



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 this funding during the 2026-2027 academic year and the outcomes for disadvantaged pupils from the previous academic year. The strategy has been developed in line with current Department for Education guidance and is informed by evidence from the Education Endowment Foundation (EEF)

School overview

Detail	Data
School name	Stroud Valley Community Primary School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	23% 58 pupils
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	December 2027
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)	£2856
Total budget for this academic year	£115070

Part A: Pupil premium strategy plan

Statement of intent

At Stroud Valley Community Primary School, we are committed to ensuring that all pupils, regardless of background or circumstance, receive a high-quality education and achieve their full potential.

We recognise that disadvantaged pupils can face a range of barriers which may impact on attainment, attendance, wellbeing and engagement with learning. These may include speech and language difficulties, lower starting points, social and emotional challenges, reduced confidence as learners and wider family circumstances.

Our vision of placing children at the heart of everything we do underpins our commitment to removing barriers to success. Through high expectations, evidence-informed practice and strong partnerships with families, we aim to ensure that disadvantaged pupils achieve well academically while also developing the confidence, resilience and aspirations needed for future success.

Our strategy is based upon three key principles identified by the Education Endowment Foundation:

High Quality Teaching

Quality-first teaching remains the single most important factor in improving outcomes for disadvantaged pupils. Staff professional development, adaptive teaching and effective assessment are central to our approach.

Targeted Academic Support

Additional support will be provided through carefully planned interventions, phonics provision, language development programmes and small-group tuition to address identified learning gaps.

Wider Strategies

Attendance, wellbeing, emotional regulation and engagement significantly influence a child's ability to learn. We will continue to invest in pastoral support, family engagement and enrichment opportunities to ensure pupils are ready to learn and able to participate fully in school life. 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.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress. Internal assessment and pupil progress information indicate that some disadvantaged pupils achieve lower outcomes and make slower progress than their peers, particularly in writing.
2	Speech, Language and Communication. Some pupils enter EYFS with language development below age-related expectations, affecting phonics acquisition, vocabulary development and early literacy skills.
3	Social, Emotional and Mental Health Needs. A proportion of disadvantaged pupils require additional support to develop emotional resilience, self-regulation, confidence and positive learning behaviours.
4	Attendance and Persistent Absence. Attendance rates for disadvantaged pupils remain below those of non-disadvantaged pupils, resulting in reduced learning opportunities.
5	Access, Enrichment and Aspirations. Some pupils face financial barriers that limit access to extracurricular activities, educational visits and wider opportunities that support personal development and engagement.

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
Attainment and Progress Internal assessment, pupil progress reviews and teacher assessments indicate that some pupils eligible for Pupil Premium funding make slower progress and achieve lower attainment outcomes than their peers. Assessment information	Pupil outcomes in 2026/27 show that: - Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and narrow the gap between them and their peers. - Pupils receive high quality

shows that writing attainment for some disadvantaged pupils remains below that of non-disadvantaged pupils. Some pupils require additional support to develop vocabulary, sentence construction, writing stamina and the ability to apply writing skills consistently across the curriculum. As a result, targeted support alongside high-quality classroom teaching is needed to help disadvantaged pupils make accelerated progress and achieve outcomes in line with their peers.



teaching and regular interventions which are targeted and personalised to their needs.

Speech, Language and Communication

Baseline assessments and ongoing teacher observations indicate that some children enter EYFS and Key Stage 1 with speech, language and communication skills below those typically expected for their age. Difficulties with expressive language, receptive language, vocabulary and listening skills can affect pupils' ability to access teaching and develop early reading skills. Some disadvantaged pupils also require additional support to secure phonics knowledge and become confident early readers. Early identification and targeted intervention remain essential in ensuring pupils develop the communication and literacy skills needed to access the wider curriculum successfully.

The proportion of disadvantaged pupils working below age-related expectations in speech, language and communication will reduce, with pupils making measurable progress from their individual starting points.

Social, Emotional and Mental Health Needs

Our assessments, wellbeing surveys, observations and discussions with pupils and families indicate that some disadvantaged pupils experience social, emotional and mental health needs that can affect their confidence, behaviour, relationships and engagement with learning. Wider family circumstances can also impact pupils' wellbeing and readiness to learn. These factors may

Pupils receiving targeted pastoral or emotional literacy support demonstrate measurable progress against their individual targets.

