



# Pupil Premium Strategy Statement for Stroud Valley Community Primary School

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	Stroud Valley Community Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	29% 72 pupils
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Christine Minett
Pupil premium lead	Sarah Heague
Governor / Trustee lead	Christine Minett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	112,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£112,205</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, especially pupils eligible for Pupil Premium will access high quality education and provision. The Pupil Premium is additional to main school funding and is allocated to schools to help them tackle disadvantage and address inequalities for socially disadvantaged pupils.

At Stroud Valley Community Primary School, we recognise that children face many barriers to their learning. Our vision of "children at the heart of everything we do" means we prioritise the well-being and learning of all pupils, ensuring that barriers are effectively and efficiently removed so that all children make good progress.

We have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we deploy a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the pupil premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the pupil premium.

Our pupil premium strategy plan works to scaffold the skills and knowledge that our children need to be able to use in order to access their teaching. ensure that all disadvantaged pupils if needed have access to a family support worker ELSA that supports the pupil and their families with any barriers that they may have that may be having a negative impact on their wellbeing, achievement or attendance in school

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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 challenge
1	<b>Attainment and progress</b> On average, some pupils who are eligible for Pupil Premium make slower progress and achieve lower outcomes than their peers. Internal assessments show that writing attainment for some disadvantaged pupils is currently below that of non-disadvantaged pupils. This highlights the need for additional support to help all pupils achieve their potential.
2	<b>Wellbeing and engagement</b> Our assessments, including wellbeing surveys, alongside observations and discussions with pupils and families, show that some children experience social and emotional challenges. These can affect pupils' engagement with learning and, in turn, their attainment. A proportion of pupils eligible for Pupil Premium are also affected by wider family circumstances. Supporting pupils' social and emotional development is therefore an important part of helping them feel secure, engaged and ready to learn.
3	<b>Oral language and early literacy</b> Some children in EYFS and Year 1 have lower oral language skills and may be slower to develop phonics knowledge. A number of children enter EYFS with expressive and receptive language, as well as listening skills, that are below those typically expected for their age. Early identification and targeted support are essential to help children build strong communication and early reading skills.
4	<b>Learning behaviours and confidence</b> Some pupils who receive Pupil Premium funding require additional support to develop positive learning behaviours. These pupils may lack confidence, resilience and self-belief, which can affect their readiness to learn. They can find it challenging to reflect on their learning and may need encouragement to develop motivation and confidence in order to make progress.
5	<b>Attendance</b> Attendance data shows that, on average, pupils eligible for Pupil Premium have lower attendance than their peers. Improving attendance is a key focus, as regular school attendance is essential for learning, wellbeing and positive outcomes.

## 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
<p>1.</p> <p>The gap is narrowed in the progress and attainment of children in receipt of pupil premium funding compared with those that are not.</p>	<p>Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catch-up' or exceed prior attainment standards. These groups focus on gaps in learning.</p> <p>Pupils receive high quality, regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders during pupil progress meetings.</p>
<p>1 &amp; 4</p> <p>Staff are aware of the needs of the children within their class and are adapting their lessons to ensure that they are making progress alongside focusing on effective learning behaviours.</p>	<p>All teachers trained in the 'Five a Day' teaching approach.</p> <p>The 'Five-a-day' principle: High quality teaching benefits pupils with SEND</p> 
<p>2</p> <p>Children &amp; their families are supported through particular challenges that have a direct impact on their children's wellbeing and therefore capacity to learn.</p>	<p>Full time pastoral lead – works alongside children &amp; families.</p> <p>TA's supporting children – both academic and social needs identified by teachers.</p> <p>Children with identified needs can take part in ELSA sessions (emotional literacy support assistants)</p>

