

Pupil Premium Strategy Statement



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

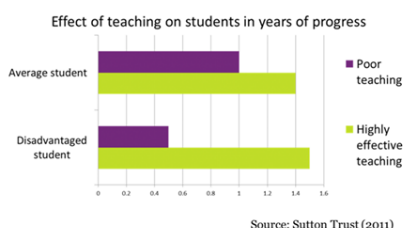
It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wallscourt Farm Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	90
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Charlotte Black Principal
Pupil premium lead	Helen Rea Assistant Principal
Governor / Trustee lead	Mike Small

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,649
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	£115,649



Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At Wallscourt Farm Academy, our vision remains to create ambitious, confident young people who are culturally aware and able to contribute positively to society. We believe that equity is the foundation of excellence, and our strategy for Pupil Premium funding is rooted in this principle.

Guiding Principles for Supporting Learners Experiencing Disadvantage

- We know our learners and foster strong relationships.
- We ensure a sense of belonging and inclusion.
- We advocate and champion our learners.
- We promote a love of reading and oracy as gateways to success.
- We adapt teaching to meet diverse needs without lowering expectations.
- We prioritise attendance and punctuality as the first step to achievement.
- We deliver a progressive, well-sequenced curriculum that builds agency and identity.
- We foster future leaders through character and citizenship education.
- We remove financial and cultural barriers to participation.
- We work in partnership with families and communities.

Context and Challenges

Our approach is informed by research from the Education Endowment Foundation (EEF) and our own data analysis. Common barriers include:

- Limited access to language-rich environments and cultural capital.
- Lower confidence and resilience.
- Attendance and punctuality challenges.
- Complex family circumstances impacting engagement.
- There is no “one size fits all” solution. We adopt a responsive, evidence-based approach, ensuring all staff understand the needs of disadvantaged learners and are involved in planning and review.

Our Strategic Priorities for 2025–26

- **Disadvantage Even Over** – Equity drives every decision.
- **Attendance First** – A robust attendance strategy is our most powerful lever for raising attainment.
- **Quality Teaching First** – High-quality, adaptive teaching is the single biggest factor in improving outcomes (EEF, Sutton Trust).

- **Assessment and Intervention** – Systematic, needs-driven assessment and targeted intervention to close gaps and accelerate progress.

How We Will Deliver This

- Embed the **Wallscourt Way Teaching and Learning Framework** to define and enact high-quality teaching.
- Use **Curriculum Tree** and progression maps to ensure coherence and ambition for all learners.
- Strengthen **inclusive practice and adaptive teaching**, supported by CPD and coaching.
- Prioritise **oracy and vocabulary development** as predictors of future success.
- Implement **rigorous attendance monitoring and family engagement**, leveraging our role as an Attendance Hub.
- Use **Thrive and Future Leader Curriculum** to build resilience, character, and leadership skills.
- Monitor impact through **Core Team reviews**, pupil voice, and data analysis, reporting regularly to the Academy Council.

Our Aim

To close the attainment gap and amplify advantage for those experiencing disadvantage, ensuring every learner flourishes and is ready for the next stage of learning.

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: Baseline assessments show that a significant number of learners enter EYFS below age-related expectations in communication and language. In KS1 and KS2, these learners are less likely to use talk to connect ideas or explain reasoning coherently, impacting reading and writing outcomes. Response: Embed oracy across the curriculum through the Wallscourt Way Teaching Framework, Voice 21 strategies, and Future Leader Curriculum tasks. Monitor impact through pupil voice and formative assessment.
2	Quality Teaching First Assessment and Intervention	Low attainment on entry to the EYFS or on entry to the school in later year groups: Many disadvantaged learners enter Reception below age-related expectations and do not meet Early Learning Goals. A high proportion of pupils joining mid-phase are disadvantaged or EAL, often working significantly below age-related expectations. Response: Implement adaptive teaching strategies and targeted interventions from entry, supported by rigorous assessment cycles and responsive planning.
3	Quality Teaching First Assessment and Intervention	Attainment of key subject areas: Historical trends show disadvantaged learners underperform in combined Reading, Writing, and Maths measures, including KS2 outcomes. Partial school closures have disproportionately impacted younger disadvantaged learners. Response: Use the Curriculum Tree and Wallscourt Way Framework to ensure

