

Pupil premium strategy statement – Sherwell Valley Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

Detail	Data
Number of pupils in school	656
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Cristy Nelson
Pupil Premium Lead	Cristy Nelson (and SLT)
Governor / Trustee Lead	Sarah Horton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173325
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15085
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£188,410

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 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 Schools 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 options of starting school with us from 2 or 3 years in our nursery, or gaining a place in Reception.

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. Over the past year we have extended our leadership team and created roles for Phase Leaders across the school. High-quality teaching is at the heart of our approach, with a focus on 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	<p>Mental Health</p> <p>Children may suffer with low self-esteem, confidence and self-worth. ACES play an adverse effect towards the children's progress and ability to focus in school. Complex family issues can also play a part in the mental health for some of our children. Teachers identified that 21% of disadvantaged children suffer with mental health concerns.</p>
2	<p>Low Aspirations</p> <p>A number of the children have low aspirations. Over the past year this percentage had decreased. Teachers have identified that 5% of the disadvantaged have low aspirations.</p>
3	<p>Socio-Economic Disadvantage – Accumulating Skills and Experiences</p> <p>24% of our disadvantaged children struggle to build life experiences.</p>
4	<p>Academic Progress</p> <p>Disadvantage pupils do not always make the same amount of progress as their counterparts and often have more gaps within their learning. This is the case within reading, writing and maths.</p>
5	<p>Behaviours for Learning</p> <p>Teachers have identified that 18% of children have not yet developed excellent behaviours for learning. This then impacts on academic progress.</p>
6	<p>Attendance and Lateness</p> <p>Attendance at school is a National concern. Over the past year attendance has improved at Sherwell Valley, however this is still a challenge and something that we can continue to improve on and build a culture highlighting the importance of school attendance.</p>

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
<p>Mental Health Children with concerns around their mental health will be supported allowing them to access learning, be able to form good relationships with others and be confident in their abilities.</p>	<p>Children will be well supported through any mental health concerns that have been identified. Children with good mental health are able to express and manage their feelings (both positive and negative). They are able to maintain good relationships with others and cope and manage change. The children are also equipped to manage uncertainty and setbacks. Children with good mental health are more able to access learning and thrive in their settings.</p> <p>Children who are supported with their mental health at Sherwell Valley will make good progress academically, socially and emotionally.</p>
<p>Low Aspirations Children will have raised aspirations. Children will understand the importance of setting goals for themselves and what it feels like to achieve. Aspiration can be linked to academic performance.</p>	<p>Children will be able to set themselves goals and understand the steps that they can make in order to achieve these goals. Our school value of Aspiration will be clear and understood by all. This will support the children's belief in themselves, be ambitious and allow them to have the confidence. We have four other values of Resilience, Collaboration, Respect and Responsibility which work together to support the children allowing them to aspire. Children will be able to talk about what targets they want to set themselves and how they will achieve these. Children will be given examples of others that have done this through the SVPS curriculum.</p>
<p>Socio-Economic Disadvantage (Accumulating skills and experiences) At Sherwell Valley, we believe that the curriculum extends beyond the classroom, and that all children should have the opportunity to experience this.</p>	<p>All children at Sherwell valley will have the opportunity to access experiences wider than the classroom. This includes trips and visits as well as extra-curricular clubs.</p> <p>Children will also be provided with resources and uniforms that allow them to be part of a team and collaborate with their peers.</p>
<p>Academic Progress Disadvantage pupils will make progress across the curriculum ensuring that they reach their targets.</p>	<p>Teachers and support staff working alongside the children will be clear on the gaps that the disadvantaged children have and will ensure through quality first teaching and interventions, gaps are filled. Staff will be clear on the barriers for individual children and ensure they can progress through this. Research will support this and teachers will set ambitious targets for children.</p>
<p>Behaviours for Learning Children will show excellent behaviours for learning</p>	<p>Children will take responsibility for their own learning behaviours. This includes, taking responsibility for actions, actively participating, being organised and effectively communicating.</p>

<p>allowing them to fully engage in the curriculum and to make excellent progress.</p>	<p>'Values Cards' are shared with those modelling the school values in all they do. Expectations are made clear by class teachers through quality first teaching and adaptations made for individual children. Children will be engaged with the curriculum and work respectively and collaboratively. Children will set aspirational targets for their learning and behaviours.</p>
<p>Attendance and Lateness Attendance and lateness will improve on last year.</p>	<p>Disadvantage attendance will be above the national average with the number of persistent absences being below the national average. As a school, we will work in collaboration with staff, families and outside agencies to ensure support is in place.</p>

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: £78,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching, TLAC Walk Thrus- research based - curriculum, staff meeting</p> <p>£49,059</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 to build on the school values to support their academic, social</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</p>	<p>1, 2, 3, 4, 5</p>

