

Pupil premium strategy statement – Swindon Village Primary School 2023-2024

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	422
Proportion (%) of pupil premium eligible pupils	84/422 20% (PP + SEND 27/84 32%)
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)	2022-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn Term 2024
Statement authorised by	Geraint Mills, Headteacher
Pupil premium lead	Dominic Roddis
Governor / Trustee lead	Ryan Bradnam, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,295 (83 x £1455 + 1x £2530)
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>	£NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£NA
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>	£118,930 (@11.12.23) Updated 24.2.24: £123,295

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, achieve high attainment across all subject areas and are provided with rich cultural opportunities that equip pupils with the knowledge and cultural capital they need to succeed in life.

We support all children to achieve this through high quality teaching and support in all subjects and through the provision of cultural and extra-curricular activities that promote independence, resilience, a positive attitude to learning and the acquisition of life skills.

We nurture and empower each and every child to ‘be the best they can be’ in every sense: academically, socially and behaviourally.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

High-quality teaching and positive relationships are at the heart of our approach, with a focus on areas in which disadvantaged pupils may require the most support.

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 our curriculum is strategically designed to inspire the children through engaging and stimulating learning opportunities and exciting, memorable enrichment activities
- investing significantly and smartly in highly skilled teachers and teaching assistants to ensure a quality first teaching approach.
- creating positive, trusting relationships between pupils, families and school-based adults
- ensuring positive, supportive, challenging relationships between pupils and adults and pupils and pupils
- ensuring disadvantaged pupils are routinely challenged in the work that they’re set and strive to meet the goals and high expectations shared with adults in school and at home
- ensuring that regular monitoring throughout all whole curriculum subjects ensure the best possible support, progress and attainment of our disadvantaged pupils
- a whole school approach where all to intervening and acting promptly as soon as there is a point of need identified

- 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
- ensuring that SVPS provides ALL children with the opportunity to 'widen their vistas' and develop their 'Cultural Capital' through a carefully planned sequence of 'memorable experiences'

Challenges

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

Challenge number	Detail of challenge				
1	<p>Basic Skills: phonics, SPAG and reading and ORACY</p> <p>Our early assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures and the rising cost of living to a greater extent than for other pupils. These findings are supported by national studies.</p> <ul style="list-style-type: none"> • This has resulted in significant knowledge gaps which has led to pupils falling further behind age-related expectations, particularly in their Phonics, SPAG and Reading. • KS2 outcomes in Reading SATs must be in-line, or better than, national outcomes for DA/PP pupils • there is a recognition that the Covid-19 pandemic has widened the already persistent 'language gap' between disadvantaged students and their peers across all ages, highlighting the importance of school-based language interventions 				
2	<p>Understanding and retention of core vocabulary and knowledge</p> <ul style="list-style-type: none"> • From our assessments in writing, reading and also our drive on knowing more and remembering more, we have found that disadvantaged children's vocabulary and understanding of language and curriculum content is more limited than non-disadvantaged children. 				
3	<p>Disadvantaged Children who have Special Educational Needs</p> <ul style="list-style-type: none"> • From our assessments and observations there is a growing correlation between the children who are DA/PP children and are also on our SEND Register. The number of pupils currently (2023-2024) on the DA/PP + SEND register has grown from the previous year: <table data-bbox="387 1489 1382 1563"> <tr> <td>2022-2023: 25/72 (35%) DA/PP +SEND</td> <td>72 pupils on the SEND register.</td> </tr> <tr> <td>2023-2024: 27/84 (32%) DA/PP + SEND</td> <td>78 pupils on the SEND register.</td> </tr> </table>	2022-2023: 25/72 (35%) DA/PP +SEND	72 pupils on the SEND register.	2023-2024: 27/84 (32%) DA/PP + SEND	78 pupils on the SEND register.
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4	<p>Cost Of Living Crisis</p> <ul style="list-style-type: none"> • We anticipate that a number of our families will be burdened financially throughout 2023-2024 with the rising costs of living. This will impact on the children's participation in the SVPS memorable experiences or other activities that carry cost or other associated financial implications. • The increased cost of living will also have an impact on the financial ability for some families to purchase school uniform, PE kit etc. 				

