



## Pupil Premium Strategy Statement 2022-2025

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 and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School Name	Sherwell Valley Primary School
Number of pupils in school	626 (not including nursery)
Proportion (%) of pupil premium eligible pupils	19.5% (122 pupils) not including EY PP
Academic year/ years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Cristy Nelson (Headteacher)
Pupil premium lead	Aly Wolstanholme
Governor/ Trustee lead	Kelly Bremridge (Chair of governors)

## Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£173,325
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous academic year	£0
<b>Total budget for this academic year</b>	<b>£188,925</b>

## Part A: Pupil premium strategy plan Statement of intent

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We believe that there is no 'one size fits all', we will ensure that all teaching staff are involved in the analysis of data and identification of pupils and the barriers that they face, ensuring that they are fully aware of the strengths and weaknesses across the school.

Sherwell Valley is a large and vibrant place where children enjoy learning and teachers love to teach them. We are a happy school which prides itself on providing outstanding learning opportunities for the children. We believe that children learn best when they are nurtured and supported in the most confident way they can be. The school is positioned on a large site with access to a substantial woodland area which is often used for enrichment activities. We are a large, three form entry primary school in Torquay, Devon in a mixed catchment area. Nearby we have 3 very sought after secondary schools - Torquay Girls and Boys Grammar school and Torquay Academy. Our school has a relatively equal split of boys to girls and both pupil premium and SEND numbers on roll are below the national average. Children have the option of starting school with us from 2 years of age and 94.2% of our children have been with us since Reception. One of our biggest areas of concern is attendance where we have 31.9% children persistently being absent which is above the national average.

We strongly believe that a rich and ambitious curriculum is central to upwardly closing the disadvantage gap. It provides the knowledge, skills, and opportunities to allow our children to flourish in all aspects of life. We have an experienced senior leadership team and a school ethos of achieving excellence together by having the highest expectations and keeping the children at the heart of all we do. With a new head teacher in post since January 2023, we have reflected on the effectiveness of the provision we have in place for our disadvantaged children and now there is a sharp focus on the quality of pupils' learning experiences. High-quality teaching is at the heart of our approach, with a focus developing a love of learning that will support the children in developing the skills and knowledge that they need to make links and achieve. 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. Our leadership team plays a significant role in evaluating progress through ongoing monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice. However, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge Number	Detail of Challenge
1	There is a significant gap in reading levels of attainment between children who are disadvantaged and those who are advantaged. The Summer 2022 data shows that there is a -49% gap between advantaged children who achieved the expected standard by the end of Year 6 compared with those from disadvantaged backgrounds. In Year 2 there is a difference of -36%. Overall as a school only 56% of our children are achieving the expected standard for reading.
2	There is a significant gap in writing attainment between children who are disadvantaged and those who are advantaged. The Summer 2022 data shows that there is a -30% gap between advantaged children who achieved the expected standard by the end of Year 6 compared with those from disadvantaged backgrounds. In Year 2 there is a difference of -37%. Overall as a school only 45% of our children are achieving the expected standard for writing. Through assessments, teachers have identified that spelling and accurately punctuated varied sentence structure are considerable barriers.
3	There is a significant gap in maths attainment between children who are disadvantaged and those who are advantaged. The Summer 2022 data shows that there is a -30% gap between advantaged children who achieved the expected standard by the end of Year 6 compared with those from disadvantaged backgrounds. In Year 2 there is a difference of -33%. Overall, as a school only 52% of our children are achieving the expected standard for maths.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teachers have reported that 44% of our children from disadvantaged backgrounds have emotional barriers.
5	Teachers have identified that 43% of children from disadvantaged backgrounds have low aspirations with 34% of these children having a low motivation to learn.
6	Our attendance levels are below the national average. Attendance for all our pupils needs to significantly improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan and features on our school improvement plan for 22-23. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress. Across the whole school persistent absence is at 31.9% with 47% of our disadvantaged children having less than 90% attendance.

## 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 outcomes	Success criteria
Improved reading attainment for disadvantaged pupils at the end of KS1 & KS2.	KS1 and KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1 & KS2.	KS1 and KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS1 and KS22 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
All disadvantaged pupils will start well in the EYFS and will have increased oracy skills and are increasing able to communicate effectively through target support	90% of pupils will achieve a good level of development in C and I and Literacy by 2024/25
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved motivation and engagement in lessons due to an increase in aspiration.	A significant shift in the children's aspirations from by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than all and there will be no gap in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>