		coherence and ambition. Embed systematic assessment and intervention cycles to accelerate progress.
4	Disadvantage even over Quality Teaching First Assessment and Intervention	Progress for pupils working at Greater Depth: Fewer disadvantaged learners achieve Greater Depth compared to peers, and progress for this group is slower. Response: Provide stretch and challenge through adaptive teaching, high-quality questioning, and enrichment tasks linked to Future Leader Curriculum.
5	Disadvantage even over Quality Teaching First Assessment and Intervention	Reading: Disadvantaged learners show lower reading attainment and progress. Reading at home is less frequent, and attitudes to reading are less positive, limiting access to the wider curriculum. Response: Prioritise reading through daily high-quality phonics, targeted interventions, and family engagement. Promote reading for pleasure and embed oracy strategies to strengthen comprehension.
6	Disadvantage even over Quality Teaching First Assessment and Intervention	Basic Number Facts: Knowledge of times tables and number facts is lower for disadvantaged learners, particularly in Years 3 and 4. Response: Implement systematic fluency practice and use adaptive teaching strategies to close gaps, supported by targeted interventions.
7	Disadvantage even over	Adverse Childhood Experiences: Disadvantaged learners are more likely to experience ACEs, impacting emotional regulation and readiness to learn. Response: Embed Thrive assessments and action plans, provide targeted pastoral support, and integrate social-emotional learning through the PD curriculum.
8	Disadvantage even over	Enrichment: Many disadvantaged learners have limited experiences beyond school, reducing cultural capital. Response: Guarantee access to enrichment opportunities, including Children’s University, trips, and leadership roles. Remove financial barriers and track participation.
9	Attendance First	Attendance and Punctuality: Disadvantaged learners have lower attendance than peers, with persistent absence impacting progress. Response: Implement robust attendance strategy through the Attendance Hub, family engagement, and early intervention. Monitor attendance data weekly and link to attainment reviews.
10	Disadvantage even over	Financial: Material deprivation impacts health, wellbeing, and access to opportunities. Response: Provide financial support for trips, uniform, and enrichment. Work with community partners to reduce barriers and support family wellbeing.
11	Disadvantage even over	Parental Engagement: Some families of disadvantaged learners are less engaged with learning, limiting home support. Response: Strengthen communication through termly PD updates, workshops, and family feedback sessions. Use Cradle to Career partnerships to build trust and engagement.

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	Amplify advantage for disadvantaged learners by increasing self-agency and participation in enrichment and leadership opportunities.
Attendance First	Increase PP YTD% to reduce PP gap to within 2 percentage points	Reduce the PP attendance gap to within 2 percentage points of non-PP peers.
Quality teaching first	Ensure all teachers consistently enact the Wallscourt Way	Ensure consistent enactment of the Wallscourt Way teaching and learning framework across all phases.
Assessment and Intervention	Increase combined attainment	Increase combined attainment for PP learners in Reading, Writing and Maths to at least 65%, closing the gap to within 10% points of non-PP peers.
Language and Oracy Development	Narrow gap	Narrow the vocabulary and oral language gap for disadvantaged learners
Reading	Increase reading fluency	Improve reading fluency and attitudes to reading for PP learners.

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: £20,044

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

<p>Staff CPD</p> <p>Key research is used to guide regular staff CPD with a focus on quality first teaching. Professional Development sessions INSET days Leadership Training</p>	<p>https://www.suttontrust.com/our-research/great-teaching/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4,5,6</p>
<p>Language and Oracy development: Voice 21</p> <p>Embedding a culture of oracy.</p>	<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>	<p>1,2</p>
<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>	<p>1,2,3,5,11</p>

<p>Curriculum enactment:</p> <p>Continue to teach a cumulatively sufficient, 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.</p>	<ul style="list-style-type: none"> • <i>Why knowledge Matters – rescuing our children from failed educational theories</i> (E.D. Hirsch, Jr – 2017) • <i>The Curriculum – Gallimaufry to coherence</i> (Mary Myatt – 2018) • <i>Why children don't like school</i> (Daniel T. Willingham) 	1,2,3,4,5,6,8
<p>Phase Leader Release to support in:</p> <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
<p>Core Team Meetings (CTM)/ Pupil Progress Meetings</p> <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: £89,195

