

Pupil premium strategy statement 2026 - 27

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	The Vaynor First School
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	33 children (EYFS not included) 7.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25, 2025/26 & 2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Helen Colcombe
Pupil premium lead	Helen Colcombe
Governor / Trustee lead	Penny Riddle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,150
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	£51,150

Part A: Pupil premium strategy plan

Statement of intent

At The Vaynor First School our vision for every child is to be ‘inspired to be the best that I can be.’ Our aspirations, ambitions and expectations for all children are high, regardless of their background or the challenges they may face. This strategy not only supports our disadvantaged children to achieve that goal but other vulnerable children, such as those who have a social worker.

We aim to provide full access for these pupils to a rich, varied and exciting curriculum that gives them experiences and opportunities beyond home life and the community. Ensuring they receive high-quality teaching is our priority, followed by a focus on areas in which they require the most support. Evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap, whilst at the same time benefiting other pupils in our school.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are as follows:

Challenge number	Detail of challenge
1	Writing for disadvantaged children. 66% were at age related expectations which is broadly 20% behind their peers .
2	Maths for disadvantaged children. 71% were at age related expectations which is broadly 20% behind their peers .
3	Persistent absence for disadvantaged children was 26% for the last academic year (which increased by 2%).
4	Cost of living for our most vulnerable families is leading to disengagement in extra curricular activities e.g. clubs and trips.
5	Children having little and limited aspirations with their futures. Our disadvantaged children have a limited understanding of the world and potential careers they could pursue.

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
Raise writing attainment among disadvantaged children across the school to 75% .	- Pupil Premium children identified and class teachers provided with a list of their data profiles and any additional information to help build strong relationships at the beginning of the year. - Baseline assessments completed at the beginning of new sequences of writing. Teachers assess and plan sequences of learning based on children's starting points. - Half termly data captures to monitor progress from starting points. If children are not on track, barriers towards learning are discussed at PPM along with strategies to support them, helping close the gap. - All book trawls will have children who are Pupil Premium eligible. All teachers to receive feedback from SLT with any necessary adaptations actioned within 2 weeks. - Senior Leaders have researched and examined current writing sequences. This academic year, they will relaunch writing sequences and provide CPD on high-quality writing, sequences of learning and expectations. - Spelling scheme will improve accuracy of spelling in Key Stage 2. - Children are transferring their writing skills across other areas of the curriculum. - Little Wandle handwriting scheme to continue in EYFS and move into Year 1. Strong focus on pencil grip, dictated sentences and letter formation. EYFS lead to provide CPD on LW handwriting and its implementation.
Raise maths attainment among disadvantaged children across the school to 80% .	- Pupil Premium children identified and class teachers provided with a list of their data profiles and any additional information to help build strong relationships at the beginning of the year. - Half termly data captures to monitor progress from starting points. If children are not on track, barriers towards learning are discussed at PPM along with strategies to support them. - All book trawls will have children who are Pupil Premium eligible. All teachers to receive feedback from SLT with any necessary adaptations actioned within 2 weeks. - Baseline fluency assessments completed at the beginning of new sequences of maths. Teachers assess and plan sequences of learning based on children's starting points. - Mastering Number programme in EYFS will ensure that all children receive high quality, daily additional maths teaching centred around number. Children's sense of number will improve and they will be able to make combinations within 10. - Mastering Number being used as an intervention for disadvantaged children in Year 1 who did not achieve GLD in maths. These sessions will again focus on building their understanding of combinations within numbers. This will ultimately lead to improvements with fluency, with the attainment gap closing.

	• Number Sense programme implemented across Key Stage 1 to improve children's mental recall of addition facts. Our DL, will be able to identify patterns and spot connections, improving the accuracy of addition within 20. • Times Tables programme implemented in Key Stage 2. Children to chant specific tables every day and improve their times table fluency. • PPG children to receive additional times table practise to improve MTC mean score so that it is in line with non-disadvantaged. • Maths lead to research and deliver CPD on bar modelling to support children with understanding worded problems. Teachers will model worded problems, using various bar model techniques and children to begin to visually draw what the problem is asking them to do, leading to a greater understanding of the maths within the worded problems
Reduce the percentage of persistent absentees (currently 24%).	• Fortnightly monitoring of attendance figures for disadvantaged children. • Introduction of fines at the school for children who take holiday during the academic year. • Letters home when percentage drops below 90%. • Inviting parents in to discuss their child's absence and support them with strategies – when attendance is between 90-93% to prevent it dropping to PA. • Positive calls home when SLT see improvements with attendance. • Home visits if necessary. • Attendance of all disadvantaged learners above 90%.
1. Provide all PPG children in Key Stage 1 and 2, with a paid afterschool club. 2. All Y4 children to have a discount on their residential visit. 3. All PPG children attend educational visit (paid for by school).	• A greater percentage of our DL attend an after-school club and find a sport / activity which they enjoy and would like to continue. Following last year's feedback, clubs are now a lot broader and a wider selection will be offered. • More PPG children in Y4 attend their residential as a result of the 15% discount. • All children attend their yearly educational visit and can talk positively about their experience and the knowledge they've learnt as a result.
Our PPG children are inspired by the careers and aspirations .	• The implementation of a career and aspirations programme, engages and interests our DL. As a result, they consider some of these as a potential career, striving to achieve educationally in school.

