Pupil premium strategy statement – SVPS 2024-2025

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	78/420 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)**	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Geraint Mills, Headteacher
Pupil premium lead	Dominic Roddis
Governor / Trustee lead	Ryan Bradnam 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 *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£115440

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 accessible by all and 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 and prepared appropriately for 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	**Basic Language Skills: phonics, SPAG and reading and ORACY** Our early assessments, observations and discussions with pupils indicate underdeveloped oral and reading language skills and vocabulary gaps among a number of disadvantaged pupils. These are evident from the Foundation Stage through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. These findings are supported by national studies. • This has resulted in knowledge gaps which has led to pupils falling further behind age-related expectations, particularly in their Phonics, SPAG, Oracy and Reading. • KS2 outcomes in Reading SATs highlight that whilst our disadvantaged pupils' Reading SATs results for 23-24 (**72% - 13/18** DA pupils) had improved since the previous year, there was still a gap between the disadvantaged and the non-disadvantaged pupils.
2	**Developing stronger, purposeful 'Home-School Connections'** • our inclusion and teaching teams have recognised that there are more families who find it challenging to engage with school and subsequently, support their child's emotional, social and academic education • our 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
3	**Ensuring our disadvantaged pupils can access and fully engage with our broad and balanced curriculum** • through research led evidence, our own monitoring and observations, we place Quality First Teaching by all adults working with our children as a high priority: we aim to use targeted interventions led by teachers and/or TAs in addition to whole class and small group activities as a number of our disadvantaged pupils find it best to learn and focus in a variety of ways • our observations and assessment data indicates that a significant number of our disadvantaged pupils need curriculum and teaching adaptations to enable them access the curriculum and make the desired progress with their learning • our 2023-2024 monitoring and observations have highlighted a need to further develop positive and successful learning behaviours (meta cognition and self-regulation)for our disadvantaged pupils
4	**Attendance:** • 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 • 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 learning is impacted positively
5	**Social and positive emotional support and coaching:** • 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
6	**Cultural Capital** • observations and discussions with pupils and families identified limited exposure or accessibility to cultural capital and links with the local and wider communities

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, SPAG and reading and ORACY	
Intended outcome	Success criteria
Improved phonics and reading attainment for the disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023 - 24.
HFL fluency project groups make significant progress with their reading ability, fluency, comprehension and confidence.	The HFL fluency data demonstrates a significant increase in reading ages of those disadvantaged pupils who were enrolled in the project.
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
2. Developing stronger, purposeful 'Home-School Connections'	
Intended outcome	Success criteria
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 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

Intended outcome	Success criteria
All SVPS teaching staff have 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.	**All teaching and administration staff** can talk confidently about the SVPS Pupil Premium Strategy and can identify how their role promotes the best possible outcomes for our disadvantaged pupils. Monitoring, observations and assessment data will highlight how our disadvantaged pupils have made good progress with their learning across the curriculum. All disadvantaged pupils will be able to talk about their learning and demonstrate how they have made progress throughout the year. Teachers can talk knowledgeably about the 'The 'Five-a-day' principle CPD 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) All teaching staff can talk knowledgeably about the document 'Understand The Ocean Of Disadvantage' by Marc Rowland and can identify how pupils at SVPS might be disadvantaged in a variety of ways.
SVPS teaching staff and pupils have a thorough understanding of learning strategies (meta-cognition and self-regulation) and are able to use these to maximise pupils' learning effectiveness and potential.	Teaching adults can teach pupils how to be effective learners by using specific metacognition strategies outlined by the EEF Pupils are to think about their own learning more explicitly, using specific strategies for planning, monitoring, and evaluating their learning (EEF).

4. Attendance

Intended outcome	Success criteria
The attendance gap between disadvantaged and non-disadvantaged pupils closes	Attendance of children improves or is sustained at high levels. Where there is persistent absence, there is clear impact of work done to improve attendance patterns. The approach to tackling poor attendance is personalised and addresses individual barriers. Scrutiny of attendance on a regular basis by members of the SLT; case studies of disadvantaged children will be kept as a record of what steps have been taken to improve attendance.

