

Pupil premium strategy statement – SVPS 2024-2026 updated 2025-26

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	420
Proportion (%) of pupil premium eligible pupils	73/420 17%
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)	2024-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Geraint Mills, Headteacher
Pupil premium lead	Dominic Roddis
Governor / Trustee lead	Sam Grace Teacher / Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£115440

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or disadvantage, receive a high-quality education and achieve well across a broad, ambitious and well-sequenced curriculum. We expect our children to be provided with rich cultural opportunities that equip them with the knowledge and cultural capital they need to succeed in life.

We support all children to achieve through high-quality teaching as we believe this is the primary driver of improvement for disadvantaged pupils. Pupil Premium funding is therefore directed first towards strengthening classroom practice, staff expertise and evidence-informed pedagogy, ensuring that support enables access to learning rather than lowering expectations. Additionally, the provision of cultural and extra-curricular activities will promote independence, resilience, a positive attitude to learning and the acquisition of life skills.

We nurture and empower every child to ‘be the best they can be’ academically, socially and behaviourally. This includes disadvantaged pupils at all starting points, including those who are already high attainers. Leaders and staff hold consistently high expectations, underpinned by strong relationships between pupils, families and school adults.

Implicit in the intended outcomes detailed below, is the intention that the disadvantaged pupils’ attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Some of our key strategies are:

- ensuring the SVPS curriculum is designed to be inclusive by design, ensuring disadvantaged pupils have full access to the same ambitious curriculum as their peers.
- investing significantly and smartly in highly skilled teachers and teaching assistants to ensure a quality first teaching approach.
- using Pupil Premium funding to remove barriers to engagement, particularly in early reading, writing, oracy and mathematics, while avoiding curriculum narrowing.
- ensuring targeted academic support is informed by diagnostic assessment and regular monitoring.
- making sure our support and interventions complement, rather than replace, high-quality classroom teaching and enable disadvantaged pupils to meet age-related expectations and beyond, rather than reducing challenge.

- using carefully planned CPD to ensure that all staff know that curriculum adaptations and scaffolds should be temporary and responsive, enabling independence and long-term success.
- creating positive, trusting relationships between pupils, families and school-based adults.
- ensuring our wider curriculum and opportunities are accessible to all and are strategically designed to inspire the children through engaging and memorable events.
- adopting a whole school approach in which **all staff** take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve e.g. developing meta-cognition and self-regulation strategies, having high personal expectations, attending extra-curricular clubs etc.
- ensuring our dedicated Inclusion and Pastoral Support Team support pupils, families and SVPS staff to ensure their best academic, social and mental well-being development for our disadvantaged pupils.
- maintaining regular and effective communication with all appropriate stakeholders to promote the best outcomes for the disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Basic Foundational English Skills</p> <p>(Phonics, Early Writing, SPaG, Reading and Oracy)</p> <p>Our early assessments, ongoing checks, observations and pupil discussions show that a number of disadvantaged pupils have weaker oral language, early writing and reading skills, alongside gaps in vocabulary. These needs are evident from the Foundation Stage through to Key Stage 2 and are more prevalent among disadvantaged pupils than their peers. This reflects national trends and aligns with Ofsted's 2025–2026 focus on the importance of strong early language and reading development, particularly for disadvantaged pupils.</p> <p>Both Ofsted research reviews and EEF guidance highlight that early language and literacy are key foundations for success across the curriculum. The EEF identifies oral language, phonics and reading comprehension as high-impact, evidence-based approaches for improving outcomes for disadvantaged pupils, particularly when teaching is explicit, well-sequenced and consistently delivered. Where these foundations are insecure, pupils are more likely to develop gaps in understanding that widen over time.</p> <p>For some of our disadvantaged pupils, these early difficulties have resulted in knowledge gaps and slower progress, meaning they fall further behind age-related expectations, particularly in phonics, early writing, SPaG, oracy and reading. Ofsted expects schools to identify these barriers early and ensure that support is targeted, timely and based on clear assessment, while the EEF emphasises the importance of early intervention, high-quality teaching and regular opportunities to practise and apply skills.</p> <p>Key Stage 2 outcomes reinforce this focus. Reading SATs results for 2024–2025 show that 63% of disadvantaged pupils (10 out of 16) met the expected standard. This represents a decrease from the previous year (although there were more PP + SEND pupils than in the previous year) and a gap remains between disadvantaged and non-disadvantaged pupils. Ofsted expects schools to demonstrate how Pupil Premium funding is used effectively to address such gaps, while the EEF guidance stresses the importance of using robust evidence, careful implementation and ongoing evaluation to improve reading fluency, comprehension and vocabulary development.</p> <ul style="list-style-type: none"> Strengthening these foundational English skills is therefore a core priority within our Pupil Premium strategy. In line with Ofsted expectations and EEF recommendations, we are focused on improving oracy, phonics, early writing and reading through high-quality teaching, targeted support and consistent approaches across all phases, ensuring disadvantaged pupils can fully access a broad and ambitious curriculum.