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</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>	1,2,3,4,5,6

<p>key children and monitors progress.</p> <p>Therapies are delivered for key children by class teachers and teaching partners.</p>	<p>Our therapy intervention approach is supported by Unlocking Letters and Sounds interventions, Mastering Number and times table booklets.</p>	
<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. <p>https://www.gi-assessment.co.uk/assessments/products/wellcomm/</p> <ul style="list-style-type: none"> • Communication Trust research supporting benefits of speech and language. Limited speech and language skills, which impacts on learning. • Oral language intervention <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>1,2</p>

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

Budgeted cost: £6,410

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 	<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><i>Amy Gaunt, Voice 21</i> https://voice21.org/</p>	<p>1,2</p>

<p>oracy during monitoring processes.</p>		
<p>Family Support Worker: to provide support through signposting and connecting services for parents with mental health concerns.</p>	<p>Family Support Worker provides guidance and support to all families and shares updates with teaching team to support learners.</p>	<p>1-11</p>
<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>“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>Financial Support - 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>	<p>8, 9, 10</p>
<p>Financial Support - 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>	<p>8,10</p>
<p>Financial Support - Uniform: Supply PP learners with a free book bag and provide free uniform on a case-by-case basis.</p>	<p>Education Endowment Fund: Enrichment</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</p>	<p>9,10</p>
<p>Financial Support - Extracurricular / wider opportunities: Provide</p>		<p>8,10</p>

<p>opportunities for children to attend paid for after school sports provision on a case-by-case basis.</p> <p>- Ensuring PP children are given priority for selection at extracurricular clubs</p>	<p>approaches can directly improve pupils' attainment by up to 4 months.</p>	
<p>Financial Support</p> <p>- Trips and visits: Accessible to all children through subsidised class visits and visitors to enrich the curriculum, including Y6 residential discount.</p>		8,10
<p>Whole School Thrive Approach</p> <p>Learners social and emotional well-being development supports readiness to learn.</p> <p>1:1 and small group work led by Thrive practitioner.</p>	<p>“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.”</p> <p>The Thrive Approach</p>	7,8
<p>Attendance</p> <p>To ensure that there is no gap between attendance and punctuality figures for PP pupils and other pupils in the school.</p>	<p>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%.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	9
<p>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.</p>	<p>https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf</p>	1 - 11

Total budgeted cost: £115,649

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 24-25	RAG 25-26
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 24-25
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 one 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.	
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Key Priority:	Attendance First	Aim:	Improve Attendance			
Objective:		Measure:		RAG 24-25	RAG 25-26	RAG 26-27
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. <small>Note Dec 2025: No FSW in post</small>	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. <small>Note Dec 2025: No FSW in post</small>	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 24-25	RAG 25-26
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 more consistent.	
	Tailored professional development which links to PD reviews. Note Dec 2025: Still emerging however staff voice is positive about PD that directly links to PP learners.	Staff voice shows the impact that the professional development has had on PP outcomes.	

	<p>Create a structured plan for monitoring our teaching and learning strategy.</p> <p>Note Dec 2025: Still emerging however staff voice is positive about PD that directly links to PP learners.</p>	<p>Monitoring feedback indicates this has consistently happened over the year.</p>	
	<p>Create a bank of videoed 'outstanding' lessons to be used for professional development.</p> <p>Note Dec 2025: Roll over to next year</p>	<p>Performance Review documents show these rea being utilised and had had a positive impact.</p>	

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

24-25 Strategy: Refine the systems and routines to support prioritisation of PP learners' attainment			RAG
Tactics	<p>All staff have a disadvantage strand in their performance development meeting.</p>	<p>Termly review of DOOYA data during PM meetings shows positive progress.</p>	

	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. Note Dec 2025: Changed system for recording – is now on a spreadsheet.	Staff voice and intervention log shows robust and accurate use of the system.	