3 To develop and increase the vocabulary levels of children in EYFS in Y1.	'Talk Boost' sessions for identified children supports children's oral & vocabulary development.
3 Early readers in EYFS are provided with additional phonics teaching to support them in gaining the necessary knowledge and building blocks to enable them to learn to read.	To train TA's specifically on how to deliver phonics intervention in line with our 'Unlocking Letters and Sounds' phonics scheme. For identified children to receive 1-1 catch up daily phonics sessions.
4 To improve the self-esteem and confidence of children so that they can access social situations with confidence and view new learning concepts as a healthy challenge.	Reduced incidents logged on CPOMs involving inappropriate play or difficulties the children are having with their learning. ELSA sessions for identified pupils.
5 Attendance for PP pupils is closer aligned with that of other pupils.	Head teacher to track children's attendance and focus on those that are persistently absent and meet with parents where necessary to plan for improvements in children's attendance. Individual PP rates of attendance improve.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Budgeted cost: £ 119,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead Track & Monitor disadvantaged groups of children	<p>Deputy Head Teacher to be focused on monitoring and assessing needs of the PP group:</p> <p>Leadership with direct responsibility provides focused assessment and evaluation in order to ensure that children get the right support they require.</p>	1-5
TA's – working alongside children	<p>Teaching assistants deliver focused interventions based on knowledge of needs of children and assessment data.</p>	1,2,3
Early talk books and talk boost delivered weekly to work with children in EYFS and Y1 to support children with language delay.	<p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p>	1,3
Supporting Vulnerable pupils	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Where quality first teaching is not prioritised any negative impact disproportionately affects disadvantaged children. Our own data analysis shows that within the disadvantaged group those who have a special educational benefit the most from high quality first teaching.</p> <p>Data analysis showed a need to focus on the achievement of disadvantaged children in reading– this cannot just be through intervention. First quality teaching for all.</p>	1,4

	<p>Recent research has shown that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</p> <p>-1:1 tuition in intensive small groups is very effective in helping learners to 'diminish the difference' -Allows effective feedback. - Short periods of intensive sessions tend to have the most impact. - Gathering diagnostic baseline and exit assessment data will measure the impact of structured interventions</p>	1,4
Whole school training on effective 'Five a day' approach to teaching.	<p>Teachers should develop a repertoire of these strategies:</p> <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Cognitive and metacognitive strategies</li> <li>• Scaffolding</li> <li>• Flexible Grouping</li> <li>• Using technology</li> </ul> <p>which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.</p> <p><a href="#">Click here</a></p>	1,3,4 5

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

Budgeted cost: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up tuition, delivered by members of school SLT to small groups of children for English.	<p>The Education Endowment Foundation evidence indicates that groups of 3–5 is most effective for collaborative and smaller group learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group.</p> <p><a href="#">Click here</a></p>	1,4

<p>Teaching Assistants &amp; teachers (up levelling time) to support pupil progress through targeted intervention in Phonics, School Readers charity link volunteers to schools</p>	<p>Recent research has shown that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</p> <p><a href="#"><u>Click here</u></a></p> <p>1:1 tuition in intensive small groups is very effective in helping learners to 'diminish the difference'</p> <p>Allows effective feedback.</p> <p>Short periods of intensive sessions tend to have the most impact.</p> <p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	<p>1,3,4</p>
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral Support Worker to provide specific emotional support for children and their families, in order to ensure that every pupil achieves their potential through the provision of targeted support, signposting to services and interventions.</p>	<p>Neuroscience, Child Development &amp; Attachment Theory tells us children cannot access their thinking brains if their basic needs and emotional needs are not met.</p> <p>Research shows pastoral care is inextricably linked with teaching and learning and the structural organisation of the school.</p> <p>Pastoral care promotes students' personal and Social and Emotional Education in Primary School.</p> <p>Improved levels of Social and Emotional development lead to stronger academic outcomes.</p> <p>Smoothen transitions into school, family Support, home visits and providing transportation should lead to a rise in pupil attendance rates</p> <p>Pedagogical research through the EEF and other sources closely link the development of essential skills to academic performance and wellbeing. Initiatives chosen to link to EEF toolkit effective approaches: Social and emotional learning (+4 months)</p> <p><a href="#">Click here</a></p>	<p>2,5</p>
<p>HT &amp; SLT monitors and support PP attendance</p>	<p>Increased rates of attendance lead to greater rates of academic performance.</p> <p>Smoothen transition into school will ensure basic and emotional needs are met so children are able to access learning.</p> <p>Smoothen transitions into school, family support, home visits and providing transportation should lead to a rise in pupil attendance rates.</p> <p><a href="#">Click here</a></p>	<p>5</p>