5	<p>Communication skills and learning behaviours among disadvantaged pupils from the Foundation Stage to Y6:</p> <ul style="list-style-type: none"> • Over 2022-2023, our observations and assessment data have indicated that more of our DA/PP are facing challenges related to their effective communication skills (oral, written, reading, physical and emotional interactions and play) • Our 2022/23 monitoring and observations have highlighted a need to further develop positive and successful learning behaviours for our disadvantaged pupils
6	<p>Attendance:</p> <ul style="list-style-type: none"> • Our attendance data over the last 12 months indicates that our persistent absences gap between disadvantaged pupils and non-disadvantaged pupils has not completely closed (it had reduced in 2022-23).
7	<p>Positive mental health, well-being and establishing personal development skills</p> <ul style="list-style-type: none"> • Our inclusion team have noted an increase in the number of children and families who have requested additional support from school to maintain improved well-being and positive mental health. • A number of our children, including those from disadvantaged backgrounds, have found it challenging to effectively establish and nurture their Personal Development skills.

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>Focussed and high quality teaching and learning for all pupils means attainment and progress for all pupils is improved.</p>	<p>Outcomes for ALL pupils, and specifically DA/PP, are improving and reported data indicates that our outcomes are at least in-line with or better than National figures 2023-2024.</p> <p>Individual PP/DA pupil attainment and progress reflects the appropriate age and stage of their development.</p>
<p>Improved oracy skills and a confident and effective use of developed language communication skills.</p> <p>High levels of understanding of key vocabulary among disadvantaged pupils, specifically in the EYFS and other classes with high PP/DA and SEND challenges.</p>	<p>There is an agreed and embedded approach to developing high levels of oracy and language communication skills amongst all our pupils and specifically with our disadvantaged pupils at SVPS.</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>Our disadvantaged pupils will be able to communicate their ideas, knowledge and emotions to their peers and adults with increased clarity and confidence.</p> <p>Aim: 6/6 (100%) DA/PP of our Foundation Stage (Reception) pupils pass their Early Learning Goals for 'Communication and Language' by the end of 2023-2024.</p>
<p>To improve phonics outcomes in KS1.</p> <p>To ensure any children with gaps in their phonics have a daily catch up program.</p>	<p>The Sounds Write scheme is to be used daily. Adult training and careful planning will ensure there is complete 'fidelity' to the scheme. Daily 'catch-up' programs in Years 1 and 2 will run for children who have been identified with gaps in their phonics knowledge.</p> <p>Prioritising the daily teaching of Phonics throughout the year to ensure the best possible pupil outcomes.</p> <p>Aim: 100% PP/DA children without specific SEND barrier to reach the expected standard by the end of the year</p>
<p>To ensure positive working relationships with all adults and disadvantaged pupils in SVPS</p>	<p>High levels of mutual trust, understanding and challenge between pupils and adults in SVPS foster a positive, non-judgemental and supportive culture of learning and exploration at SVPS.</p>

<p>To have an ambassador for the disadvantaged in every Year Group throughout school</p>	<p>Every nominated Year Group Ambassador for the disadvantaged routinely 'checks-in' with DA pupils. This will include checking on well-being, promoting positive social interactions in school and supporting the relationships and communications between the child, family and school.</p>
<p>Improved Reading attainment among disadvantaged pupils.</p>	<p>All PP/DA without specific SEND barriers to Reading to be at least EXS and in-line with their peers by the end of the academic year.</p> <p>Based on their current judgements for Disadvantaged children in our current Y5 class, our reading at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.</p> <p>Aim:100% of DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2023-2024)</p> <p>AIM: for all students who take part in the HFL Fluency project to make significant progress with their reading ability, fluency, comprehension and confidence.</p>
<p>Improved Writing attainment among disadvantaged pupils.</p>	<p>All PP/DA without specific SEND barriers to Writing to be at least EXS and in-line with their peers by the end of the academic year.</p> <p>Based on their current judgements for Disadvantaged children in our current Y5 class, our writing at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.</p> <p>Aim:100% of our current DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2023-2024)</p>
<p>Improved Maths attainment among disadvantaged pupils.</p>	<p>All PP/DA without specific SEND barriers to Maths to be at least EXS and in-line with their peers by the end of the academic year.</p> <p>Based on their current judgements for Disadvantaged children in our current Y5 class, our reading at KS2 outcomes in 2024/25 will show that 77% of disadvantaged pupils will meet the expected standard.</p> <p>Aim:100% of our current DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2023-2024)</p>
<p>Improved SPAG attainment for disadvantaged pupils at the end of KS2.</p>	<p>Aim:100% of our current DA/PP Year 6 children who don't have SEND barriers are at least EXS by the end of Year 6 (SATs data 2023-2024)</p>
<p>To ensure our children have well-established opportunities to build and sustain their Personal</p>	<ul style="list-style-type: none"> • Our aim is to teach children how to navigate through life safely, happily and healthily as good citizens in society. • Children will be able to identify what makes them happy and safe and will actively behave in a manner that promotes this.

