

Pupil Premium strategy statement - Sherwell Valley Primary School

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

All schools that receive pupil 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 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	607
Proportion (%) of pupil premium eligible pupils	(115 children) 19%
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)	2023-2026 2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Cristy Nelson
Pupil premium lead	Cristy Nelson / Matthew Briant and SLT
Governor / Trustee lead	Maria Beer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,345
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>	£140,345

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 exceptional 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 and experiences 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 also have developed an outside sensory garden, area for growing and have 2 dedicated inside areas for children who may have some current difficulties. 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. 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>A majority of the mental health concerns reported for the children are based around Complex Family Issues. These may cause the children to suffer with low self-esteem, confidence and self-worth. They may find concentrating difficult as well as finding it hard to develop a love of learning. ACEs play an adverse effect towards the children's progress and ability to focus in school.</p>
2	<p>Socio-Economic Disadvantage – Accumulating Skills and Experiences</p> <p>We know that our disadvantaged children struggle to build life experiences. This is clear from discussions with parents</p>
3	<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. This is due to exposure to language and access to educational resources.</p>
4	<p>Behaviours for Learning</p> <p>Teachers have identified that children have not yet developed excellent behaviours for learning. This then impacts on academic progress. Some children may also have low aspirations meaning that behaviours for learning are not valued or seen as an important part of school life.</p>
5	<p>Communication, Literacy and Language</p> <p>Teachers have identified children that struggle with communication and language (particularly in the younger years). Many present concerns around speech, but also in understanding and processing and in some cases a difficulty in communicating their own ideas.</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</p> <p>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>In order for them to make continued progress it is important that families feel well supported and have access to the</p>

	<p>appropriate level of support with the right professional. The school will seek this support in a timely manner and communicate openly with parents.</p> <p>Children who are supported with their mental health at Sherwell Valley will make good progress academically, socially and emotionally.</p> <p>Families will also be able to support their own mental Health and will come together to support each other</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>Communication will remain open with families and building relationships will be vital to ensure children are able to accumulate experiences</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>Leaders will monitor this and feedback to staff. PP children will remain a priority and an agenda point in meetings ensuing children are targeted</p>
<p>Behaviours for Learning Children will show excellent behaviours for learning allowing them to fully engage in the curriculum and to make excellent progress.</p>	<p>Children will take responsibility for their own learning behaviours. This includes, taking responsibility for actions, actively participating, being organised and effectively communicating. 'Values Cards' and 'tokens' are shared with those modelling the school values in all they do.</p> <p>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>Targeted children will be clear on their learning behaviours and how they have improved.</p>
<p>Communication, Literacy and Language Children will develop their understanding of language and will be able to communicate effectively. They will be able to listen to and follow instructions as</p>	<p>At Sherwell Valley, we are committed to ensuring that every child receives the support needed to communicate clearly and understand instructions. We believe children should have the opportunity to engage in debates and confidently express their viewpoints. By carefully identifying students who may find these skills more challenging, we can provide the necessary support to address any communication or vocabulary gaps they may have compared to their peers.</p>

well as communicating their thoughts and ideas with others	Children engaging with additional speech and language support will make excellent progress and be able to communicate this.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £114,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching, TLAC Walk Thrus- research based – curriculum and CPD £66,116	<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>	1, 2, 3,4, 5

	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)	
Values led curriculum - encouraging the children to build on the school values to support their academic, social and emotional development along with their behaviours for learning £33,832	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) 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)	1, 2, 3, 4, 5
Instructional Coaching Coaching and Mentoring All staff members, at all levels, will be coached through drop-ins improving teaching and learning in line with the schools consistencies £14,770	EEF - Instructional coaching: experts working with teachers to discuss classroom practice on a one-to-one, regular, and sustained basis. Experts may observe the teacher in action, before encouraging focused practice of specific teaching skills. EEF - High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.	2,3,4,5

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

Budgeted cost: £28,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£5,103</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>2,3,5</p>
<p>TTRS</p> <p>£233</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>£1212</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 and GESALT language development</p> <p>£1,032</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</p>	<p>2,3,4,5</p>

	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)	
Targeted Support Effective deployment of TA's to support academic progress £8550	The EEF research states that the effective use of TA supports embed practices and has a positive impact on pupils. Careful targeted activities can improve outcomes for pupils	2,3,4,5
LEGs Language enrichment groups £12,460	Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Positive effects have been identified on early language and literacy skills. When selecting strategies it is important to consider outcomes. Staff are very likely to benefit from training or professional development to use programmes and approaches successfully. There are many communication and language approaches. High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills.	2,3,5,