<p>Educational visits Breakfast and after school provision.</p> <p>Subsidise the cost of residential and afterschool clubs/trips during the course of the academic year for any pupil in receipt of the Pupil Premium to ensure equality of access.</p>	<p>Funding for children in vulnerable groups ensures there is no financial barrier and equality of opportunity for all. The findings from the EEF suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. It suggests that the educational impact of attending a breakfast club is improved outcomes for disadvantaged pupils by +2 months –</p> <p><a href="#"><b>Click here</b></a></p> <p>Play therapy in place for children with specific broad issues that form a barrier to their wellbeing and ability to thrive.</p>	2
<p>Resourcing of breakfast club</p>	<p>Smoother transitions into school, family support, home visits and providing transportation should lead to a rise in pupil attendance rates</p> <p>Smoother transition into school will ensure basic and emotional needs are met so children are able to access learning.</p> <p>Research shows that children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community.</p> <p>Neuroscience, Child Development &amp; Attachment Theory tells us children cannot access their thinking brains if their basic needs and emotional needs are not met.</p>	5
<p>Whole staff training metacognitive strategies</p>	<p><b>Cognitive and metacognitive strategies</b></p> <p><i>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</i></p>  <p>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</p>	1,3,4,5

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

### Pupil premium strategy outcomes

#### Pupil Premium Expenditure Breakdown REVIEW of 2023/2024

Total Received	£97,716		
Area of Expenditure	Cost	Summary of intervention	Review
Pupil Premium Lead		TA's support in classrooms and run intervention groups to support learning of all identified children.	Continued focus support for all and specifically disadvantaged children.
Teaching Assistant Support	£85,400 this is the total of all staffing costs.	One afternoon per week, teachers work alongside children on a one to one basis to discuss their work and progress.	Marking and feedback on a 1-1 basis continues to have positive outcomes for children.
Teachers released to work with children on a 1-1 basis		Teachers audit the needs of children eligible for PP funding and where required purchase targeted resources to enable them to ensure progress for those children.	Maths internal data shows improvements. Writing will remain on plan for next year.
Maths & English Resources	£1475	TA's hear children read to support their reading skills, fluency and to become independent readers.	Money redirected into more specific tailored approach to supporting early phonics.
Daily Reading Support	£6,743	Children in year five and six work in small groups after school to support them in improving their English & maths skills and break	Pupil progress meetings identify children with gaps in their learning. Where this happens small group sessions
After school small group sessions	No Cost		

		down any barriers to learning in these subject areas.	will continue to be offered.
Numicon Maths Intervention	Staffing costs	This is delivered as a 'catch up' intervention.	Successful. Next academic year will focus on reading comprehension.
Breakfast Club & After School Care	£1850	Supports attendance /social skills & peer interactions.	Ongoing consultation with families related to needs
Play Therapy	£1800	Support for children who have experienced significant life events within the family setting.	Play therapist to continue this beneficial support.
National Pupil Premium Conference	£269	Pupil premium lead keeping abreast of EEF finding and best value for money.	PP lead to attend every two years.
Pastoral Lead	Staffing costs	Small group work or 1-1 for children showing signs of behavioural, social or emotional difficulties which aims to support children to help manage their own behaviour, build relationships and develop emotional strategies.	Continued support across both key stages with specific children and their families.
Professional Development for Teaching assistants	Staffing costs	TA training on specific year group expectations.	Ongoing when necessary.
Literacy Support	Staffing costs	Covering a range of literacy support (e.g. short-term catch-up programmes or more intensive specific support)	Continued support across both key stages with specific children. Pupil premium lead to monitor specific interventions success.
Early talk boost & talk boost	Staffing costs	Small groups working on all aspects of communication to boost delayed language and sound awareness.	Children are making progress with their speech and language.

