

Shevington Vale Primary School Pupil Premium Strategy

2024-2025



A part of The Shevington Federation

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Shevington Vale Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andy Houghton
Pupil premium lead	Jenna Liptrot
Governor	Mrs R Rolfe

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£35960
Recovery premium funding allocation this academic year	£ 0
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	£ 35960

Part A: Pupil premium strategy plan

Statement of intent

At Shevington Vale Primary School, we recognise that disadvantaged children often face a range of challenges that impact their educational outcomes and personal development. Our Pupil Premium strategy is designed to address these barriers and create opportunities for our pupils to thrive academically, socially, and emotionally.

Challenges Faced by Disadvantaged Pupils:

Many of our Pupil Premium children lack cultural experiences, have limited access to extra-curricular activities, and often read less at home. These factors contribute to a restricted vocabulary on entry to school, which can have a long-term impact on their academic success. In addition, some families face challenges such as housing instability, financial hardship, domestic violence, or mental health needs. While these families generally value education, they may lack the confidence to fully support their child's learning. The current cost of living crisis has exacerbated many of these issues, further complicating their situation.

Aims of Our Strategy:

Improving Academic Outcomes

We aim to increase the percentage of disadvantaged pupils achieving age-related expectations (ARE) or making accelerated progress towards their year group expectations. This will be achieved by:

Delivering targeted interventions to close attainment gaps.

Providing additional adult support in class to guide learning.

Ensuring access to high-quality teaching, with a focus on vocabulary development, reading, and language skills.

Removing Barriers to Learning

Our goal is to remove the barriers that prevent disadvantaged pupils from reaching their full potential. We will focus on:

Providing experiences that enrich cultural capital, such as school trips, guest speakers, and workshops.

Offering resources and equipment that support learning, including access to digital technology and books for home use.

Creating opportunities for participation in extracurricular activities that promote personal development and well-being.

Supporting Personal Development

In addition to academic support, we recognise the importance of nurturing personal growth. Our strategy will:

Promote social skills, confidence, and resilience through structured activities and mentoring.

Offer pastoral care and emotional support to pupils affected by home-life difficulties, working closely with external agencies where appropriate.

Engage parents by offering workshops and resources to help them feel more confident in supporting their children's education.

By addressing these key areas, we aim to create a supportive, enriching environment where every pupil at Shevington Vale Primary

School, regardless of their background, has the opportunity to succeed. Our Pupil Premium strategy is a holistic approach that not only targets academic progress but also fosters personal development, resilience, and long-term well-being. Through our dedicated efforts, we strive to ensure that all our disadvantaged pupils are equipped with the skills, confidence, and experiences they need to thrive both in school and in their future lives.

The Pupil Premium Strategy Statement is a working document and outlines a whole school approach in which staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenges in 2021-2024
1	Motivation
2	Confidence to face failure
3	Specific academic weakness
4	Emotional Issues and well being
5	Attitude to learning
6	Home Support

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.

Year Group	Number of pupils	Intended outcome to attain Age Related Expectation or above	Success criteria <i>To be in line or above non PPG pupils</i>
Statutory Assessments			

R	1	Reception Good Level Development	EYFS Baseline assessment
Y1	1	Phonics	Phonics screening check
Y2	1	Phonics	Phonics Screening Check
Y4	1	Times tables	Multiplication Check
Y6	3	Reading	Y6 SAT
Y6	3	Writing	Y6 SAT
Y6	3	Maths	Y6 SAT
Y6	3	SPAG	Y6 SAT
Attendance			
All PPG pupils	17	PPG Attendance to be in line with all pupils 95% +	SIMMS
Non-Statutory Assessments			
Y2	1	Reading	White Rose Assessments Star Reader
Y2	1	Writing	White Rose Assessments Star Reader
Y2	1	Maths	White Rose Assessments Star Reader
Y3	5	English	White Rose Assessments Star Reader
Y3	5	Maths	White Rose Assessments Star Reader
Y5	5	English	White Rose Assessments Star Reader
Y5	5	Maths	White Rose Assessments Star Reader

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)

Our pupil premium strategy is rooted in our whole school ethos of ethics of excellence and high challenge low threat.