2	<p>Developing stronger, purposeful ‘Home-School Connections’</p> <p>Our Inclusion Team, observations and monitoring tells us that there are a growing number of families who would like (or need) advice about how to support their children engaging with home/school activities and /or how to support their child emotionally or socially in readiness for life at Primary School. If the children are not engaging with school or are not ready for school, their academic, social and emotional progress will suffer.</p>
3	<p>Ensuring our disadvantaged pupils can access and fully engage with our broad and balanced curriculum</p> <p>Our ongoing assessment information, lesson observations and work scrutiny indicate that a significant number of disadvantaged pupils require adaptive teaching approaches in order to fully access the curriculum and make the intended progress. We expect teachers to adapt teaching to meet pupils’ needs without narrowing the curriculum, and the EEF supports this through evidence-based strategies such as scaffolding, pre-teaching key vocabulary, breaking learning into manageable steps and providing structured support that is gradually removed as pupils become more independent.</p> <p>Quality First Teaching is at the heart of our approach. Ofsted’s 2025–2026 expectations are clear that the strongest outcomes for disadvantaged pupils come from consistently strong classroom practice. As a result, all adults working with pupils focus on delivering well-sequenced lessons with clear explanations, effective modelling and regular opportunities for practice and feedback. Alongside this, we use targeted, time-limited interventions, led by teachers and trained teaching assistants, to complement whole-class and small-group teaching. This reflects EEF guidance that targeted support is most effective when it sits alongside high-quality teaching rather than replacing it, recognising that disadvantaged pupils often benefit from learning in a range of ways.</p> <p>Monitoring and evaluation during the 2024–2025 academic year have also highlighted the need to further strengthen positive learning behaviours, particularly metacognition and self-regulation, for disadvantaged pupils. EEF research identifies these skills as crucial for helping pupils manage their learning, stay focused and become resilient, independent learners. Developing these behaviours supports disadvantaged pupils to engage more confidently with learning across subjects and improves their ability to apply knowledge and skills over time.</p>
4	<p>Attendance:</p> <p>Our attendance over the last 3 years shows that we are significantly outperforming national data relating to persistent absences between disadvantaged pupils and non-disadvantaged pupils. However, we do recognise that there is still work to be done on narrowing the gap between all pupils and disadvantaged pupils.</p> <p>Whilst there are a number of pupils working on ‘flexi-schooling’ hours, there are other disadvantaged pupils who need to attend more regularly so that their academic, social and emotional progress is impacted positively.</p> <p>Our monitoring suggests that children’s and parents’ mental health; term time holidays; and punctuality are contributing factors to persistent absence. Therefore, our Inclusion and Attendance teams need to monitor this closely and intervene early to remove the potential for long term absenteeism.</p>