5. Social and positive emotional support and coaching

Intended outcome	Success criteria
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils. Improved social and emotional well-being will lead to a greater engagement with the curriculum and stronger, positive relationships with peers.	Sustained high levels of wellbeing demonstrated by: qualitative data from pupil voice, pupil and parent surveys and teacher observations There is a reduction of incidents on Class Charts linked to mental health concerns. All our disadvantaged pupils engage fully with the wider school curriculum, including trips, visits and extracurricular activities.

6. Cultural Capital

Intended outcome	Success criteria
All teaching staff have a good level of understanding and knowledge about the disadvantaged children they teach and work with.	All teaching staff can talk knowledgeably about the document 'Understand The Ocean Of Disadvantage' by Marc Rowland
All disadvantaged pupils are included, encouraged and signposted to engage with all activities organised by the school and other linked external providers.	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?; specific monitoring of attendance at clubs of children who are disadvantaged
No disadvantaged pupil is excluded from activities, competition, events, visits or trips due to a lack of available equipment, funding or other resources.	High percentages of the disadvantaged pupils engage with clubs, trips, competitions, visits etc. 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

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
CPD and Quality First Teaching. High quality, relevant and purposeful Professional Development for all teaching staff to ensure quality first planning, teaching, enhanced subject knowledge and a greater understanding of current educational practice. 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	https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches	1 3 4 5 6
Basic English and Maths Skills Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: https://www.servicesforeducation.co.uk/blog/schools/improving-pupil-progress-using-assessment/	1 3 4 6

Developing oracy. and effective spoken language communication skills VOICE 21	A whole school, focussed approach to developing oracy will lead to clear and more confident communication skills amongst all pupils, specifically DA pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://voice21.org/oracy-across-the-curriculum-the-evidence/ https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf	1 3 4 5 6
Basic English Skills 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.	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 DfE approved Synthetic phonics programme. EEF has evidence based research that systematic synthetic phonics achieves high impact for very little cost after training. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 3 4 5
Basic Skills – READING and writing Ongoing revision of SVPS teaching reading practice, continued monitoring and CPD to ensure high quality teaching of reading from R to Y6 CPD in school for all teaching staff to promote clear, coherent and purposeful steps to making 'writing right'.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://researchschool.org.uk/gloucestershire/news/getting-writing-right-an-in-depth-case-study-into-the-revising-and-editing-process	1 2 3 4 5 6
Smaller Group Teaching for Maths and English In Y6 and Y3, the year group will be split into 3 flexible groups for Math and English targeted,	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 3 4 5 6

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.		
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)	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 pupils initially. 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 self-regulation strategies.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3 4 5 6
Priority Readers x3-x5 20mins daily sessions targeted for small group reading support	Within these sessions, the aim is to teach reading fluency and 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 3 4 5 6
Teaching Assistant led groups including: *-Pre/Post- teach in preparation for learning in class* *-Daily reading activities including supporting*	**Evidence from EEF** 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	1 3 4 5 6

| language for comprehension | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | |

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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Through%20participation%20in%20these%20challenging,%2C%20self%2Dconfidence%20and%20motivation. https://cornerstoneseducation.co.uk/news/developing-cultural-capital-in-your-primary-school/	3 4 5 6
Engage parents in their children's school life – in school workshops linked to homework, learning eg 'modern' maths methods etc...	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs	2 3 4 5
Small Group Pastoral Interventions – to achieve and sustain improved well-being and	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. Each group is run by up to two members of staff. Children attend nurture groups at set times throughout the school day but remain	3 4 5 6

