

# Shevington Vale Primary School Pupil Premium Strategy

2025-2026



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	193
Proportion (%) of pupil premium eligible pupils	7.3% (14)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gill Handley
Pupil premium lead	Jenna Liptrot
Governor	Mrs R Rolfe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30730
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 30730
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# Part A: Pupil premium strategy plan

## Statement of intent

At Shevington Vale Primary School, we are committed to ensuring that every child, regardless of background or circumstance, has the chance to flourish academically, socially, and emotionally. We recognise that pupils eligible for Pupil Premium funding may experience additional challenges that can act as barriers to their success, and our strategy is designed to remove these barriers so that all children can thrive.

### Context and Challenges

We know that some of our disadvantaged pupils have fewer opportunities to access cultural and enrichment experiences outside of school, and that reading at home can be less consistent. This can limit vocabulary development and overall confidence in literacy from an early age.

In addition, factors such as financial pressures, housing difficulties, mental health challenges, or family instability can impact a child's readiness to learn. While families place great value on education, many benefit from additional guidance and support from school to help them feel confident in supporting their child's learning.

The current economic climate has heightened some of these pressures, making it even more important for our school to provide a stable, nurturing, and opportunity-rich environment.

### Strategic Aims

#### **1. Raising Achievement**

Ensure disadvantaged pupils make strong progress from their starting points and achieve in line with or above national expectations.

Embed high-quality teaching practices across the curriculum, with particular focus on vocabulary, language development, and reading fluency.

Provide targeted support and interventions to narrow gaps in attainment.

#### **2. Breaking Down Barriers to Learning**

Increase access to enriching experiences that broaden pupils' horizons, including trips, visitors, clubs, and workshops.

Provide resources and opportunities to ensure pupils have the tools they need to learn effectively both in school and at home.

Build confidence and engagement by ensuring disadvantaged pupils are fully included in the wider life of the school.

#### **3. Developing the Whole Child**

Promote resilience, confidence, and social skills through mentoring, enrichment, and structured wellbeing support.

Strengthen pastoral care, with staff working closely with families and external agencies where appropriate.

Offer parents and carers practical support, resources, and workshops to build their confidence in supporting learning at home.

### Our Approach

This strategy is a whole-school priority. Every member of staff shares responsibility for the outcomes of disadvantaged pupils, with high expectations for what they can achieve. By combining academic excellence with a focus on personal growth and wellbeing, we aim to ensure that all pupils leave Shevington Vale Primary with the knowledge, skills, and confidence to succeed both in school and beyond.

The Pupil Premium Strategy Statement is a working document that is regularly reviewed and adapted to respond to pupil needs and the impact of our actions.

## Challenges

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

Challenge number	Detail of challenges in 2025
1	Limited vocabulary and language development
2	Lower levels of reading engagement at home
3	Restricted Access to Cultural and Enrichment Experiences
4	Social, Emotional, and Mental Health Needs (SEMH)
5	Barriers at Home
6	Gaps in Core Academic 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.

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>
<b>Statutory Assessments</b>			
R	0	Reception Good Level Development	EYFS Baseline assessment

Y1	2	Phonics	Phonics screening check
Y2	0	Phonics	Phonics Screening Check
Y4	4	Times tables	Multiplication Check
Y6	4	Reading	Y6 SAT
Y6	4	Writing	Y6 SAT
Y6	4	Maths	Y6 SAT
Y6	4	SPAG	Y6 SAT
<b>Attendance</b>			
All PPG pupils	14	PPG Attendance to be in line with all pupils 95% +	SIMMS
<b>Non-Statutory Assessments</b>			
Y2	0	Reading	White Rose Assessments Star Reader
Y2	0	Writing	White Rose Assessments Star Reader
Y2	0	Maths	White Rose Assessments Star Reader
Y3	2	English	White Rose Assessments Star Reader
Y3	2	Maths	White Rose Assessments Star Reader
Y5	2	English	White Rose Assessments Star Reader
Y5	2	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: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and TAs on high-quality teaching strategies (including Jane Considine's Write Stuff, Sounds Write phonics, and Reading Renaissance training).	<p>EEF Teaching &amp; Learning Toolkit identifies high-quality teaching as the most impactful lever for disadvantaged pupils.</p> <p>CPD improves consistency of teaching, particularly for literacy and vocabulary development.</p>	1 (vocabulary), 2 (reading), 6 (gaps in core academic skills).
Coaching and mentoring of staff to embed effective classroom strategies for disadvantaged learners.	EEF: Instructional coaching proven to raise teaching standards.	
Additional adult support in classrooms during core lessons.	DfE guidance recognises deployment of additional adults to scaffold learning as effective.	
<p>We know that if we provide high quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.</p> <p>Our CPD calendar evidences the quality provision we make.</p>		

