

Pupil premium strategy statement – Morgan’s Vale and Woodfalls CE Primary 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 2025/26

Detail	Data
Number of pupils in school	92 (2025/26 numbers)
Proportion (%) of pupil premium eligible pupils (including LAC and Post LAC children)	17% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	7 th November 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by the Headteacher	Huw Price / Polly Bailey
Pupil premium lead	Huw Price / Polly Bailey
Governor / Trustee lead	Gareth Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Post LAC children)	£ 24,240
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 24,240

Part A: Pupil premium strategy plan

Statement of intent

At Morgan's Vale and Woodfalls Academy, we want all our children to be inspired to exceed expectations. We create a culture where all children know they have the potential to achieve and succeed. Our pupil premium policy focuses on supporting disadvantaged learners to have high aspirations and to experience success by removing barriers, while recognising that disadvantage is a multifaceted issue. We help these learners to make good progress, by knowing more, doing more and remembering more, from their starting points and broadening their horizons. We challenge everyone to go beyond what they thought possible and truly reach their potential.

High Quality teaching is at the heart of what we do and has been shown to have the greatest impact on the progress of all pupils. We invest in quality CPD for all our staff which is based upon research and appropriate for our school. Quality first teaching is backed up by targeted interventions which quickly address pupils' needs.

Our teaching is underpinned by a broad and detailed curriculum, recently introduced and which we are developing across the school. We provide experiences which enrich learning and bring purpose, while allowing for application of the knowledge and skills they are learning. With our support and guidance, we enable pupils to be knowledgeable, responsible and respectful citizens, who understand the local community and the wider world.

Our focus and intended outcomes are to close the gap between non-disadvantaged pupils' attainment and progress and disadvantaged pupils' attainment and progress. Our intention is that this will continue to narrow. Our approach will be responsive to common challenges and individual needs, rooted in assessment.

To ensure they are effective, we:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- understand the impact that multiple vulnerabilities can have and act to overcome them
- ensure that all pupils, including disadvantaged, have the opportunities to exceed expectations by being challenged in the learning that they are set
- monitor and act early to intervene at the point any need is identified
- commit to being an Affordable School, minimising the financial impact of our choices on our community.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments at the most recent data drop (Summer 2025) indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils for reading writing and maths.
2	To identify the gaps in pupils' knowledge and vocabulary to support pupils from their earliest starting point. This includes phonics gaps using the new phonics scheme.
3	Attendance data (September 25) indicates that attendance among disadvantaged pupils is 2.1% lower than for non-disadvantaged pupils (down from 4.9% in 2024/25). 18.8% of disadvantaged pupils have been 'persistently absent' compared to 11.8% of their peers at that time. Absenteeism negatively impacts disadvantaged pupils' progress.
4	Our disadvantaged pupils have multiple vulnerabilities. 56% of PP pupils have SEN (compared to 30% in the wider KS1/KS2 population – 2024/25). Developing a programme of interventions can be complex, more than filling a gap in knowledge or understanding, and supporting the 'whole child'. To ensure the interventions meet the need.

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
Improve writing progress and attainment among disadvantaged pupils.	Internal outcomes and progress are showing that the % of disadvantaged pupils meeting the expected standard increases and gap between non disadvantaged closes through early intervention.
Improved reading attainment among disadvantaged pupils.	Internal reading outcomes and progress data show that the % of disadvantaged pupils meeting the expected standard has increased. Identify gaps in early reading and close them through specific intervention through the phonics scheme.
Improved maths attainment among disadvantaged pupils.	Internal outcomes and progress are showing that the % of disadvantaged pupils meeting the expected standard increases and gap between non disadvantaged closes through early intervention.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 8% and the numbers of disadvantaged pupils making up no more than 50% of this group.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium

Teaching

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous focus and 'No Excuse' culture for consistently high-quality Teaching and Learning to engage all and promote high expectations. Outside support to increase leadership capacity to support with a programme of CPD and monitoring throughout the year	EEF – High quality teaching and learning	1,2, 3 and 4
Continued investment in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle). Train new staff as and when appointed and extend intervention programmes and a robust system to monitor pupil progress	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 and 4
Improved teaching of writing and curriculum planning in line with DfE and EEF guidance. The school has invested in the CUSP approach	The EEF guidance is based on a range of the best available evidence including current government frameworks Writing framework 2025	1, 2 and 4
Introduction of White Rose Maths Mastery curriculum Mastering Number introduced in KS1 CPD for all staff in Maths Mastery and Reasoning	Whiterose maths	1, 2 and 4
Early identification of the pupil's vocabulary to close gaps early through Wellcomm.	EEF Oracy MLP EYFS policy	1,2 and 4

