



Pupil Premium Strategy 2023-2025 Plan and 2022-2023 Review

All members of staff and the governing board accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governing board reserves the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

3-Tiered Overview

1 High Quality Teaching

- Quality first teaching
- Read Write Inc
- Maths mastery
- Oracy
- Precision teaching
- Access to full curriculum for all
- Effective use of assessment for planning
- Further development of School Curriculum (Opening Worlds)
- Targeted CPD for teachers and support staff on curriculum delivery
- ECT Professional Development Programme
- Coaching & mentoring support on effective high-quality teaching



2 Targeted Academic Support

- Evidenced based interventions and support as appropriate inc external agencies inc. MAST/MHST
- Therapeutic Mentoring/Emotional Logic support
- Family Support Advisor
- Employ additional adult support for identified growing needs of new pupils

3 Wider Strategies

- Support/subsidise residential or trip
- Wild Tribe sessions
- Mental Health Support Team (MHST)
- MAST – Multi-Agency Support Team
- Lego Therapy
- BLAST
- Enrichment activities
- Access to clubs
- Attendance + EWO
- Support with uniform
- Provide additional emotional support for pupils of service families through club/activities/Aggies

School & Funding Overview

Detail	Data
School name	Sherford Vale School & Nursery
Pupils in school	250 (inc Nursery)
Proportion of disadvantaged pupils	33.2%
Pupil premium allocation this academic year	£66492.55
Recovery premium funding allocation this academic year	£5075
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	£71567.55
Academic year or years covered by statement	2023-2024 review 2022-2023
Publish date	September 2023
Review date	July 2024
Statement authorised by	Susie Evans
Pupil Premium Champion	Peter Grafton/Karin Rhodes
Governor / Trustee Lead	Jacqui Spencer/Iain Grafton

Measure	Action
<p>Priority 1</p> <p>HIGH QUALITY TEACHING</p>	<p>Quality first teaching:</p> <ul style="list-style-type: none"> Whole school approach to continue raising high expectations of teaching and learning across the school therefore ensuring consistently, improved outcomes for all: through pedagogical planning and curriculum review, challenge, and accurate assessments. Moderation within and beyond own setting and Trust. Rigorous and well-planned curriculum of writing across each year group with support from Devon Consultant; purchase of high-quality texts. Focus on PP pupils – live marking, feedback as well as 1st 20% (lowest readers). Purchase Widgit to support adaptations and access to curriculum content. Ensure all EY/KS1 teachers and teaching assistants receive updates and ongoing support through Read Write Inc training, development days and master classes to maintain quality first teaching of phonics through the whole school Read Write Inc approach. Rotary Ready Steady Read x 4 Year 2 pupils for daily reading programme. Maths – continue to develop mastery approach with support from Maths specialists/Hub. Pre and post lesson support in English and maths to build on, and reinforce, understanding, ready for the learning. Targeted intervention in year groups where PP progress needs accelerating. CPD for staff to provide quality, curriculum enactment of resources and delivery of Opening Worlds.
<p>Priority 2</p> <p>TARGETED ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> Social, emotional and behaviour support strategies implemented by 2 x Emotional Logic practitioners and 4 x Therapeutic Mentoring practitioners. Work alongside the Multi-agency support team (MAST/MHST) to ensure all staff are confident with behaviour recovery through using Emotional

