

Sherford Vale School & Nursery

Pupil Premium Strategy



3 Year Plan

2023 – 2026

Academic year 2025 - 2026



All members of staff and governors 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 body 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.

Pupil premium strategy statement

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
School Name	Sherford Vale School and Nursery
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Laurie Archer
Pupil premium lead	Laurie Archer
Governor / Trustee lead	Carl Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,341.60
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	£123,341.60

Part A: Pupil premium strategy plan

Statement of intent

At Sherford Vale School & Nursery our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Everything we do will be underpinned by a commitment to support our staff be so that we positively impact on improvement in outcomes for our most disadvantaged pupils and for all our children. We believe in a culture where everyone is a learner, working continuously to improve, achieve and be successful and better together. This will be strengthened by a whole school ethos of high expectations for all; building on strong relationships and providing a secure understanding of academic and emotional needs to grow the potential in every child. We will use evidenced-based research to support improvement in order to improve pupil's outcomes.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, particularly focusing on their fluency and acquisition of language and knowledge to enable confident access the full curriculum.

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

Challenge number	Detail of challenge
1	Observations, behaviour information and admissions data indicate that the school's population has a continued growth of disadvantaged pupils, particularly those who have experienced early childhood trauma, experienced difficulty with forming trusted relationships and fully understanding social interactions in the wider world. This negatively impacts of their mental health and wellbeing, their ability to engage appropriately and form positive relations, hence having a negative impact on their ability to engage in educational success.
2	Assessments, observations, and discussions with pupils and the wider community indicate poor language acquisition which is more prevalent among our disadvantaged than their peers. This negatively impacts on their development and ability as readers, writers and learners, alongside engagement in talk.

3	Assessments of pupils suggest disadvantaged children generally have greater difficulties with mastering early phonics than their peers. This negatively impacts their development as readers, particularly as they enter the KS2 reading curriculum.
4	Our attendance data indicates that attendance among disadvantaged children currently averages 92.4%. This is lower than non-disadvantaged children who currently average 96.2%. This information indicates that absenteeism is also negatively impacting on disadvantaged children's engagement, progress and success within the school and curriculum.
5	Assessments, observations and conferencing with pupils suggest that disadvantaged children experience greater difficulty when mastering early writing transcription knowledge and skills which negatively impacts on their sustained abilities as writers across the curriculum.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Disadvantaged children build trusted relationships with key adults and children within the school which supports their social and emotional well-being and greater ability to engage in the wider school life with successful outcomes.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> · Qualitative data from pupil voice, pupil and parent surveys and staff/visitor observations · a significant reduction in low-level disruptive behaviour · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils · pupils able to regulate emotions through social skills training, resulting in a reduction in behaviour incidents.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantage pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> · the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. · Sustained high attendance from 2026 - 2027 for all pupils to be 97% or above · The % of persistent absent pupils reduces.
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</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/activities, book looks and ongoing formative assessment.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>100% of children within EYFS are at the expected level for phonics, unless there is a cognitive barrier.</p> <p>92% of children achieve the phonics screening check in Year 1.</p> <p>100% of children achieve the phonics screening check in Year 2, unless there is a cognitive barrier.</p> <p>82% of children achieve the expected reading standard at the end of KS2.</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)

Budgeted cost: £15, 716.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – provide staff CPD with rigorous and effectively sequenced writing curriculum	The EEF Toolkit and the EEF ‘Professional Development’ guidance report.	2 3 5
Read Write Inc lead to provide timely and regular coaching with support from RWI consultant	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 Teaching and Learning Toolkit EEF	2 3 4 5
Oracy – to further embed and provide additional opportunities for pupil voice and acquisition of language	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1 2 3 4 5
Revise and purchase high quality texts to enhance curriculum content and progression	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF: Improving Literacy KS1 & Improving Literacy KS2	2 3 4 5
Access to full curriculum for all - Targeted CPD for teachers and support staff on adaptations for curriculum delivery	The EEF Toolkit and the EEF ‘Professional Development’ guidance report.	1 2 3 4 5

Effective use of assessment for planning	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. EEF: Metacognition & Self-regulation	1 2 3 4 5
Further development of School Curriculum	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	2 3 4 5
Targeted CPD for teachers and support staff on interventions for curriculum delivery	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key Teaching Assistants EEF The EEF Toolkit and the EEF ‘Professional Development’ guidance report.	1 2 3 4
Effective, appropriate and consistent use of Widgit	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment EEF: Special Educational Needs in Mainstream guidance report.	2 3 4 5
Purchase of Speech & Language Link to improve achievement and acquisition of language and Speech and Language support from MAST	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2 3 5
Continue using Accelerated Reader to monitor engagement, progress and achievement in reading.	EEF – reading comprehension strategies Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet based software assesses reading age and suggests books that match pupils’ needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1 3 4

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

Budgeted cost: £85, 188.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidenced based interventions and support as appropriate inc external agencies inc. MAST/MHST	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1 2 3 4 5
Therapeutic Mentoring/Emotional Logic support – to improve quality and access to learning	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1 2 3 4 5
Employ additional adult support for identified growing needs of new pupils	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key Teaching Assistants EEF	1 2 3 4 5
Provide an additional intervention space for identified pupils	Trauma Informed Schools Research. Trauma Informed Schools UK There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1 2 4 5

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

Budgeted cost: £ 22, 436.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support access to wider school activities/extracurricular events	Based on our experiences and the fact the school continues to grow, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2 3 4
Provide Wild Tribe sessions to further enrich the curriculum	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment.	1 2 3 4 5
Provide additional interventions to include Lego Therapy & BLAST as appropriate	Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1 2 3 4 5
Attendance + EWO – to support attendance and any necessary procedures	Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance. ‘Addressing Disadvantaged in Kernow Learning’	1 2 3 4 5
Provide additional emotional support for pupils of service families through clubs/activities/Aggies	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1 2 3 4

<p>Family Support Advisor – to engage with the wider family of those identified with need</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1 2 3 4</p>
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Total budgeted cost: £123,341.60

Part B: Review of the previous academic year

Programme	Provider
Book Writes & Book Buds	Devon
Read Write Inc. Phonics	Oxford University Press
PASS (Pupils Attitude to Self & School)	GL Assessment (Renaissance)
Speech & Language Link	Speech Link Multimedia

Outcomes for disadvantaged pupils

2025 Outcomes	All Pupils
EYFS	66%
Year 1 Phonics	74%
Year 2 Phonics (Retake only)	75%
Year 4 MTC	64%
KS2 RWM	78%
Attendance	94.7%

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.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

Engagement of specialist Play Therapist to support emotional need due to trauma.
 Training for teaching assistants to support with emotional literacy. Family Support Advisor to liaise with parents and offer wellbeing support. Teaching assistant to support with clubs and events for Service pupils and liaise with outreach support from the service sector. Books to support emotional needs.

The impact of that spending on service pupil premium eligible pupils

Pupils look forward to sessions with Play Therapist, enabling them to engage more positively with school, learning and their peers. Books provide stories and activities to support pupils when an adult is away or deployed for longer periods, or when there is a loss or worry. Pupils able to feel emotionally ready for learning through having a known trusted adult to talk with and to share experiences with peers in similar situations.

Further information (Optional)