<p>Development skills.</p>	<ul style="list-style-type: none"> • Children will understand that it is okay to have a range of emotions and that specific behaviours can promote resilience and positivity. • The children will develop skills to help them build and maintain positive working relationships with adults and their peers. • The children and adults will promote the British values and our school values.
<p>To ensure all pupils have the opportunity to develop their cultural capital by being fully included and involved in all the SVPS memorable experiences.</p>	<p>Our aim is to ensure that all children have the opportunity to immerse themselves in all the memorable experiences offered in our curriculum. See the memorable experiences document outlining the opportunities available to pupils on their journey through SVPS from Reception to Year 6.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>http://www.swindonvillage.co.uk/Uploads/SVPS/Documents/A%20bucketful%20of%20experiences.pdf</p> <p>http://www.swindonvillage.co.uk/Uploads/SVPS/Documents/SVPS%20Year%20Group%20Excursion%20Overviews.pdf</p> </div>
<p>To achieve and sustain improved well-being and positive mental health in all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Children are able to talk about their learning experiences positively • A positive attitude towards school life demonstrated by high attendance figures • Positive engagement in lessons and strong performance in curriculum subjects including maths and reading demonstrated by improving Assessment Data, positive Annual School Report Comments etc and a reduction in the attainment gaps between disadvantaged and non-disadvantaged pupils • Positive mental well-being demonstrated by positive outcomes for pupils being supported for mental well-being challenges
<p>To improve and sustain parental engagement with pupils' school progress and attainment, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of parental engagement during 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • 100% of Disadvantaged families to attend Parents' Evening meetings (either in person or virtually – where appropriate). • PP/DA parents to attend after school curriculum workshop groups run by teachers (eg 'Supporting KS2 Maths basics workshop') • All parents of PP/DA pupils to have signed up to receive school email and text alerts to minimise the potential for missing key events, dates, information etc. • PP/DA parents routinely communicate with the DA Year Group Ambassadors, Class teachers, Inclusion team and Office Staff.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 20%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%. • for 2023-2024 the percentage of all pupils who are persistently absent (PA) being below 5% (20 or less pupils out of 422). • for our PP/DA pupils PA percentage to be lower than the non PP/DA pupils

<p>ALL our pupils, including the PP/DA have positive learning behaviours and know how they can be effective learners</p>	<ul style="list-style-type: none"> • All our children, including our PP/DA pupils, can demonstrate positive learning behaviours and can explain what they can do to achieve the best possible outcomes in given circumstances and contexts. • Selected DA/PP children work with an adult learning mentor to identify where they have had success, understand why it was successful and apply that knowledge to other areas of their learning.
<p>To ensure KS2 children are on track to be secondary ready by the end of Year 6.</p>	<ul style="list-style-type: none"> • In addition to being ready academically (SATs), pupils are socially and emotionally prepared for the transition to secondary school. • Where appropriate, children are supported with life skills to aid a smooth transition to secondary school (eg how to catch a bus, how to cook a basic nutritious meal independently etc.) and to ensure they can make informed, independent choices about nutritional food.
<p>To achieve and sustain improved extra-curricular attendance for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • An increase from 58% (DA/PP 2022-23) to reach an initial target of 65% (DA/PP) in Autumn Term 2023-2024 participation in enrichment activities, particularly among disadvantaged pupils. • An increase from 52% (DA/PP 202-23) to reach an initial 60% (DA/PP) in Spring Term 2023-2024 participation in enrichment activities, particularly among disadvantaged pupils. • An increase from 52% (DA/PP 2022-23) to reach an initial 60% (DA/PP) in Summer Term 2023-2024 participation in enrichment activities, particularly among disadvantaged pupils. • For 2023-2024, there will be more lunchtime clubs to allow those children who might be young carers, have transportation issues to and from school etc to attend and not miss out on extra-curricular experiences.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Basic English and Maths Skills</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>1, 3, 5</p>
<p>Basic English and Maths Skills</p> <p>Ongoing purchase and training of a DfE validated Systematic Synthetic Phonics programme (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: Phonics Toolkit Strand Education Endowment Foundation EEF</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, 2, 3, 5, 7</p>
<p>Basic Skills – READING</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>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>1 2 3 5 7</p>

