Key Priority:	Quality Teaching First	Aim:	Ensure all teaching is good or outstanding
Objective:		Measure:	RAG
Ensure all teachers consistently enact the Wallscourt Way		Academy review observations twice termly	

24-25 Strategy: Create the 'Wallscourt Way' (teaching and learning procedural document)			RAG
Tactics	Clear guidance linked to 'this is how we teach [subject] here'	Observation feedback shows that teaching across WFA is consistent.	
	Tailored professional development which links to PD reviews.	Staff voice shows the impact that the professional development has had on PP outcomes.	
	Create a structured plan for monitoring our teaching and learning strategy.	Monitoring feedback indicates this has consistently happened over the year.	
	Create a bank of videoed 'outstanding' lessons to be used for professional development.	Performance Review documents show these resources being utilised and had had a positive impact.	

Key Priority:	Assessment & Intervention	Aim:	Accelerate progress
Objective:		Measure:	RAG
Increase combined attainment for PP learners to at least 65% and close the gap to within 10 %.		23 – 24 (July) DOOYA data compared to 24 – 25 DOOYA (cohort)	

24-25 Strategy: Refine the systems and routines to support prioritisation of PP learners attainment			RAG
Tactics	All staff have a disadvantage strand in their performance development meeting.	Termly review of DOOYA data during PM meetings shows positive progress.	
	Termly and weekly Core Team Meeting focus.	Core Team Meetings notes show discussions and progress for each named learner.	
	Create a menu of validated and approved interventions.	Phase leader 'drop-ins' to ensure interventions are linked to the approved list and identify any staff training needs.	
	Select and train staff in MIS system for recording interventions.	Staff voice and intervention log shows robust and accurate use of the system.	