5	<p>Social and positive emotional support and coaching:</p> <p>Our assessments, observations and discussions with pupils and families have identified increased social and emotional needs in pupils. These challenges particularly affect disadvantaged pupils as it impacts their engagement and participation in social, emotional and academic activities. It also affects their punctuality and attendance</p>
6	<p>Cultural Capital</p> <p>Observations and discussions with pupils and families identified limited exposure to, or access to, cultural capital and opportunities to engage with the local and wider community. This reflects EEF research which highlights that disadvantaged pupils often have fewer opportunities to develop background knowledge and real-world experiences that support vocabulary development, reading comprehension and wider curriculum learning.</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
1. Basic Language Skills: phonics, EARLY WRITING (Foundational skills), SPAG and reading and ORACY	
<p><u>Intended outcome</u></p> <p>Improved phonics and reading attainment for the disadvantaged pupils.</p> <p>FS Target:</p> <p>By the end of the Foundation Stage, all disadvantaged pupils will develop strong early writing skills, including forming letters correctly, using phonically plausible spellings, and beginning to express meaning through simple sentences, supported by rich oral language and vocabulary development.</p>	<p><u>Success criteria</u></p> <p>Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers for GLD and Phonics assessment data in KS1.</p> <p>F.S.:</p> <p>90% of disadvantaged pupils can form all letters correctly by the end of the year.</p> <p>85% of disadvantaged pupils can spell simple words using phonics.</p> <p>80% of disadvantaged pupils can write short sentences that convey clear meaning.</p> <p>Regular learning journals show progress in vocabulary use and sentence structure.</p>

<p>KS1 Target:</p> <p>By the end of Key Stage 1, disadvantaged pupils will confidently write for a range of purposes, applying phonics knowledge, spelling patterns and early punctuation accurately, and demonstrating increasing independence in structuring sentences and conveying ideas.</p> <p>Improved, targeted reading groups KS 2: HFL fluency project groups make significant progress with their reading ability, fluency, comprehension and confidence.</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>KS1:</p> <p>85% of disadvantaged pupils meet age-related expectations for writing by the end of the year.</p> <p>80% of disadvantaged pupils use correct spelling and punctuation in independent writing.</p> <p>75% of disadvantaged pupils demonstrate independent sentence construction across different writing purposes.</p> <p>Writing portfolios show term-on-term improvement in structure, vocabulary, and coherence.</p> <p>The HFL fluency data demonstrates a significant increase in reading ages of those disadvantaged pupils who were enrolled in the project.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Disadvantaged pupils enrol in the 'Look Whose Talking Project'.</p>
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2. Developing stronger, purposeful 'Home-School Connections'

<u>Intended outcome</u>	<u>Success criteria</u>
Communication between school and home is clear, accessible and informative.	All parents are able to receive and access important information from school either by letter, Class Charts Announcements, school texts, emails, phone calls or personal 1:1 communication.
All parents feel welcome and positive about coming into the school environment for formal and informal occasions.	Families feel welcomed and confident to come into school (regardless of prior experiences) to engage in Parents' Meetings, school concerts, informal visits to talk with the class teacher and other adults, 'special' days (Living History Museum, Science Expo etc.), school performances, sports days and engagement and learning opportunities e.g. 'How we teach Maths / Reading at SVPS'.
SVPS in an inclusive school where language and cultural barriers are removed.	Where language or cultural barriers could be challenge to communication or engagement, actions such as translation, extended discussion and explanation are taken to ensure equality for all pupils.
All parents eligible for FSM / PP apply for support.	All parents eligible for FSM have completed the registration forms (at home or in school with support if required).