	<p>Logic/Trauma informed techniques. Engage in MAST offer to further support vulnerable pupils and families.</p> <ul style="list-style-type: none"> • Family Support Advisor (FSA) to liaise with and work alongside targeted families/children. • Targeted Speech & Language support 1 x day per week. • Targeted Precision Teaching for identified pupils through trained staff.
<p>Priority 3</p> <p>WIDER STRATEGIES</p>	<ul style="list-style-type: none"> • Work alongside EWO (Educational Welfare Officer) and FSA – re attendance and lateness. • Provide opportunities for Wild Tribe activities, as appropriate. (6 x staff trained.) • Percentage of financial support for residential weeks, trips and/or specialist music tuition/clubs. • Register of pupils' participation in events including sports, to ensure equality of access to all. • BLAST – ensure staff have had appropriate training and time to implement language-based initiative, within Early Years. • Engage with and refer, as required/appropriate with MHST & MAST. • Provide CPD for staff to promote the use of Lego Therapy for identified pupils. • Further develop HMS Hercules (school club for Service Children) and access to Aggies external events.
<p>Challenges these priorities address</p>	<ul style="list-style-type: none"> • The engagement in reading of some PP pupils is less positive, and regular, than those not in this category, which affects their progress across the curriculum. • Assessments, observations, and conferencing identify several PP pupils have social and emotional needs which impacts on their ability to engage fully with their learning, and who often lack resilience. • 32.5% of PP pupils are from service families and 28.9% of PP pupils are also on the SEND register with some receiving external agency support. • Our attendance data indicates that attendance among disadvantaged children was lower than non-disadvantaged children. The information indicate that absenteeism is negatively impacting on disadvantaged children's progress and success within the curriculum. • Possible language barrier due the experience of and use of language in their life experience. (Weekly interactive assembly using 'Picture News' to support development of Oracy and language at home.) • Home financial situation cannot always provide for extra-curricular opportunities such as music tuition, residential or activity weeks, trips or events. • Observations, behaviour information and conferencing indicate that many disadvantaged children, particularly those who have experienced early childhood trauma, experience difficulty with forming trusted relationships and fully understanding social interactions in the social world. This negatively impacts of their mental health and wellbeing. • Emotional needs and well-being need to be met for many PP pupils, prior to engaging in class and learning taking place. Safe spaces and adults to be identified.

High Quality Teaching - for current academic year

Aim	Target	Target date
<p>To maintain standards of progress through implementing use of high-quality texts, daily reading, and text discussion.</p> <p>Exposure to appropriately challenging texts across the curriculum to practise with. (Fiction and non-fiction.)</p> <p><i>SDP link 8, 9, 10</i></p>	<p>Pupils can read age-appropriate fiction and non-fiction texts fluently with accuracy (decode unfamiliar words accurately) and automatically (reading words 'at a glance') silently and speedily.</p>	July 2024
<p>To improve standards of writing progress through implementing a more consistent approach to Babcock Teaching Sequences and high-quality texts.</p> <p><i>SDP link 8, 9, 10</i></p>	<p>Academic writing provides exposure to complex vocabulary and ideas are grasped for academic success.</p> <p>Pupils improve stamina and outcomes in writing across the curriculum.</p>	July 2024
<p>To continue to develop a knowledge rich curriculum which secures deep learning, consistency, stretch, breadth and progress. Improved maths fluency knowledge and skills among disadvantaged children to improve overall maths achievement in the curriculum.</p> <p><i>SDP link 4</i></p>	<p>A Mastery approach is embedded with support from Maths specialists/Hub.</p> <p>Pre and post lesson support in maths enables pupils to build on, and reinforce, understanding, ready for their learning. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments.</p>	July 2024
<p>Improved reading attainment among disadvantaged children.</p> <p><i>SDP link 8, 9</i></p>	<p>RWI is delivered with fidelity. Consequently, all Year 1 pupils, (and those in Year 2) especially disadvantaged, have focused and phase appropriate phonics, to achieve expected Phonics check.</p> <p>100% of children within EYFS are at the expected level for phonics. 92% of children achieve the phonics screening check in Year 1. 100% of children achieve the phonics screening check in Year 2, unless cognitively delayed.</p>	July 2024
<p>Provision of support to meet individual needs through specific approach, one-to-one interventions, small group work.</p> <p><i>SDP link 17, 18, 19</i></p>	<p>Pupils are calm and ready to engage confidently in learning; feeling safe and secure. They demonstrate resilience and confidence through voice, observations and monitoring and are engaged learners.</p> <p>Widgit is utilised to support developing adaptive teaching across the whole curriculum.</p> <p>Assess, Plan, Do, Review cycle is robust, detailed and consistent from Nursery to Y6.</p> <p>Provide – right help, right time, right place – through early identification, CPD and provision mapping.</p>	Ongoing