<p>Basic Skills</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teacher trained to deliver Mastery approach in school and externally).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1, 2, 3, 7</p>
<p>Smaller Group Teaching for Maths and English</p> <p>In Y6, the Deputy Head will teach each groups to allow for more targeted, matched teaching and learning (English, Y6 Maths).</p> <p>Feedback to pupils can be more direct and rapid.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1 2 3 5</p>
<p>Targeted CPD for staff to recognise the impact positive, aspirational, inclusive relationships can have on PP/DA pupils</p>	<p>See EEF link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback#:~:text=Providing%20feedback%20is%20a%20well,information%20on%20how%20to%20improve.</p>	<p>1,3, 5,6,7</p>
<p>For PP lead to attend CPD focussed on national and local PP/DA developments and research. (linked to SVPS Performance Management target for PP/DA lead)</p>	<p>See Glossi twilight seminars and 'Closing The Gap' conference: https://www.businesssupportservices.org/Event/206910</p>	<p>1 2 3 4 5 6 7</p>

<p>Employment of an external SIP</p> <p>X3 school reviews each academic year which ensures that staff are moving their learning forward and producing better outcomes for our disadvantaged children</p>	<p>https://blog.teamsatchel.com/how-important-are-sips-and-sefs-in-the-new-ofsted-framework</p>	<p>1 2 3 5 7</p>
<p>Personal Development</p> <p>CPD time and ongoing training to enable all teachers and support staff to effectively deliver high quality Personal Development lessons (SCARF) throughout the school. This will produce better outcomes for our disadvantaged pupils.</p>	<p>See EEF Personal Development: SCARF will support our children to develop their relationship, learning, health and British Values knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1 2 5 6 7</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Most vulnerable DA/PP pupils to be assigned an adult mentor in each Year Group to meet with monthly to discuss learning behaviours, well-being and general progress.</p> <p>CPD based on TP 'Closing The Gap' model interviews.</p>	<p>See EEF working with mentors: https://www.youtube.com/watch?v=sAik_RQY_Dg</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1702372150</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1 5 6 7
<p>HFL Reading Fluency Project for Y5 and Y6 pupils initially.</p> <p>HFL Fluency Project approaches to be rolled out to other year groups once appropriate CPD has been completed.</p>	<p>https://www.hfleducation.org/reading-fluency/collaboration-education-endowment-foundation-eeef</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 5 7
<p>NELI/Oral Skills Targeted regular small group NELI intervention run in Reception</p>	<p>NELI is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs).</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Nuffield_Early_Language_Intervention.pdf</p>	1,2 3, 5 7
<p>Developing oracy and effective spoken language communication skills VOICE 21</p>	<p>A whole school, focussed approach to developing oracy will lead to clear and more confident communication skills amongst all pupils, specifically DA pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> <p>https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf</p>	1,2,4,5,6,7

<p>SSP (Sounds Write) additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 3 5 7</p>
<p>Woodland Room targeted academic and social skills support, linking structured small group interventions to classroom teaching and the curriculum.</p> <p>Teaching children about successful self-regulation strategies.</p>	<p>The Woodland Room provides a nurturing environment in which the 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>In the Woodland Room, children have the opportunity to spend time being taught and then identifying how they can be responsible for achieving positive outcomes in social and academic situations</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>	<p>1 2 3 5 7</p>
<p>Priority Readers x3-x5 30mins daily sessions targeted for 1:1 reading</p>	<p>Within these sessions, the aim is to teach metacognition and self-regulation strategies to develop reading fluency skills, 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 5 7</p>

<p>Teaching Assistant led groups including:</p> <ul style="list-style-type: none"> -MOT [<i>maths on track</i>] -Pre/Post- teach -Daily reading activities including supporting language for comprehension 	<p><u>Evidence from EEF</u></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/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 2 3 5 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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 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://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015</p> <p>https://cornerstoneseducation.co.uk/news/developing-cultural-capital-in-your-primary-school/</p>	2 3 4 5 6 7
<p>Uniform + Milk 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 Families qualify for £30 towards uniform every year. All Disadvantaged children receive daily milk as part of our offer</p>	<p>https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk</p>	4 7
<p>Swimming: All KS2 children to have 30 weeks of swimming. DA children to receive 50% reductions for all experiences.</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>	4 6 7

<p>Small Group Pastoral Interventions – to achieve and sustain improved well-being and positive mental health in all pupils in our school, particularly our 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>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 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:</p> <p>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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/covid-19/Impact_of_Covid_on_Learning.pdf?v=1669324893</p>	<p>3 5 6 7</p>
<p>1:1 / 1:3 emotional support (TLC Time, Animal (Guinea Pig)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://www.gov.uk/guidance/pastoral-care-in-the-curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3 5 6 7</p>
<p>Attendance Improvement Meetings (AIMs) to ensure Disadvantaged</p>	<p>Case studies of PP children and attendance.</p> <p>“Being Present: The Power of Attendance and Stability for Disadvantaged Pupils”</p> <p>https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/</p>	<p>1 2 3 5 6 7</p>