Activity in this academic year

This is 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: £24,118

Eteach: £1,100 Spelling Shed: £400 Mastering Number: £0 Staffing: £22,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Spelling Shed programme in KS2	Spelling Shed is a research-based spelling scheme that aligns with the Science of Reading, focusing on explicit instruction and orthographic mapping. Research indicates that strong spelling skills are foundational to reading and Spelling Shed promotes this connection by teaching phonics, morphology, and etymology through systematic lessons and engaging games. The program aims to help students build robust word knowledge, making spelling more automatic and freeing up cognitive resources for reading comprehension, rather than relying on rote memorization.	1
Continued professional development and training of English sequences of learning.	The school's Deputy Headteacher has analysed sequences of learning and reviewed the school's current English policy. Evidence suggests that children in Key Stage 1 need to be fluent with transcription so English lessons are being tailored with this in mind. This extensive practise leads to autonomy allowing cognitive space for composition in Key Stage 2.	1
Implementation of Mastering Number in EYFS	Mastering Number is a programme developed by the National Centre for Excellence in the Teaching of Mathematics (NCERT) and is grounded in substantial research evidence about early mathematical development. The programme focuses on developing number sense and fluency in Reception through to Year 2, which research consistently identifies as foundational for later mathematical success. Studies by Geary et al. (2013) demonstrate that early number sense is a strong predictor of later mathematics achievement, even more so than general cognitive ability.	2

Subscription to Eteach to attract high quality teachers.	Eteach's research shows that schools using their mobile-optimized application forms have seen application completion rates increase significantly (e.g., over 50% for one client), leading to a larger and more diverse candidate pool. Eteach will help for improve recruitment and retention by leveraging technology, data, and a strong candidate network.	1 & 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,615.92

Speech & Language – £6482.70 ‘SpeechLink’ - £620 Staffing: £13,732

TTRockstars – £261.22

Little Wandle – £1520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support. This will be delivered by an experienced teacher who has delivered numerous phonics interventions which have had a positive impact on attainment.	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 regularly over a prolonged period (EEF).	1
Additional classroom support targeted at disadvantaged pupils who require further support.	There is extensive research to support that high quality teaching will improve attainment, more than any other. Providing class teachers with another highly skilled colleague, who will support and provide regular bespoke feedback which moves the learning forward, will support disadvantaged pupils with every opportunity to close the gap on their peers.	1

TT Rockstars & Numbots purchased for whole school.	Research on NumBots and Times Table Rock Stars (TTRS) indicates they are effective online programs that use game-based learning and timed challenges to build number fluency and confidence. NumBots focuses on foundational number facts like subitising, addition, and subtraction through Story Mode (understanding concepts) and Challenge Mode (rapid recall), while TTRS specializes in mastering multiplication and division facts through engaging, rock-star-themed timed drills and leaderboards. Both programs emphasize short, daily practice, and parental involvement to maximize learning outcomes, with TTRS building on the foundational number skills developed by NumBots.	2
Speech & Language (SALT)	Speech and Language Therapists (SLTs) are crucial in primary schools because they identify and support children with speech, language, and communication needs (SLCN), which is vital for their emotional, social, and educational development. By providing early intervention, training for school staff, and strategies for the classroom, SLTs help children communicate effectively, participate fully in learning, and develop essential life skills, leading to better well-being and educational attainment.	1 & 2

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

Budgeted cost: £3,940

Jigsaw - £500

Uniform – £400

CPOMS (Safeguarding) - £900

Trips - £800

Swimming - £200

PGL - £240

Clubs - £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Jigsaw PSHE</i>	The Jigsaw scheme of work ensures that all elements of the PSHE curriculum (personal, social, health and well-being), are being taught in a consistent approach. The programme prioritises mindfulness and providing the children with techniques to calm and focus. Methods which can be transferred to the whole curriculum.	N/A
Uniform	Parents can claim uniform allowance to support with the rising cost.	4
Trips	To ensure that our disadvantaged children do not miss out on any enriching activities, the school will pay for any trips for all PPG children from EYFS to Y4.	4
Swimming	Swimming is a life skill and essential. To ensure that children have the opportunity to learn, all PPG will have swimming funded by school.	4
Clubs	Offering all Y1-4 of our DL an afterschool club of their choice, they may find a particular interest for one and have a desire to pursue it outside of school.	4
Residential	To support parents with the financial challenges of paying for Y4's residential, we have offered a 15% discount for all PPG children, with the hope that more attend.	4
Aspirations	Exposing our children to a range of careers, will excite and provide them with a passion to succeed in their educational journey at Vaynor.	5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