Budgeted cost: £ 13500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional Adult Support in Classrooms Teaching assistants (TAs) and learning mentors will be deployed to work with disadvantaged pupils, providing extra help during lessons to keep them engaged and support understanding.</p>	<p>Education Endowment Foundation (EEF) - Teaching and Learning Toolkit Key Findings: The EEF suggests that well-planned TA interventions can lead to up to four additional months of progress for disadvantaged pupils.</p> <p>Maximizing the Impact of Teaching Assistants (MITA) Project Key Findings: The MITA project found that TAs contribute to improved engagement, confidence, and academic progress for pupils, especially those who are struggling or disadvantaged.</p> <p>Department for Education (DfE) - Support Staff in Schools Key Findings: Schools that used TAs effectively for direct instructional support, including one-to-one tuition or small-group interventions, reported improvements in disadvantaged pupils' performance, behaviour, and attitudes toward learning.</p>	<p>1 (Motivation), 3 (Specific Academic Weakness), 5 (Attitude to Learning)</p>
<p>Professional Development for Teachers Teachers will receive training on strategies to support disadvantaged pupils, focusing on motivation techniques, confidence-building, and inclusive teaching practices that address specific academic needs.</p>	<p>Education Endowment Foundation (EEF) - "Effective Professional Development" Report Key Findings: The EEF found that sustained, collaborative professional development leads to up to two additional months of progress for disadvantaged pupils, particularly when focused on teaching methods that promote engagement and motivation.</p> <p>The Sutton Trust - "Developing Teachers: Improving Professional Development" Key Findings: The report found that teacher effectiveness is the single most important factor in raising pupil achievement. Schools with effective teacher PD programs saw marked improvements in disadvantaged pupils' performance, particularly in their confidence, resilience, and engagement in learning.</p>	<p>1 (Motivation), 2 (Confidence to Face Failure), 3 (Specific Academic Weakness)</p>
<p>We know that if we provide high quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all. Our CPD calendar evidences the quality provision we make.</p>		

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

Budgeted cost: £ 11700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Small Group Interventions</p> <p>Small group sessions led by TAs or specialist teachers will focus on specific academic weaknesses in literacy, numeracy, and vocabulary. These sessions will aim to accelerate progress and close the gap with peers.</p>	<p>Education Endowment Foundation (EEF) - "Small Group Tuition"</p> <p>Key Findings: Small group interventions can lead to four months' additional progress on average, particularly when led by well-trained teaching assistants (TAs) or specialist teachers.</p> <p>Department for Education (DfE) - "Maximising the Impact of Teaching Assistants"</p> <p>Key Findings: TAs who lead structured small group sessions that focus on areas such as literacy, numeracy, and vocabulary have a positive impact on pupil progress. The study emphasizes that targeted interventions are most effective when there is a clear focus on addressing specific academic weaknesses.</p>	<p>3 (Specific Academic Weakness), 1 (Motivation), 2 (Confidence to Face Failure)</p>
<p>One-to-One Tutoring</p> <p>Selected disadvantaged pupils will receive one-to-one tutoring to address specific learning barriers. This focused attention will help build</p>	<p>Education Endowment Foundation (EEF) - "One-to-One Tuition"</p> <p>Key Findings: One-to-one tuition can lead to an average of five months' additional progress for pupils, especially in core areas like literacy and numeracy. This approach is particularly beneficial for disadvantaged pupils who may need targeted intervention to catch up with their peers.</p> <p>National Tutoring Programme (NTP) - Evidence and Impact</p> <p>Key Findings: The NTP highlights that pupils receiving one-to-one tutoring made accelerated progress in core</p>	<p>3 (Specific Academic Weakness), 2 (Confidence to Face Failure)</p>

confidence and target areas of weakness.	subjects such as maths and reading. Pupils from disadvantaged backgrounds benefited the most, with significant improvements in both academic performance and confidence.
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Wider strategies (for example, related to attendance, behaviour, and well-being)