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

Budgeted cost: £84,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
MHST in school (families and children) £12,863	Early Intervention Foundation - Social & emotional learning (or SEL) is essential to every child's education. It has been proven to help children achieve their academic 1 potential, build strong relationships and lead healthy and successful lives.	
Mental Health Ambassadors £2,121	The Chartered College of Teaching: Young people are increasingly participating in discussions around their mental health and wellbeing, and the Ofsted education inspection framework now covers the 'personal development of learners', which	

	includes helping them to 'know how to keep physically and mentally healthy'	
Coaching for children £2,477	The School Psychology Service: Gottman outlined clear benefits of using Emotion Coaching for children. Children who were exposed to Emotion Coaching were; more emotionally stable, more resilient, achieved more academically, more popular with peers, had fewer behavioural problems, had fewer infectious diseases. Despite the obvious direct benefits to the child, this has a knock-on effect on their presence in a classroom. A child who is emotion coached would (based on the research) get along better with peers, have better attendance, require less additional support and could better manage the increasing demands of academic life through self-regulation.	1,2,4
Careers day £1630	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) £6720	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.	1,2,3,5
Music lessons £2369	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.'	1,2,3,4
Breakfast club £760	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)	2,3,4
Bagel Bar £6399	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	1,2,3,4,5

	Increase on-task behaviour in the class	
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
Volunteer 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)	2,3,4,5
Supporting families financially to participate in school trips and residentials £4500	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 £12045	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	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	2,3,4,5
Uniform voucher £1385	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform Education Endowment Fund	1,2,3,4
Parent workshops £3,612	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)	2,3,4
Attendance	The DfE guidance has been informed by engagement with schools that have significantly	1,2,3,4,5

£1041	reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's https://www.gov.uk/government/publications/working-together-to-improve-school-attendance .	
Pastoral and Mental Health support £26,315	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.	1,2,3,4,5

Total budgeted cost: £227,572

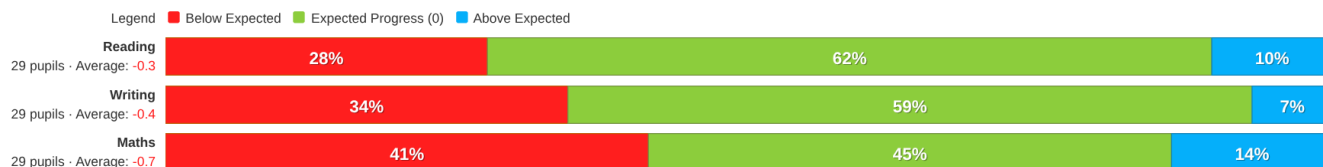
Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

Progress of PP Children over a 3 year period.

2022-2025

Progress Overview for Pupils who are pupil premium – 2021-2022 Summer to 2024-2025 Summer Main Assessment

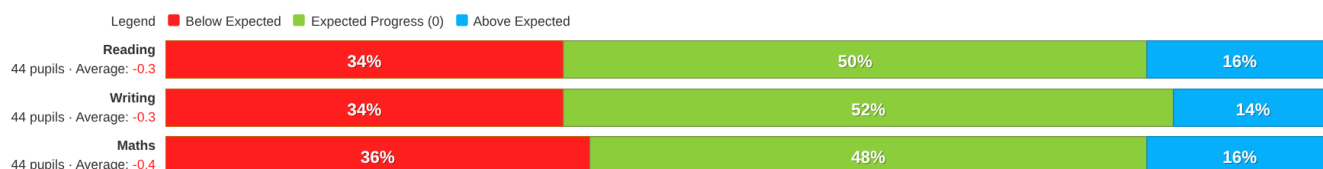
Print



2023-2025

Progress Overview for Pupils who are pupil premium – 2022-2023 Summer to 2024-2025 Summer Main Assessment

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2024-2025

Progress Overview for Pupils who are pupil premium – 2023-2024 Summer to 2024-2025 Summer Main Assessment

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The data above shows progress over a 3 year period. The data shows our pupil premium children make average progress, accelerated progress and the number of children off track with progress is reducing year upon year.

We currently have 115 pupil premium children. In the last 3 years, 18 new pupil premium children have started as transient children, of which 12 have come to Sherwell Valley as BELOW the expected standard. In the 2 years previous (from 2020-2022), a further 22 pupil premium children joined Sherwell Valley and these were off track in all subjects.

This totals 34 pupil premium children that have started Sherwell Valley all off track in all subjects, whilst the other 6 children were off track in at least 1 subject.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

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 funding.