positive mental health in all pupils in our school, particularly our disadvantaged pupils. 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. Garden Of Hope (Bereavement) Group: 2 groups, fortnightly sessions throughout the academic year.	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). **EEF Evidence** Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress 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 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
1:1 / 1:3 emotional support (TLC Time, Animal (Guinea Pig)Therapy, Lego Therapy, Drawing and Talking therapy.	Our pastoral leads run many interventions and 1:1 tuition for children who require additional social, emotional and behavioural support. **EEF Evidence** Self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3 4 5 6
Attendance Improvement Meetings (AIMs) to ensure Disadvantaged Pupils' attendance is in line with our whole school attendance expectations.	**"Being Present: The Power of Attendance and Stability for Disadvantaged Pupils"** https://educationhub.blog.gov.uk/2023/09/ 28/what-are-ghost-children-and-why-is-school-attendance-important/ EEF Toolkit- Parental engagement: Moderate impact/ moderate cost/ moderate evidence +3 months https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families	3 4 5 6
Family support / pastoral care	Our pastoral team work with families in school and at home in the family setting to ensure positive schooling experiences for children and adults.	3 4 5 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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*	https://hansard.parliament.uk/commons/2017-03-28/debates/17032871000001/Children%E2%80%99SHealthAccessToMilk	4 5
Swimming: *All KS2 children to have 30 weeks of swimming. DA children to receive 50% reductions for all experiences.*	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. https://www.gov.uk/government/news/drive-to-ensure-all-children-can-swim-by-end-of-primary-school	3 4 5 6

Total budgeted cost: £115440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024 Pupil Premium / Disadvantaged Summary

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

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

2023-2024 End of Key Stage 2 SATs results

READING	EXS	GDS
ALL Pupils (60 pupils)	77% (46/60 pupils)	37% (22/60 pupils)
PP pupils (18 pupils)	72% (13/18 pupils)	39% (7/18 pupils)
Non-PP pupils (42 pupils)	79% (33/42 pupils)	36% (15/42 pupils)
National data:	74%	28%

PAGS (Punctuation, Grammar & Spelling)	EXS	GDS
ALL Pupils (60 pupils)	85% (51/60 pupils)	40% (24/60 pupils)
PP pupils (18 pupils)	83% (15/18 pupils)	33% (6/18 pupils)
Non-PP pupils (42 pupils)	86% (36/42 pupils)	43% (18/42 pupils)
National data:	72%	32%

WRITING* moderated	EXS	GDS
ALL Pupils (60 pupils)	77% (46/60 pupils)	20% (12/60 pupils)
PP pupils (18 pupils)	83% (15/18 pupils)	22% (4/18 pupils)
Non-PP pupils (42 pupils)	74% (31/42 pupils)	19% (8/42 pupils)
National data:	72%	13%

MATHS	EXS	GDS
ALL Pupils (60 pupils)	78% (47/60 pupils)	20% (12/60 pupils)
PP pupils (18 pupils)	78% (14/18 pupils)	11% (2/18 pupils)
Non-PP pupils (42 pupils)	79% (33/42 pupils)	24% (10/42 pupils)
National data:	73%	24%

Reading, Writing & Maths combined	EXS	GDS
ALL Pupils (60 pupils)	65% (39/60 pupils)	12% (7/60 pupils)
PP pupils (18 pupils)	61% (11/18 pupils)	6% (1/18 pupils)
Non-PP pupils (42 pupils)	67% (28/42 pupils)	14% (6/42 pupils)
National data:	61%	8%

Year 2 Phonics screening retakes: Cumulative Results 2023-2024 Meeting the standard at the end of Year 2 Phonics		National
All pupils:	47/60 78% met the standard at the end of Year 1 56/60 93% met the standard at the end of Year 2	79%
DA/PP pupils	4/8 50% DA/PP met the standard at the end of Year 1 5/8 63% met the standard at the end of Year 2	66%

Year 1 phonics screening results 2023-2024		National
All pupils:	51/60 85% met the standard at the end of Year 1	80%
DA/PP pupils	5/9 56% DA/PP met the standard at the end of Year 1	68%

Early Years Foundation Stage (EYFS) end of year GLD (Good Level of Development) report 2023 - 2024		National
All pupils:	67.2% of children at SVPS reached a good level of development at the end of 2023-2024	67.7% (2023-24)
DA/PP pupils	50% of DA/PP children at SVPS reached a good level of development at the end of 2023-2024	51.5%
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 **ELGs in the prime areas of learning and the specific areas of mathematics and literacy.**		

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)

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**
The impact of that spending on service pupil premium eligible pupils