3. Ensuring our disadvantaged pupils can access and fully engage with our broad and balanced curriculum.

<u>Intended outcome</u>	<u>Success criteria</u>
<p>All SVPS teaching staff receive carefully researched and structured, evidence based CPD to ensure they are able to plan, teach, assess and support all our disadvantaged pupils with Quality First Teaching across the curriculum.</p>	<p>All SLT, teaching and administration staff can talk confidently about the SVPS Pupil Premium Strategy and can identify how they promote the best possible outcomes for our disadvantaged pupils.</p>
<p>SVPS teaching staff and pupils have a thorough understanding of the 5-a-day principle (explicit instruction, metacognition, scaffolding, flexible grouping, tech) and are able to use these to maximise pupils' learning effectiveness and potential.</p>	<p>SVPS CPD is research led and has a significant impact on the teaching and learning for disadvantaged pupils in every class throughout the school. Assessment data and monitoring feedback supports the view that the disadvantaged pupils are making good or better progress from their relative starting points across the curriculum. Through pupil voice monitoring, all disadvantaged pupils will be able to talk about their learning and demonstrate how they have made progress throughout the year.</p> <p>Teachers can talk knowledgeably about the ongoing 'The 'Five-a-day' principle CPD and how it positively impacts on their practice and pupil outcomes (appropriate, temporary scaffolding etc).</p> <p>All teaching staff can talk knowledgeably about the 3 EEF documents 'Improving Behaviour In Schools', 'Making Use Of Teaching Assistants' and 'Special Educational Needs In Mainstream Schools'. (PFM)</p> <p>Teaching adults can teach pupils how to be effective learners by using specific metacognition strategies outlined by the EEF</p> <p>Teachers using</p> <p>Pupils are able to think and talk about their own learning more explicitly, using specific strategies for planning, monitoring, and evaluating their learning (EEF).</p>
<p>The Inclusion Team, Class teachers, TAs and the SLT work closely to ensure good access, support and progress for those children who are identified as being on the Pupil Premium and SEND registers.</p>	<p>Those children who have been identified as being on the PP and SEND registers have been tracked and monitored to ensure they are making good progress from their relative starting points.</p> <p>https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p>

4. Attendance.

<u>Intended outcome</u>	<u>Success criteria</u>
<p>The attendance gap between disadvantaged and non-disadvantaged pupils closes. All pupils' attendance improves.</p>	<p>The approach to tackling poor attendance is personalised and addresses individual barriers. As a result, the number of unauthorised absences will decrease, persistent lateness decreases and overall attendance improves.</p> <p>Scrutiny of attendance on a regular basis by members of the SLT.</p> <p>All pupils: 95.5%(SVPS) vs 94.8%(national) FSM6 : 94.6%(SVPS) vs 94.2(national)</p>

5. Social and positive emotional support and coaching

<u>Intended outcome</u>	<u>Success criteria</u>
<p>Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p> <p>Improved social and emotional well-being will lead to a greater engagement with the curriculum and stronger, positive relationships with peers.</p> <p>Families feel SVPS supports them and their children so that they can have positive learning experiences at school.</p>	<p>Sustained high levels of wellbeing demonstrated by: qualitative data from pupil voice, pupil and parent surveys and teacher observations</p> <p>There is a reduction of incidents on Class Charts linked to mental health concerns.</p> <p>All our disadvantaged pupils engage fully with the wider school curriculum, including trips, visits and extracurricular activities.</p> <p>Parents' questionnaires highlight their positive feelings towards the work done by the Inclusion team.</p>