Targeted academic support

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and coaching of class teachers to raise the standard of teaching and learning across the school.	EEF – High quality teaching and learning	1,2,3 and 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Little Wandle	1,2 and 4
A significant proportion of the pupils who receive intervention will be disadvantaged, including those who are high attainers. This intervention closes gaps early. This includes high quality feedback and marking.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF	1,2,and 4
Additional support for those who are needing intervention from the Wellcomm assessment.	Closing the gap early for those identified for additional support with speech and language and vocabulary. EYFS Framework and Writing framework .	3

Wider strategies

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA (Emotional Literacy Support Assistant) to work with a range of pupils and provides support to enable children to be ready to learn. Disadvantaged pupils form a large proportion of the children our ELSA works with.</p>	<p>Anecdotal evidence from within the school supports the notion that time spent with the ELSA allows children to 'offload' feelings that threaten to overwhelm or lead to dysregulation. As a result pupils are ready to learn. The ELSA also supports with high emotion events such as family break-up, loss of a close relative or pet.</p> <p>More independent evidence of the positive impact of an ELSA on school life and learning can be found here.</p>	4
<p>Continue to develop attendance strategies, including FSA, and embed "attendance as everyone's issue" across the school. CPD around persistent absence and involvement of outside agencies to support both school and families.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>Contingency fund for acute issues to support attendance and ensure children remain able to attend school.</p>	<p>School uniform EEF https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	3

Total budgeted cost: £ 24240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 2024 / 2025

Pupil Premium Allocated Funds based on 17% of pupils on school roll (25% nationally):

Pupil Premium Allocation: £ 24,240

Post LAC Pupil Premium Allocation: £0 as of

7.11.25

Total: £ 24,240

How this was spent and outcomes

A new curriculum was put in place from February 2025 to ensure that the curriculum was meeting the needs of all learners. A review of teaching and learning also happened with CPD for teaching staff on the new curriculum.

Ensuring the pupils have the knowledge and skills to progress to the next stages of development are important and this has been a key priority since February 2025. Further work has been undertaken to ensure the quality of marking and feedback to pupils improves the progress and outcomes that pupils attain.

(PN Pupil Number)

	PN	All	PN	Non-PP	PN	PP
EYFS	10	60	7	57	3	67
Phonics Yr 1	17	88	13	92	4	75
Phonics Year 2	12	100	12	100	-	-
MTC	13	46	11	45	2	50
RWM Combined (GDS)	9	33 (0)	6	50 (0)	3	0 (0)
Reading (GDS)	9	67 (11)	6	83 (17)	3	33 (0)
Writing (GDS)	9	33 (0)	6	50 (0)	3	0 (0)
Maths (GDS)	9	78 (22)	6	100 (33)	3	33 (0)
GPS (GDS)	9	55 (11)	6	67 (17)	3	33 (0)

Pupil Premium has been spent on staffing and educational resources to support interventions for pupils who are vulnerable to not making 'Good' progress. Investment in staff also allows the School to keep group sizes small for phonics (EY and KS1) and core Maths (throughout the School) to ensure the right amount of support and challenge to ensure rapid progress. This gives children vulnerable to underachievement the best chance of 'keeping up' rather than having to 'catch up'. Some money has been allocated to provide additional maths, reading and writing resources such as the Mathletics and Spelling Shed apps. These resources develop and extend early maths and spelling skills for children of all abilities and can be used as intervention programmes for children vulnerable to underachievement. Children can access them on the School's iPads and at home.

The school provides provision for emotional support in the form of an Emotional Literacy Support Assistant (ELSA). This member of staff has worked with children across the school including those who are entitled to support from the Pupil Premium. Pupil Premium money has been used to assist parents with the costs of trips, uniform and Breakfast Club childcare. This allows equity of access to all the educational experiences the school offers and assists parents in ensuring their child starts the day ready to learn. Some funding has been used to provide extra-curricular experiences for children to develop new skills and engagement with learning.