AIM	OUTCOME
Improved outcomes in writing for disadvantaged pupils across the school.	Progress towards this outcome has been positive, although some variation remains between year groups. Across Years 1-4, 66% of disadvantaged pupils achieved the expected standard or above in writing. This compares favourably with the EYFS disadvantaged writing outcome of 45%, indicating that attainment strengthens as pupils move through the school. Strong outcomes were seen in Year 1, where 80% of disadvantaged pupils achieved the expected standard, and Year 3 where 67% achieved the expected standard. The school's wider writing outcomes remained strong, with attainment between 76% and 85% across Years 1-4, significantly above the most recent national published outcome for Year 2 writing of 60%. Disadvantaged pupils continue to perform below their non-disadvantaged peers (66% compared with 82%), suggesting that while progress has been made, further work is required to reduce the attainment gap. However, contextual data shows several disadvantaged pupils joined the register during the academic year, including pupils attaining below expected standards, which impacted overall outcomes. Overall evaluation: Partially achieved. Outcomes for disadvantaged pupils remain secure and compare favourably with national figures, but attainment gaps persist and writing remains an ongoing priority.
Improved outcomes in mathematics for disadvantaged pupils across the school	This outcome has been largely achieved. Across Years 1-4, 71% of disadvantaged pupils achieved age-related expectations in mathematics. Outcomes were particularly strong in Year 1 (80%) and Year 4 (76%). Whole-school mathematics attainment remained consistently strong, ranging from 84% to 91% across year groups, significantly exceeding the most recently published national Year 2 outcome of 70%. Year 4 pupils also performed strongly in the Multiplication Tables Check, achieving a mean score of 23.7 out of 25, with 60% scoring full marks. This demonstrates secure fluency in multiplication knowledge across the cohort. Although a gap remains between disadvantaged and non-disadvantaged pupils (71% compared with 90%), disadvantaged pupils achieved outcomes above national benchmarks, indicating that targeted support and quality first teaching have had a positive impact. Overall evaluation: Achieved. Disadvantaged pupils make strong progress in mathematics and attain above national outcomes, though closing the attainment gap remains a priority.
Improved attendance and reduced persistent absence among disadvantaged pupils	Progress towards this outcome has been mixed. Attendance for disadvantaged pupils averaged 92% across the academic year. Whilst this remains below whole-school attendance of 95.4%, it demonstrates regular attendance for the majority of disadvantaged pupils. Thirty-nine per cent of disadvantaged pupils achieved attendance above 95%, while 35% attended between 90% and 94%. However, 26% of disadvantaged pupils remained persistently absent, indicating that attendance barriers continue to affect a significant minority of pupils. At whole-school level, attendance remained strong at 95.4%, and persistent absence was lower than the previous year's figure. The school continued to prioritise attendance through its School Development Plan. Overall evaluation: Partially achieved. Most disadvantaged pupils attend regularly, but persistent absence remains too high and will continue to be a priority for 2026-27.

Increased participation in enrichment activities, clubs, trips and wider opportunities	The evidence available suggests that disadvantaged pupils continued to access the wider curriculum and school experiences alongside their peers. The school's continued focus on aspiration, curriculum enrichment and broader personal development opportunities has ensured disadvantaged pupils have opportunities beyond the academic curriculum. Overall evaluation: Evidence suggests positive impact, but insufficient quantitative evidence is available to fully evaluate this outcome.
Raised aspirations and improved understanding of future opportunities among disadvantaged pupils	The school has maintained a strategic focus on aspirations, including the development of a structured Aspirations Curriculum identified as a key school development priority. This demonstrates a commitment to broadening pupils' understanding of careers, future pathways and the wider world. The strong academic outcomes achieved by disadvantaged pupils, particularly in mathematics, reading and phonics, indicate that barriers to future success are being reduced and that pupils are increasingly well prepared for the next stage of education. Disadvantaged pupils achieved 100% success in the Year 1 Phonics Screening Check and reading outcomes reached 80% across Years 1-4. Whilst no direct pupil voice evidence is available to measure changes in aspirations, implementation of the aspirations curriculum provides a strong foundation for future work. Overall evaluation: Largely achieved. Systems and curriculum provision have been embedded, though stronger impact evidence through pupil voice would strengthen future evaluations.

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
Language Link	Speechlink
Purple Mash	2Simple
Little Wandle	Little Wandle
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Mastering Number	NCETM
Language Angels	Language Angels
Charanga Music	Charanga Music