6. Cultural Capital

<u>Intended outcome</u>	<u>Success criteria</u>
<p>All teaching staff have a good level of understanding and knowledge about the disadvantaged children they teach and work with They know how to support disadvantaged pupils' learning and build positive working relationships in all aspects of the wider school experiences, including attending clubs, entering school competitions etc.</p>	<p>All teaching staff can talk knowledgeably about the document 'Understand The Ocean Of Disadvantage' by Marc Rowland. Teaching staff to have a good understanding of the EEF The Write Journey and the intention to improve outcomes for disadvantaged children. For teaching staff to be able to identify the 'Daniels' and 'Lukes' in their classes and explain how they are being supported to make progress academically, socially and 'aspirationally'. Teachers are perceptive, resourceful, tactful and supportive of their disadvantaged pupils to ensure they can all participate fully in the wider school life. No child is prevented from participating in school events due to financial or other cultural capital barriers.</p>
<p>All disadvantaged pupils are included, encouraged and signposted to engage with all activities organised by the school and other linked external providers.</p>	<p>Children are given access to an even wider range of clubs, wrap around provision, music tuition, trips etc. Extra-curricular activities take account of the pupil voice – what do the children like? What would they want more of? Monitoring of extra-curricular clubs and competitions highlights a high percentage of disadvantaged pupils taking part.</p>
<p>No disadvantaged pupil is excluded from activities, competition, events, visits or trips due to a lack of available equipment, funding or other resources.</p>	<p>Monitoring by class teachers, subject leads and the disadvantaged pupil champion highlight a growing number of disadvantaged pupils accessing and engaging with cultural capital opportunities.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and Quality First Teaching.</p> <p>High quality, relevant and purposeful Professional Development for all teaching staff to ensure quality first planning, teaching, in line with the EEF's '5-a-day' principles.</p> <p>TP,DR and LW to become lead teachers in the EEF funded 'The Write Journey' project to improve writing outcomes for disadvantaged pupils' writing.</p> <p>Using CPD to support and promote high quality and effective adaptive teaching: using The EEF's 'Five-a-day approach' for all learners, including those with SEND and disadvantaged</p>	<p>https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings</p> <p>https://educationendowmentfoundation.org.uk/news/regional-partnerships-writing-in-gloucestershire-schools</p> <p>https://researchschool.org.uk/gloucestershire/evidence-into-action-partnership</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</p>	1 3 4 5 6
<p>Purchase of standardised diagnostic assessments (PIRA, PUMA and Accelerated Reader).</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://www.servicesforeducation.co.uk/blog/schools/improving-pupil-progress-using-assessment/</p>	1 3 4 6

<p>Developing oracy. and effective spoken language communication skills</p> <p>GAPH 'Look Who's Talking!' Oracy Competition for 2025/26</p>	<p>SVPS HAS SIGNED UP TO TAKE PART IN THE GAPH 'Look Who's Talking!' Oracy Competition for 2025/26</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 3 4 5 6</p>
<p>Basic English Skills</p> <p>Ongoing purchase and training of a DfE validated Systematic Synthetic Phonics programme</p> <p>(Sounds Write) to secure strong phonics teaching for all pupils throughout the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> <p>DfE approved Synthetic phonics programme. EEF has evidence based research that systematic synthetic phonics achieves high impact for very little cost after training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 3 4 5</p>
<p>Basic Skills – READING and writing</p> <p>Ongoing revision of SVPS teaching reading practice, continued monitoring and CPD to ensure high quality teaching of reading from R to Y6</p> <p>CPD in school for all teaching staff to promote clear, coherent and purposeful steps to making 'writing right'.</p> <p>Sign-up to the 'Cheltenham Reading Volunteer' scheme to enable more adults to read with the children who need to make the most progress to catch up and stay up.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://researchschool.org.uk/gloucestershire/news/getting-writing-right-an-in-depth-case-study-into-the-revising-and-editing-process</p>	<p>1 2 3 4 5 6</p>

Smaller Group Teaching for Maths and English Employing an additional, highly skilled teacher in Year 6: the year group will be split into 3 flexible groups for Math and English targeted, matched teaching and learning (English, Y6 Maths). The smaller groups will improve the teacher pupil ratio for ALL pupils and Feedback to pupils can be more direct and rapid.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 3 4 5 6
For PP lead to attend CPD focussed on national and local PP/DA developments and research.	https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium	3 4 6 5

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

Activity	Evidence that supports this approach	Challenge number(s)) addressed
HFL Reading Fluency Project for Y5 and Y6 - extended to Year 4. HFL Fluency Project approaches to be rolled out to other year groups once appropriate CPD has been completed.	https://www.hfleducation.org/reading-fluency/key-stage-2-ks2-reading-fluency-project/impact-and-outcomes https://www.hfleducation.org/reading-fluency/collaboration-education-endowment-foundation-eef https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 3 4 5 6