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

Budgeted cost: £ 10230

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Small group and 1:1 interventions in phonics, comprehension, and maths fluency</p>	<p>EEF: Small-group tuition (+4 months progress) and 1:1 tutoring (+5 months). Phonics proven to close early literacy gaps.</p> <p>Evidence: DfE Reading Framework stresses importance of regular 1:1 reading for fluency, comprehension, and confidence.</p> <p>National Tutoring Programme evaluations show significant progress for disadvantaged pupils receiving targeted tuition.</p>	<p>1. Vocabulary</p> <p>2. Reading at home</p> <p>6. Core skills</p>
<p>Daily reading with TAs for identified disadvantaged pupils</p>		
<p>Tutoring support (school-led)</p>		

## **Wider strategies (for example, related to attendance, behaviour, and well-being)**

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Subsidised enrichment opportunities (trips, clubs, cultural activities)	DfE: Cultural capital is key to raising aspirations and closing disadvantage gaps.	3. Limited enrichment
Learning mentor for SEMH support (nurture groups, 1:1 wellbeing sessions)	EEF: Social and emotional learning (+4 months). Improves resilience and engagement.	4. SEMH difficulties
Parental engagement: coffee mornings, workshops, home-school liaison	EEF: Parental engagement strongly linked to improved outcomes.	5. Attendance and home barriers

**Total budgeted cost: £ 30730**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### High Quality Teaching

We know that high-quality teaching has the greatest impact on disadvantaged learners, and by prioritising this, we benefit all pupils. Our CPD calendar evidences a strong commitment to developing effective teaching and learning strategies. Teachers and support staff have engaged well with professional development this year, particularly in areas such as adaptive teaching, metacognition, and inclusive practices. However, ongoing coaching and support will be required to ensure consistency and to embed these approaches more deeply across all phases.

#### Emotional Well-being Support

Some Teaching Assistants have provided targeted social and emotional support to identified pupils, addressing challenges linked to mental health, behaviour, and family circumstances. SEL (Social and Emotional Learning) approaches are beginning to be integrated across classes, and some children are already benefitting from strategies that support emotional regulation.

We recognise the need to embed this further into the curriculum and track impact more consistently. Zones of Regulation and check-ins have shown promise but require regular staff CPD and whole-school consistency to maximise effectiveness.

#### Extra-curricular and Enrichment Activities

Disadvantaged pupils have accessed a broad range of subsidised activities including sports clubs, music tuition, and educational visits. These experiences have helped build confidence, improve attendance, and provide memorable learning opportunities. Pupil voice and engagement levels indicate this is an area of strength, though we aim to monitor long-term academic and wellbeing outcomes more closely.

The re-establishment of our **Blue Print Curriculum**—which prioritises wider personal development—needs to be a key focus moving forward to ensure that enrichment continues to be purposeful and inclusive.

#### Targeted Small Group Interventions

Small group teaching in literacy, maths, and vocabulary needs further development has for selected disadvantaged pupils. Sessions are delivered by Teachers with a focus on accelerating progress and addressing gaps.

Whilst some positive progress has been noted, the structure and consistency of these interventions must be reviewed to maximise their impact. Clear entry and exit data is not always consistently recorded, so this will be a focus area for improvement in the coming year.

#### One-to-One Tutoring

This needs to form a target area in our next year of the plan. Findings from these targeted sessions can build confidence, and increased fluency and improved assessment scores. Continued investment in one-to-one tutoring is recommended, especially for pupils in Years 5 and 6.

### **Parental Engagement and Workshops**

While informal engagement with parents has been strong, formal support structures such as **coffee mornings and parent workshops** have not yet been fully embedded. This will be added to the academic calendar for the coming year, with workshops focused on:

- Reading strategies at home
- Supporting homework routines
- Building resilience and positive learning habits

We hope this will strengthen the home-school partnership and encourage higher levels of parental involvement, especially for families of disadvantaged learners.

### **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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