All pupils have equal access and opportunity, to participate in clubs, events, trips and residential/activity weeks. <i>SDP link 12, 13, 18, 19</i>	Evidence demonstrates PP participation is equal to that, on offer, of all other pupils.	Ongoing
Oracy opportunities provide growth in use and understanding of language. <i>SDP link 10</i>	PP pupils are confident in their use of and understanding of language, both written and spoken. (For self and others.) Academic writing provides exposure to complex vocabulary and ideas are grasped for academic success.	Ongoing
PP engage positively with reading, developing a love for reading. <i>SDP link 8, 17, 18, 19</i>	Accelerated Reader (KS2) book quizzes are accessed in line with all other pupils and progress is at least expected. Read Write Inc texts and resources provide appropriate challenge for pupils in EY and KS1, to ensure at least expected progress. Ready Steady Read x 4 Year 2 daily reading programme.	Ongoing
Attendance is good, meeting WeST 97% overall target. <i>SDP link 11, 12, 13</i>	Ensure attendance of disadvantaged pupils remains in line with national average for all = 96% and/or WeST 97%. Appropriate support has been actioned to address concerns through liaison with EWO & FSA.	Ongoing
Projected spending	£24844	

Targeted Academic Support - for current academic year

Aim	Target	Target date
Provision of support to meet individual needs through specific approach, one-to-one interventions, small group work. <i>SDP link 17, 18, 19</i>	Pupils are calm and ready to engage confidently in learning, feeling safe and secure. They demonstrate resilience and confidence through voice, observations and monitoring and are engaged learners. Widgit is utilised to support developing adaptive teaching across the whole curriculum. Assess, Plan, Do, Review cycle is robust, detailed, and consistent from Nursery to Y6. Provide – right help, right time, right place – through early identification, CPD and provision mapping.	Ongoing
Engaged Learners are motivated, inspired, and willing to invest in their learning. <i>SDP link 12, 13</i>	Disadvantaged children build trusted relationships with key adults and children within the school resulting in improved mental health and wellbeing and engagement with learning and social interactions with adults and peers. Family Support Advisor engages positively in supporting and addressing the needs of families and children.	Ongoing & as identified
Prompt action is taken to ensure 'right time, right place, right support' is provided, through early & timely identification. <i>SDP link 19</i>	MAST buy in for family and individuals supports high aspirations and outcomes for SEND/disadvantaged, so that they are at least equal to that of all pupils – the gap is closing. Children are keeping up not catching up.	Half termly
Pupils are able to identify how adult intervention has helped them progress. <i>SDP link 17, 18, 19</i>	Adult support for individuals & groups provides enhanced provision for those pupils eligible for PP and for those who are also SEND.	Ongoing

RWI assessments inform planning and ensure prompt intervention to enable all children to 'keep up'. <i>SDP link 8, 17</i>	A quality intervention programme for reading fluency is embedded to deliver Fresh Start RWI.	6 weekly
Cohort staff & leadership are very aware of target children and next steps – the gap significantly reduces over time. <i>SDP link 6, 14, 17</i>	Provide TAs with further training on precision instruction to support quality intervention and high-quality teaching.	Ongoing
Projected spending	£38813	