Talk Boost for Reception – developing oracy to create sentences.	https://speechandlanguage.org.uk/wp-content/uploads/2023/12/talk-boost-interim-report-29-may-2012-sluk.pdf	1 2 3 4 5 6
SSP (Sounds Write) additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 3 4 5 6
Woodland Room targeted academic and social skills support, linking structured small group interventions to classroom teaching and the curriculum (PMs). Teaching children about successful metacognition and self-regulation strategies.	<p>The Woodland Room provides a nurturing environment in which children can work in small groups on activities matched specifically to their needs and stages of development and experiences.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Children are taught to identifying how they can be responsible for achieving positive outcomes in social and academic situations and how metacognition strategies can support their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition%20?utm_source</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 2 3 4 5 6

<p>Priority Readers x3-x5 20mins daily sessions targeted for small group reading support</p>	<p>Within these sessions, the aim is to teach reading fluency, metacognition and self-regulation strategies to develop reading comprehension, foster the pupils' love for reading and for the children to view themselves as successful readers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1 3 4 5 6</p>
<p>Teaching Assistant and teacher led groups including: -Pre/Post-teach in preparation for learning in class -Daily reading activities including supporting language for comprehension</p>	<p>Evidence from EEF</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1 3 4 5 6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital / memorable life Experiences / Trips/In-house Experiences: Embedding a Memorable Learning Experiences progression Document. DA children to receive 50% reductions for all experiences.	<p>In addition to developing the physical and mental well-being of our pupils, we believe participation by all pupils, especially our Disadvantaged pupils in school visits, outdoor activities and residential visits, will help instil positive habits, resilience and confidence in later life and will help give the children increased exposure to 'Cultural Capital'. No child to miss out on life skills and enrichment activities due to financial constraints.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Through%20participation%20in%20these%20challenging,%2C%20self%2Dconfidence%20and%20motivation.</p> <p>https://cornerstoneseducation.co.uk/news/developing-cultural-capital-in-your-primary-school/</p>	3 4 5 6
Expert-taught music tuition e.g. ukulele, samba band instruments	<p>Every child has the right to learn an instrument and some of our disadvantaged families cannot afford private tuition. EFF Evidence Overall, the impact of arts participation on academic learning appears to be positive but moderate. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Arts participation +3 months' gain.</p>	1 3 4 5 6
Engage parents in their children's school life – in school workshops linked to homework, learning eg 'modern' maths methods etc...	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</p>	2 3 4 5
Small Group Pastoral Interventions – to achieve and sustain improved well-being and positive mental health in all pupils in our school, particularly our	<p>Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Our nurture groups typically consist of between 3 and 12 children depending on their needs and the activity.</p> <p>Each group is run by up to two members of staff. Children attend nurture groups at set times throughout the school day but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to</p>	3 4 5 6

<p>disadvantaged pupils.</p> <p>For example: Nurture Cooking x1 weekly session where children are encouraged and taught how to share their feelings, overcome concerns about food, develop healthier eating habits and develop self-esteem.</p> <p>Garden Of Hope (Bereavement) Group: 2 groups, fortnightly sessions throughout the academic year.</p>	<p>their own class within a term (or longer if an individual needs additional nurture support).</p> <p>EEF Evidence</p> <p>Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_search&search_term</p> <p>Nurture cooking evidence: CEDAR (centre for diet and activity research) have commissioned a range of studies which highlight the need the positive impact of a healthy diet on educational standards</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>1:1 / 1:3 emotional support: Animal (Guinea Pig and dog)Therapy, Lego Therapy, Drawing and Talking therapy.</p>	<p>Our pastoral leads run many interventions and 1:1 tuition for children who require additional social, emotional and behavioural support.</p> <p>EEF Evidence</p> <p>Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3 4 5 6</p>
<p>Attendance Improvement Meetings (AIMs) to ensure Disadvantaged Pupils' attendance is in line with our whole school attendance expectations.</p>	<p>EEF Toolkit- Parental engagement: Moderate impact/ moderate cost/ moderate evidence +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	<p>3 4 5 6</p>