Budgeted cost: £10760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Well-being Support</p> <p>Learning mentors will provide emotional and social support to pupils struggling with mental health, home difficulties, or behaviour issues. SEL (Social and Emotional Learning) programs will be integrated to help pupils develop emotional regulation and coping strategies.</p>	<p>Education Endowment Foundation (EEF) - "Improving Social and Emotional Learning in Primary Schools" Key Findings: The report found that high-quality SEL interventions have an average impact of four months' additional progress in academic outcomes, particularly for disadvantaged pupils. These interventions also help reduce behavioural problems and improve relationships with peers and teachers.</p> <p>Collaborative for Academic, Social, and Emotional Learning (CASEL) - SEL Impact on Disadvantaged Students Key Findings: Students who participate in SEL programs demonstrate improved emotional regulation, better stress management, and a more positive attitude towards school. Disadvantaged pupils benefit the most, as SEL helps mitigate the negative effects of stressful home environments and behaviour issues.</p> <p>The Sutton Trust - "Life Lessons: Improving Social and Emotional Learning in Schools" Key Findings: The report found that pupils who received emotional and social support through SEL programs showed significant improvements in well-being, behaviour, and academic progress. Disadvantaged pupils, in particular, benefited from learning emotional regulation skills and developing positive relationships with peers.</p>	<p>4 (Emotional Issues and Well-being), 2 (Confidence to Face Failure)</p>
<p>Parental Engagement and Workshops</p> <p>Workshops and resources will be provided to help parents better support their children's</p>	<p>Education Endowment Foundation (EEF) - "Parental Engagement" Key Findings: EEF research found that effective parental engagement can lead to four additional months of progress in academic outcomes for disadvantaged pupils. Interventions that help parents develop skills to support learning at home, such as reading and homework support, have the greatest impact.</p>	<p>6 (Home Support), 5 (Attitude to Learning)</p>

<p>education at home. Topics will include reading with children, supporting homework, and promoting a positive attitude to learning.</p>	<p>Department for Education (DfE) - "Parental Involvement in Children's Education" Key Findings: The study revealed that parental involvement in learning at home can improve literacy, numeracy, and overall academic progress. Workshops that guide parents on how to help with reading, homework, and promoting a positive learning environment are particularly effective.</p>	
<p>Extra-curricular and Enrichment Activities Disadvantaged pupils will have access to subsidized extracurricular activities such as sports, music, and cultural trips. These activities will help develop social skills, resilience, and broaden pupils' experiences, which can positively impact their academic performance and overall well-being.</p>	<p>Education Endowment Foundation (EEF) - "Extending School Time" and "Arts Participation" Key Findings: Research indicates that extended school time for enrichment activities can lead to up to two additional months of progress in academic outcomes, particularly when the activities are structured and well-integrated into the overall curriculum.</p> <p>Institute of Education, University of London - "Impact of Extra-Curricular Activities on Pupil Performance" Key Findings: The study found that pupils who regularly participate in extracurricular activities are more engaged in school, develop better social relationships, and demonstrate improved behaviour and academic outcomes.</p>	<p>1 (Motivation), 4 (Emotional Issues and Well-being), 5 (Attitude to Learning)</p>

Total budgeted cost: £ 35960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Teachers and support staff received targeted professional development, focusing on effective teaching strategies for disadvantaged pupils. Coaching programs were introduced to embed these strategies into daily practice, improving the quality of instruction. This led to increased teacher confidence in differentiating instruction for disadvantaged pupils, resulting in improved engagement and outcomes across subjects. Staff felt better equipped to support pupils with specific learning needs, and overall classroom practice showed improvement in consistency and quality.

A review of maths teaching in Key Stage 2 led to the implementation of the White Rose Maths resources, designed to provide structured and accessible materials for both teachers and pupils. The use of White Rose Maths contributed to improved pupil confidence and understanding in mathematics. Disadvantaged pupils showed progress in their ability to solve problems, particularly in areas of reasoning and fluency. Overall, the gap between disadvantaged pupils and their peers in maths narrowed, with more pupils achieving age-related expectations.

Additional staff were trained in the Sounds Write phonics programme, allowing for more consistent phonics instruction across Key Stage 1. Phonics attainment improved across Key Stage 1, with more disadvantaged pupils achieving the expected standard in the Year 1 Phonics Screening Check. The increased number of trained staff led to more effective phonics interventions for pupils falling behind, improving early reading skills and helping to build a stronger foundation for future learning.

The combination of high-quality CPD, targeted maths interventions in Key Stage 2, and enhanced phonics instruction in Key Stage 1 led to measurable improvements in academic outcomes for disadvantaged pupils. The gap between disadvantaged pupils and their peers has narrowed, particularly in key areas such as maths and early literacy, thanks to the focus on evidence-based resources and professional development.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Glossary:

PPG – Pupil Premium Children -pupils classed as eligible for free school meals now or over the past 6 years and those in the military forces families. Children also who are in Special Guardian care

EEF –Education Endowment Fund- a well-respected charity who undertake educational research

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>

<https://educationendowmentfoundation.org.uk/>

Sutton Trust

<https://www.suttontrust.com/ourpriorities/schools/>

SAT- Statutory Attainment Task/Test set by DfE

Star Reader Assessments – Reading Renaissance