Wider Strategies - for current academic year

Aim	Target	Target date
BLAST is used efficiently and effectively to meet the needs of individuals, with speech & language difficulties, in early years. <i>SDP link 10, 14, 17, 19</i>	Pupils with speech & language difficulties engage in learning opportunities that are specifically adapted, and effectively meet needs.	July 2024
Embed use of Wild Tribe activities across the school to promote resilience and problem-solving skills within the outdoors. <i>SDP link 4, 5, 18</i>	Consider additional/alternative extra-curricular provision, in liaison with parents and pupils. Pupils are resilient and able to successfully problem-solve using skills gained from the outdoors.	Termly
Prompt action is taken to ensure 'right time, right place, right support' is provided, through early & timely identification. <i>SDP link 13, 19</i>	MAST/MHST buy in for family and individuals supports high aspirations and outcomes for SEND/disadvantaged, so that they are at least equal to that of all pupils – the gap is closing. Children are keeping up not catching up. Mental health & well-being is additionally supported through professional specialist services.	Ongoing
All staff are aware of expectations around attendance and timely intervention – they know their part and how to support needs identified. <i>SDP link 11, 12, 13</i>	DfE ' <i>Working Together to Improve School Attendance</i> '. Work alongside trust EWO to support attendance and implement attendance procedures ensures attendance meets National and Trust targets. Family Support Advisor supports and facilitates multiagency support for families with attendance.	Weekly
Disadvantaged pupils gain the knowledge and cultural capital they need to succeed in life. <i>SDP link 12, 13, 18, 19</i>	Additional resources and services are promoted and utilised to support disadvantaged pupils/families, academically, socially, and emotionally.	As required or identified
Projected spending	£7910.55	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all pupils and families have full access to the curriculum and appropriate support to maintain progress. Engaging in maintaining contact and relationships with children and families through Dojo.	Continue Read, Write Inc through pre-recorded sessions. Provide reading/phonics workshops for parents. Provide daily contact and support through Class Dojo. Monitor attendance and engagement with school.
Targeted support	Engaging the families/pupils facing most challenges. Use of Family Support Advisor.	Provide IT devices where required, for access to home learning. Print packs & provide additional resources where applicable.
Wider strategies	Providing regular opportunities for alternative learning, relative to individual/group needs when appropriate. Targeted support from MAST & MHST.	Continue to buy in external agencies and signpost parents to additional resources/agencies. Evaluate effectiveness.

Review: outcomes from previous academic year

During the previous year, there was a decrease in individual children's attendance levels from the previous years for families who had received targeted support. This was primarily the effect of a minority of pupils and their specific needs/timetable. Over the course of the academic year the school admitted a growing number of disadvantaged children with very specific needs, across the school and key year groups. The consequence of this was to provide additional engagement from professionals through MAST and MHST services, as well as the training of staff in Therapeutic Mentoring, enabling immediate and planned for sessions to meet well-being and mental health.

The appointment of a Family Support Worker has improved engagement, and well-being for families, with access to services identified, but also promoting positive attendance at school. Parents' coffee/support groups were introduced for families to provide an insight into the work of the FSA and sessions from outside agencies. The support provided parents access to doctors, dentists, foodbanks and other services they would otherwise have struggled to access.

All staff attended Trauma Informed training enabling improved understanding of needs, with additional training/coaching for class based staff to implement the most effective provision plans, again enabling improved understanding of needs, and appropriate interventions to meet these.

Key Performance Indicators 2023	All children	Disadvantaged
EYFS	86.2%	60%
Year 1 Phonics Screening	89.5%	57.1%
Key Stage 2 Reading, Writing, Maths combined	63%	28.6%

Service pupil premium funding (optional)

Spending:

Teaching assistant x 4, trained in Therapeutic Mentoring to support with emotional literacy. Family Support Advisor to liaise with parents and offer wellbeing support. School engaged with service sector support and opportunities for children to attend/engage in events for service children. Staff made aware of children on the service register.

Impact of spending:

Children able to feel emotionally ready for learning through having a known trusted adult to talk with and to share experiences with children in similar situations, enabling them to achieve well. Both children and families find emotional and social support. Children engage in a military tradition and learn team skills.