Family support / pastoral care	<p>Our pastoral team work with families in school and at home in the family setting to ensure positive schooling experiences for children and adults.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3 4 5 6
<p><i>Uniform + Milk</i></p> <p><i>Work with the POSVPS to 'rebrand' the thrift shop to a positive 'eco' action whereby reusing school uniform is reducing waste and is helping save the planet'. Pupil Eco team to help advertise and support FOSVPS</i></p> <p><i>Families qualify for £30 towards uniform every year.</i></p> <p><i>All Disadvantaged children receive daily milk as part of our offer</i></p>	<p>NFER research director and report co-author, Jenna Julius:</p> <p>The cost-of-living crisis is having a profound impact on pupils and families. Schools are providing unprecedented levels of urgent support. Pupils whose most basic needs are not being met – whether it is going to school hungry, or being unable to afford uniform or transport costs – are less likely to attend school and successfully engage with learning.</p>	4 5
<p><i>Swimming:</i></p> <p><i>All KS2 children to have 30 weeks of swimming. DA children to receive 50% reductions for all experiences.</i></p>	<p>Enabling a reduced cost for Disadvantaged children to remove the financial barrier. Swimming is a vital life skill and is important for maintaining a healthy mental and physical well-being.</p> <p>https://www.gov.uk/government/news/drive-to-ensure-all-children-can-swim-by-end-of-primary-school</p>	3 4 5 6

Total budgeted cost: £115440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2024 Pupil Premium / Disadvantaged Summary

Comparison of pupil group numbers 2023-2024 v 2024-2025 v 2025v2026

School Groups - 3 year overview	2023-24	2024-25	2025-26
Pupil Premium pupils v 'ALL' pupils SVPS	84/422	78/420	73/420
PP pupils as a percentage of SVPS total	20%	19%	17%
Pupil Premium pupil with SEND (as a % out of PP Group)	27/84	23/78	23/73
PP+SEND pupils as a percentage of SVPS PP total	32%	30%	32%
Pupil Premium pupil with SEND (as a % out of 'ALL' SVPS Group)	27/422	23/420	23/420
PP+SEND pupils as a percentage of SVPS 'ALL' total	6.4%	6%	6%

Review of 2024-25 End of Key Stage 2 SATs results

<u>READING</u>	<u>EXS</u>	<u>GDS</u>
ALL Pupils (59 pupils)	81% (48/59 pupils)	32% (19/59 pupils)
PP pupils (16 pupils)	63% (10/16 pupils)	6% (1/16 pupils)
Non-PP pupils (43 pupils)	88% (38/43 pupils)	42% (18/43 pupils)
National data:	75%	33%

<u>PAGS</u> (Punctuation, Grammar & Spelling)	<u>EXS</u>	<u>GDS</u>
ALL Pupils (59 pupils)	85% (50/59 pupils)	44% (26/59 pupils)
PP pupils (16 pupils)	69% (7/16 pupils)	13% (2/16 pupils)
Non-PP pupils (43 pupils)	91% (39/43 pupils)	33% (14/43 pupils)
National data:	73%	30%

<u>WRITING</u>	<u>EXS</u>	<u>GDS</u>
ALL Pupils (59 pupils)	78% (46/59 pupils)	10% (6/59 pupils)
PP pupils (16 pupils)	56% (9/16 pupils)	6% (1/16 pupils)
Non-PP pupils (43 pupils)	86% (37/43 pupils)	12% (5/43 pupils)
National data:	72%	13%

<u>MATHS</u>	<u>EXS</u>	<u>GDS</u>
ALL Pupils (59 pupils)	83% (49/59 pupils)	22% (13/59 pupils)
PP pupils (16 pupils)	69% (11/16 pupils)	13% (2/16 pupils)
Non-PP pupils (43 pupils)	88% (38/43 pupils)	26% (11/43 pupils)
National data:	74%	26%