## 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: **£105, 290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching, TLAC Walk Thrus- research based - curriculum, staff meeting</p> <p>£63648</p>	<p>Structured learning research report EEF research</p> <p>EEF-Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</p> <p>EEF-.There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn.</p> <p>EEF- research The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)</p> <p>EEF - There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. (+5 months)</p> <p>EEF - Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. (+6 months)</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Values led curriculum - encouraging the children have resilience and aspirations etc.</p> <p>£14,992</p>	<p>EEF - Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches.(+4 months)</p> <p>EEF - There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. (+5 months)</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Mastering number programme £3546</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p>
<p>Development of culture Recognising that we ALL need to take responsibility.</p> <p>£7,200</p>	<p>Research summarised in ‘Creating a culture: How school leaders can optimise behaviour’ - produced by the Department for Education (2017)</p> <p>The school leadership team and in particular the headteacher are key to attaining this Culture. Cultures will occur whether attention is paid to their creation or not. It is unlikely that, left to their own devices, the multiple members of the school community will decide spontaneously to behave in such a way that learning, civility, good character and flourishing are optimised. Any community or society must enter into a pact or contract within itself, between all members of that community, so competing interests are not allowed to conspire in such a way as to defeat one another’s mutual goals.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Explicitly teaching reading skills - VIPERS £1248</p>	<p>EEF - Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. (+6 months)</p>	<p>1</p>
<p>Mastery Maths Approach £2496</p>	<p>EEF - Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. (+5 months)</p>	<p>3</p>

<p>ShREC £9,728</p>	<p>EEF-There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers. (+6 months)</p>	<p>1, 2</p>
<p>Poetry Basket £2432</p>	<p>EEF-There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers. (+6 months)</p>	<p>1, 2</p>



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

Budgeted cost: **£31, 125**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia £3635	EEF-Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  RWI £1756	EEF-Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (+5 months)	1, 2
TTRS  £1507	Research conducted by Herold (2013) suggested that interactive learning of multiplication was more successful than computer or paper based practice whereas research by Bauer (2013) found that the group who used the computer based programme showed the greatest growth in comparison to flash cards and paper practice. With this in mind a mixture of paper and computer based practice and testing was used in this research.	3
Doodle  £4044	EEF - Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.  Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance. (+5 months)	1, 2, 3

<p>NELI £2160</p>	<p>EEF-There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers. (+6 months)</p>	<p>1, 2</p>
<p>Targeted interventions before school  £7027</p>	<p>EEF-Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (+4 months)</p> <p>NFER (National Foundation for Educational Research)-More successful schools see pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.</p> <p>EEF - There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage. (+3 months)</p>	<p>1, 2, 3</p>
<p>Forest school - during the school day  £10,996</p>	<p>The report by Forest Research found evidence that the activities involved in Forest School help children improve their balance, develop their motor skills and grow their stamina.</p> <p>Research examined by Haq Nawaz and Sarah Blackwell also found that there were 'positive associations between outdoor education and children's grades' and behaviour. This is linked to the opportunities children had for problem-solving and creativity.</p>	<p>3, 4, 5, 6</p>

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

Budgeted cost: **£88, 021**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers day	EEF - Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.	4, 5, 6
Free spaces on Holiday scheme (HAFH) £4400	EEF - There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.	4
Music lessons £4949	Sutton Trust - Education Endowment Foundation (EEF) research states - 'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.'	4, 5
Breakfast club £3457	Extended schools are designed to help parents balance work and family commitments, whilst providing children with study support, and offering them a broader range of experiences and interests. Programmes that extend school time have a positive impact on average (+3 months)	4, 5, 6
Bagel Bar £5682	Action for children research suggests that breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function Improve academic performance, including school grades and achievement test score Increase on-task behaviour in the class	4, 5, 6
Sparks £110	EEF - Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher	1, 5, 6

	guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. (+6 months)	
Sports Festivals	EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit	4, 5, 6
Pupil Premium Champion time £9182	EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit Thoroughly analysing barriers for each child	1, 2, 3, 4, 5, 6
Parent readers	EEF - Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. (+6 months)	1, 5, 6
Supporting families financially to participate in school trips and residentials £4000	EEF - Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	4, 5, 6
Extra-curricular clubs £11,472.	EEF - By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. (+1 month)	4, 5, 6
Local / Contextual Visits (e.g. Combe Pafford) £2000	EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit	4, 5, 6
Radio	EEF - Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit	4, 5, 6
Uniform voucher	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-lear">https://educationendowmentfoundation.org.uk/education-evidence/teaching-lear</a>	4

£1385	<a href="#">ning-toolkit/school-uniform</a> Education Endowment Fund £5 per child	
Parent workshops £3368	EEF-By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. (+ 4 months)	1, 2, 3
Attendance £3924	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	6
Art based therapy sessions £18068	EEF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (+3 months)	4, 5, 6
Pastoral support £16024	EEF-There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.	4, 5, 6

**Total budgeted cost: £224,436**

## 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 2021 to 2022 academic year.

#### Teacher Assessment - Results 2022 %

	Sherwell Valley	National	Pupil Premium	Non Pupil Premium	Gap NPP/ PP
GLD	52	65	31	56	- 25
Phonics - Year 1	85	75	69	88	-19
Phonics - Year 2	84	87	60	89	-29
Year 2 - Reading	70	67	40	76	-36
Year 2 - Writing	57	58	27	64	-37
Year 2 - Maths	61	68	33	66	-33
Year 6 - Reading	78	75	39	88	-49
Year 6 - Writing	68	69	44	74	-30
Year 6 - Maths	74	71	50	80	-30

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2022. We have reviewed our strategy plan and made changes to how we intend to use our budget for the next three years.

## 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