<p>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/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	
<p>Family support / pastoral care</p>	<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/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 2 3 5 6 7</p>
<p>Engage parents in their children's school life – in school workshops linked to homework, learning eg 'modern' maths methods etc...</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>

Part B: Review of the previous academic year

Outcomes for ALL pupils

	SVPS 2022-23	National		
FOUNDATION STAGE Good Level Of Development ALL PUPILS	77% for ALLpupils	67.2% for ALLpupils		
Phonics:				
	SVPS 2022-23	National		
Phonics Y1 Pass ALL	ALL: 47/60 78%	79.5%		
Phonics Y2 Pass ALL	ALL:11/12 92%	89%		
Key Stage 1 SATs ALL pupils:				
	SVPS 22/2023	National 2022		
Reading – Teacher Assessment	68%	68%		
Writing –Teacher Assessment	65%	59.4%		
Maths – Teacher Assessment	71%	70.3%		
Key Stage 2 SATs ALL pupils:				
% of children at Expected Standard	SVPS 2022/23	National 2022/23	Scaled Score SVPS	Scaled Score National 2023
Reading -Test	68%	73%	104	105
Writing – Teacher Assessment	77%	71%		
Maths - Test	81%	73%	105	104
Grammar, Punctuation and Spelling - Test	73%	72%	104	105
Reading, Writing and Maths combined	64%	59%		

OUTCOMES FOR DISADVANTAGED PUPILS 2022-2023

Reception / Foundation Stage GLD (Good Level of Development) 2022-2023

All children GLD SVPS 2022-2023: 77%
PP GLD SVPS 2022-23: 50%

National ALL children GLD 2022-2023: 67.2%
National PP children GLD 22-23: 51.6%

KS1 PHONICS DATA:

Year 1 Phonics data

OVERALL, 78% (79.5% National) of our Year 1 passed their Year 1 Phonics test.

- 4/8 (50%) PP passed phonics screening (non PP/DA 43/52 – 83%)
- Of those PP/DA children who didn't pass, 3 have SEND so will have additional support to pass in Year 2

Year 2 Phonics data (retakes)

- 3/4 (75%) PP passed their phonics retake. Support has been planned for the child who didn't pass.

YEAR 2 SATS DATA FOR PP (11 IN PP GROUP):

READING:

EXS+: PP 7/11 (64%) / NON-PP 35/51(69%)
GDS: PP 1/11 (9%) / NON-PP 12/51 (24%)

WRITING:

EXS+: PP 6/11 (55%) / NON-PP 34/51 (67%)
GDS: PP 0/11 (0%) / NON-PP 6/51 (12%)

SPAG:

EXS+: NA
GDS: NA

MATHS:

EXS+: PP 6/11 (55%) / NON-PP 38/51 (75%)
GDS: PP 1/11 (9%) / NON-PP / 10/51 (20%)

YEAR 6 SATS DATA FOR PP (11 IN PP GROUP):

READING:

EXS+: PP 5/11 (45%) (PP + NO SEND: 5/5 100%) / NON-PP 36/48 (75%)
GDS: 3/11 (27%) (PP+ NO SEND 3/5 60%) / NON-PP 11/48 (23%)

WRITING:

EXS+: PP 5/11 (45%) (PP + NO SEND: 5/5 100%) / NON-PP 41/48 (85%)
GDS: 2/11 (18%) (PP+ NO SEND 2/5 40%) / NON-PP 11/48 (23%)

SPAG:

EXS+: PP 5/11 (45%) (PP + NO SEND: 5/5 100%) / NON-PP 39/48 (81%)
GDS: 2/11 (18%) (PP+ NO SEND 3/5 60%) / NON-PP 15/48 (31%)

MATHS:

EXS+: PP 5/11 (45%) (PP + NO SEND: 5/5 100%) / NON-PP 43/48 (90%)
GDS: 3/11 (27%) (PP+ NO SEND 3/5 60%) / NON-PP 10/48 (21%)

Further information (optional)

Abbreviations:

PP: Pupil Premium

DA: Disadvantaged

DH: Deputy Head

EEF: Education Endowment Federation

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

SEND: Special Educational Needs and Disabilities

SIP: School Improvement Partner

LA: Local Authority

NELI: Nuffield Early Language Intervention

SSP: [DfE validated Systematic Synthetic Phonics programme](#) (Sounds Write)

Outcomes:

GDS: working at a Greater Depth of the Expected standard

EXS: working at the Expected standard

WTS: working towards the Expected standard