<u>Reading, Writing & Maths combined</u>	<u>EXS</u>	<u>GDS</u>
24/25 All Pupils (59)	76% (45/59 pupils)	7% (4/59 pupils)
PP pupils (16 pupils)	56% (9/16 pupils)	6% (1/16 pupils)
Non-PP pupils (43 pupils)	86% (37/43 pupils)	7% (3/43 pupils)
National data:	62%	8%

<u>Year 2 Phonics screening retakes: Cumulative Results</u> <u>2024-2025</u> <u>Meeting the standard at the end of Year 2 Phonics</u>		<u>National</u>
24-25 All pupils	51/60 85% met the standard at the end of Year 1 (end of 23-24) 54/60 90% met the standard at the end of Year 2 (end of 2024-25)	N:80% (2024) SVPS: 85% (2024)
24-25 DA/PP pupils	5/9 56% DA/PP met the standard at the end of Year 1 (2023-2024) 6/9 67% met the standard at the end of Year 2 (2024-25)	N: 68% (2024) SVPS: 56% 2024 – rose to 67% after Y2 retakes)

<u>Year 1 phonics screening results 2024-25</u>		<u>National</u>
24-25 All pupils:	51/60 85% met the standard at the end of Year 1	80%
24-25 DA/PP pupils	8/9 89% DA/PP met the standard at the end of Year 1	67%

<u>Early Years Foundation Stage (EYFS) end of year</u> <u>GLD (Good Level of Development report 2024-2025)</u>		<u>National</u>
All 2024 - 2025	77% (61 pupils) of children at SVPS reached a good level of development at the end of 2024-25	
DA/PP pupils 24-25	63% (5/8) PP children reached a good level of development by the end of 2024-2025	
<p>The Department for Education determines that children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the</p> <p>ELGs in the prime areas of learning and the specific areas of mathematics and literacy.</p>		

Extra-curricular clubs participation

<u>Extra-curricular club participation</u> <u>2024-2025</u>	PP/DA (participation in one or more clubs) <u>out of</u> ALL PUPILS (who signed up for clubs)	PP/DA (participation in one or more clubs) <u>out of</u> PP/DA PUPILS (who signed up for clubs)
Autumn clubs 2024	44/241 18%	44/78 57%
Spring clubs 2025	38/220 17%	38/78 49%
Summer clubs 2025	33/211 16%	33/78 42%
<p>NB: extra-curricular clubs were run before school, at lunchtime and after school to ensure there were opportunities for all children to access the different activities</p>		

School trips (during the school day)

School trips

All children throughout the school had the opportunity to go on the wide variety of school trips organised as part of the SVPS 'bucket list of experiences'. Costs of the visits were covered to ensure ALL pupils could attend.

Out of the 78 DA/PP pupils, 75 pupils* (96%) took part in **ALL** the experiences that were offered to them.

<https://www.swindonvillage.co.uk/Uploads/SVPS/Documents/A%20bucketful%20of%20experiences.pdf>

*After consultation with parents, some trips were considered a risk to safeguarding individuals so alternative 'in-house' activities and experiences were arranged for a limited number of pupils.

Residential visits

(Year 4: 3 days / 2 overnight stays & Year 6: 5 days / 4 overnight stays)

<u>Residential School Trips</u>		
Residential visit	ALL pupils <u>out of</u> ALL pupils total	Number of DA/PP participation <u>out of</u> the DA/PP group total
Year 4 2024-2025 Dean Field Study Centre (Forest of Dean, Glos)	59/63 %	11/13 85%
Year 6 2024-2025 Broad Haven YHA and other activity locations in the Broad Haven region (Pembrokeshire, Wales)	54/59 92%	11/13 85%
NB: those children who did not attend the residential visits chose not to do so for reasons other than financial, appropriate equipment or other 'barriers' that could have been addressed using the PP/DA funding or associated social and emotional support. Alternative activities were arranged in school.		