Pupil premium strategy statement - *Piper's Vale Primary Academy*

This statement details our school's use of pupil premium 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	325 (Reception to Y6)
Proportion (%) of pupil premium eligible pupils	52%
Academic year that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	October 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Bill Holledge
Pupil premium lead	Kimberly Morton
Governor / Trustee lead	Paul Loft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,686
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	£249,686

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least expected progress and achieve high attainment across all subject areas and attend school every day. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Disadvantaged pupils make up 51% of our cohort. Our aim is that all pupils, including disadvantaged, attend school every day, achieve highly and make at least expected rates of progress.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged pupils was 93.42, compared with 94.4% for the entire cohort.
2	Disadvantaged pupils performing worse in terms of outcomes in terms of GLD and KS2 outcomes.
3	Many disadvantaged pupils are adversely affected culturally due to the limited experiences they have outside the classroom.
4	Many disadvantaged pupils struggle to regulate their behaviour and emotions inside the school setting,

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
Overall attendance improves and PA decreases .	Attendance in 2026-27 improves from 2024/2025. PA reduces and the gap

	between PP and non PP reduces. Attendance exceeds the national average. PA rate is below the national average
All pupils, regardless of background, meet at least the expected progress by the end of their key stage.	90%+ of pupils who have completed the programme of study at the end of Key Stage 1 pass their Phonics screening. Pupil progress and attainment in all years in reading, maths and writing is at least in line with the national average. Pupils at the end of Key Stage 2 make progress and attainment in line with at least national average.
All pupils, regardless of economic and cultural background, are able to experience learning beyond the classroom.	All disadvantaged pupils are able to access a variety of experiences beyond the classroom to enhance their learning and cultural knowledge.
All identified pupils receive the appropriate level of support to meet their social and emotional needs.	Identified pupils receive support at the point of need from the appropriate provision: Tier 1,2 or 3.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*90,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building teacher subject knowledge across the curriculum- regular CPD for all teaching staff (including support staff) RWI training , maths mastery training and cover for staff to work with experts across the trust to develop teacher subject knowledge. Release time for less developed and for more senior members of staff to visit outstanding settings, to observe best practice.	Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development (EEF evidence brief)	1,2
All teaching staff receive regular mentoring and coaching from senior members of staff. Expert teachers coach and develop less secure teachers through coaching, team teaching and modelling. Release time for both expert teachers and less secure teachers to	The Education Endowment Foundation found that schools which implemented the programme found: ● learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score. ● learners in the lowest third for prior attainment made more progress than their classmates in the top third ● teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue	1,2

have time out of class; for observations, for feedback, for coaching and for modelling.	between teachers and encouraged experimentation with formative assessment strategies ● Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils (EEF evidence brief))	
All teachers participate in the Great Teaching Toolkit; CPD time, release time and the cost of the programme.	● Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils (EEF evidence brief))	1,2

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

Budgeted cost: £*80,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults to support targeted RWI phonics 1:1 interventions (to close gaps)	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2
Additional adults to support targeted group RWI phonics interventions(to close gaps)		
Additional adults to support targeted maths 1:1 interventions (to close gaps)		
Additional adults to support targeted group maths sessions (to close gaps)		

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

Budgeted cost: £*79,686*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance by using the Learning Mentor and assistant principals to work closely with families and pupils. Learning mentor/pastoral lead to support pupils who struggle to regulate their behaviour Improve attendance by employing and attendance lead to lead on attendance throughout the academy (percentage of salary)	The EEF argues that simply raising awareness of attendance concerns is not enough and that active parental engagement is more powerful (adding four months progress when planned effectively). Social and emotional skills support effective learning and are linked to positive outcomes later in life.	1,2,4
EWO employed to support the improvement of attendance of all pupils across the academy	The EEF argues that simply raising awareness of attendance concerns is not enough and that active parental engagement is more powerful (adding four months progress when planned effectively).	1,2
Breakfast club provided free of charge for disadvantaged pupils and subscribing to 'magic breakfast', so that food is available at any time should a pupil be hungry (especially if they do not attend breakfast club).	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. (EEF Pupil Premium Evidence Brief)	1,2,4
Provide opportunities for educational visits and learning beyond the classroom regardless of family income to develop cultural experiences.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence	3

	The DfE The Best Start in Life Part 3 states that ‘children’s cultural heritage gives them a sense of who they are and their place in the community.’	

Total budgeted cost: £ 249,686

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

In 2026, 9 out of 19 disadvantaged pupils achieved GLD (47%) compared with 12 out of 19 non-disadvantaged pupils (63 %). 3 more non-disadvantaged pupils achieved GLD than disadvantaged pupils in EYFS). Overall GLD was 61.5% (this number includes SEU pupils who did not complete the programme of study).

As a result of targeted interventions and effective ongoing training 65% of Year 1 pupils passed the phonics screening(this includes pupils in our MLD and SLD SEU classes, who did not complete the programme of study). . 65% of disadvantaged pupils passed the phonics screening and 75% of non disadvantaged pupils passed the phonics screening.

At the end of KS2, 50% of disadvantaged pupils (15 out of 30) achieved RWM combined and 70% of non disadvantaged pupils achieved RWM combined 19 out of 27 pupils).

PVPA disadvantaged pupils are not performing as well as their non-disadvantaged peers, but they are performing line with disadvantaged pupils nationally.

2026 PVPA end of KS2 results		
	PVPA Disadvantaged pupil %	National disadvantaged pupil %
Reading Expected +	60%	62%
Writing Expected +	**63.3%**	58%
Maths Expected +	56.7%	59%

Overall attendance in 2025/26 was 94.4% the attendance of disadvantaged pupils was 93.2%%. The overall PA rate for 2024/25 was 18.5%. The PA rate for disadvantaged pupils was 18.6%, which is an improvement of the previous year and PA for the entire cohort was 15.5%, which again was an improvement on the previous academic year. We shall continue to employ the EWO as this is impacting positively upon whole school attendance and for the attendance of disadvantaged pupils.

All disadvantaged pupils were able to take part in all wider curriculum/hinterland activities irrespective of ability to pay. All pupils in every class attend school trips/experiences/visits/workshops and reap the associated benefits with this. Cost and ability to pay is not a barrier for deprived pupils. 100 % of disadvantaged were able to attend, take part and experience every wider curriculum offer. After school activities are provided free of charge for all pupils, again removing cost as a barrier for disadvantaged pupils.

Breakfast club was provided free of charge to all disadvantaged pupils who attended. . Over the 2025/26 academic year, roughly 15% of disadvantaged pupils accessed the breakfast club on a regular basis. Since joining ‘Magic Breakfast’, all pupils are now provided with food upon entry to school (bagels etc).

In terms of the strategy outlined above, it is clear from the outcomes achieved in the previous academic year, that more focus needs to be concentrated on targeted interventions of pupils in EYFS , KS1 and upper KS2. As these results highlight disadvantaged pupils performed less well than their non disadvantaged peers within this context, but at KS2 are broadly in line with disadvantaged peers.

The targeted interventions for early phonics are clearly having a positive impact, and these shall continue.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths Mastery	ARK
Read Write (including Fresh Start)	Ruth Miskin Training
Times Table Rockstar	Maths Circle Ltd.
Switched on (Computing)	Rising Stars
Reading Plus	DreamBox Reading
Great Teacher Toolkit	Evidence Based Education

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.