<p>and emotional development £11,674</p>	<p>articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion. (+5 months)</p>	
<p>Development of culture and recognising that we ALL need to take responsibility. £17,300</p>	<p>Research summarised in 'Creating a Culture: How school leaders can optimise behaviour' - produced by the Department for Education (2017) 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>

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

Budgeted cost: £81,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£22,944</p>	<p>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)</p>	<p>2,4,5</p>
<p>TTRS</p> <p>£271</p>	<p>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.</p>	<p>2,3,4,5</p>
<p>Doodle</p> <p>£1,416</p>	<p>EEF - Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</p> <p>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)</p>	<p>2,3,4,5</p>
<p>ShREC</p> <p>£3,262</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>1,2,3,4,5</p>

<p>Poetry Basket</p> <p>£2,432</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>1,2,3,4,5</p>
<p>Talkboost</p> <p>£7,648</p>	<p>EEF - Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>2,3,4,5</p>
<p>Precision Teaching</p> <p>£22,116</p>	<p>Precision Teaching, as aforementioned, is cost-effective, time-effective and backed by a number of educational psychologists as well as the British Psychological Society. It aims to accelerate learning through precise and effective teaching and it should only take up a short amount of time each day (less than ten minutes).</p>	<p>2,3,4,5</p>
<p>Targeted interventions before school</p> <p>£21,669</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</p>	<p>2,3,4,5</p>

	possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely to participate or engage. (+3 months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £124,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers day £1,630	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.	1,2,3,4,5
Free spaces on Holiday scheme (HAFH) £4,400	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 have access to high quality physical activity for the other benefits and opportunities it provides.	1,2,3
Music lessons £4,949	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.'	2,3,4
Breakfast club £3,457	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)	1,3,4,6
Bagel Bar £4,294	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	1,3,4,5
Sports Festivals	EEF - Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	1,2,3,4,5
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)	1,4

Supporting families financially to participate in school trips and residential £4,500	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.	1,2,3,4,5
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)	1,2,3,4,5
Local / Contextual Visits (e.g. Combe Pafford) £2000	EEF - Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	1,2,3,
Uniform voucher £1,385	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform Education Endowment Fund	1,2,3,5
Parent workshops £3,368	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)	1,3,
Attendance £1,041	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 Improving School Attendance advice.	1,4,6
Pastoral and Mental Health support £81,714	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.	1,2,4,5,6

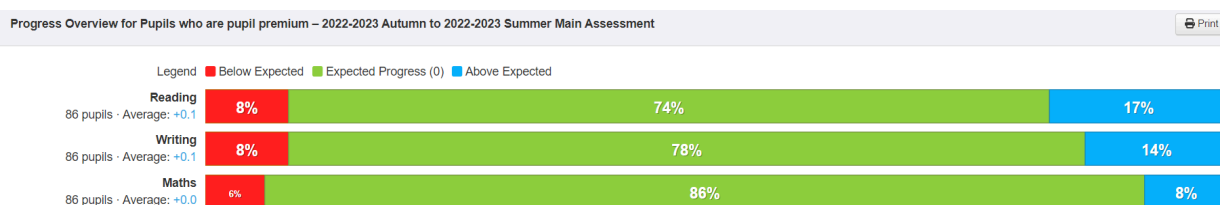
Total budgeted cost: £284,001

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our data shows that for our PP children in 2021/ 22, across the school 86% make expected progress or better in reading, 80% in writing and 86% in maths. Across the academic year 22/ 23 92% made expected or more progress in reading, 92% in writing and 94% in maths.



Last academic 57% of children achieved expected or above in reading, 33% in writing and 38% in maths

Our current attendance for PP shows that 6% have an attendance of lower than 85% (last academic year this was 14%), 14% between 85% and 90% (last academic year this was 22%) and 80% at 90% and above (last academic year this was 64%). At the end of last academic year 17% of PP children were monitored for attendance. In September, this dropped to 16%, now in November, only 6% are now being monitored as attendance of our PP children has improved.

The uptake of pupil premium numbers at our after school extra-curricular provision is high. This is because places for our pupil premium children are prioritised and some pupil premium children have it targeted to overcome barriers.

Current Academic Year					
Numbers completing Clubs	Total	PP		2023 Total	2023 PP Total
Year 6	56	12	Year 6	54 (59%)	9 (60%)
Year 5	66	14	Year 5	57 (65%)	20 (74%)
Year 4	55	8	Year 4	61 (68%)	12 (60%)
Year 3	58	6	Year 3	63 (71%)	14 (82%)
Year 2	36	1	Year 2	54 (63%)	9 (64%)
Year 1*	0	0	Year 1*	64 (73%)	9 (53%)
Total	271	41		353/626	73/122
				53%	60%
*Only started Spring		118			

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

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