reduce pupils' ability to fully access classroom learning and achieve their potential. Continued pastoral support, emotional literacy interventions and close work with families are required to reduce barriers and improve pupils' overall wellbeing, engagement and achievement.	
Attendance and Persistent Absence Attendance information shows that, on average, attendance rates for some pupils eligible for Pupil Premium funding are lower than those of their peers. A small number of disadvantaged pupils also experience persistent absence, reducing their access to high-quality teaching and learning opportunities. Lower attendance can contribute to gaps in learning, reduced social engagement and lower attainment outcomes over time. Improving attendance and ensuring that pupils attend school regularly and punctually remains a key priority in supporting both academic achievement and wellbeing.	The attendance gap between disadvantaged and non-disadvantaged pupils narrows, with improved overall attendance and a reduction in persistent absence and persistent lateness among disadvantaged pupils. Attendance concerns are identified and addressed promptly through effective monitoring, targeted support and partnership with families, resulting in improved access to learning and wider school experiences.
Access, Enrichment and Aspirations Through discussions with families and monitoring of pupil participation, the school has identified that some disadvantaged pupils face financial barriers to accessing extracurricular clubs, educational visits, residential experiences and wider enrichment opportunities. Limited access to these experiences can reduce opportunities to develop cultural capital, confidence, social skills and aspirations beyond the classroom. To ensure equality of opportunity and support pupils' personal development, the school will continue to remove financial barriers and actively encourage participation in the wider curriculum, enabling disadvantaged pupils to access the same opportunities as their peers	The participation gap between disadvantaged and non-disadvantaged pupils in extracurricular, educational and enrichment opportunities narrows, with disadvantaged pupils accessing a broad range of experiences alongside their peers. We aim to raise the percentage of children who uptake clubs that are entitled to pupil premium to 25%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 112,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead to monitor, evaluate and review provision for disadvantaged pupils.	Effective leadership and regular monitoring help ensure disadvantaged pupils receive timely and appropriate support. Ongoing evaluation enables resources to be targeted effectively, supports accountability and ensures interventions remain responsive to pupils' needs and demonstrate clear impact.	1-5
Teaching Assistants delivering targeted support and interventions.	Research suggests that Teaching Assistants are most effective when delivering structured intervention programmes and working alongside class teachers. Targeted support helps pupils address gaps in learning, build confidence and access the curriculum more successfully.	1, 2, 3
Neli & SHREC interventions to support speech, language and communication development.	Evidence demonstrates that high-quality language-rich interactions and targeted oral language interventions can significantly improve children's communication skills and early literacy development. Early identification and intervention help reduce barriers to future learning and improve access to the wider curriculum.	2
High-quality teaching and targeted support for vulnerable learners.	High-quality teaching remains the most effective strategy for improving outcomes for disadvantaged pupils. School analysis indicates that disadvantaged pupils, particularly those with additional needs, benefit most from effective classroom teaching supported by carefully targeted intervention. A continued focus on quality-first teaching will support progress, attainment and engagement.	1, 3
Whole-school implementation of adaptive teaching approaches and EEF Five-a-Day principles.	The Education Endowment Foundation identifies these approaches as effective strategies for improving outcomes for disadvantaged pupils and pupils with SEND. Consistent implementation across the school helps ensure all pupils can access high-quality teaching and appropriate challenge.	1, 2, 3, 4
Regular assessment and pupil progress meetings. School leaders and teachers will use ongoing assessment information to identify pupils requiring additional support and evaluate the effectiveness of interventions.	Effective use of assessment supports early identification of barriers to learning and enables timely intervention. Regular review ensures provision remains closely matched to pupils' needs and helps secure improved outcomes for disadvantaged learners.	1, 2, 3, 4
Professional development focused on supporting disadvantaged pupils. Staff training will develop expertise in adaptive teaching, vocabulary development, metacognitive strategies, reading development and supporting social and	Sustained professional development improves classroom practice and supports consistent implementation of evidence-informed approaches. Strong teaching has the greatest impact on closing attainment gaps and improving outcomes for disadvantaged pupils. Engagement with: The Write Journey programme provides staff with evidence-informed approaches to the teaching of writing, enabling teachers to model, scaffold and develop pupils' writing skills effectively, with the aim of improving attainment, progress and confidence in writing, particularly for disadvantaged pupils (1)	1, 2, 3, 4, 5

emotional needs.		
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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
Small-group catch-up tuition Neli & SHREC EYFS The Write Journey KS2	Evidence from the Education Endowment Foundation indicates that small-group tuition can provide approximately four months of additional progress over the course of an academic year. Small-group teaching enables high levels of interaction, personalised feedback and responsive teaching to address specific barriers to learning.	1, 4
Targeted phonics, reading support School Readers Charity	Teaching Assistants have the greatest impact when delivering structured interventions and working alongside teachers to address identified learning needs. Research demonstrates that targeted phonics support and regular reading practice contribute significantly to improvements in reading attainment, confidence and engagement. Intensive support delivered through small groups or one-to-one sessions enables pupils to receive immediate feedback and address misconceptions quickly.	1, 3, 4
Targeted intervention programmes to support pupils who require additional academic support.	Evidence suggests that well-targeted interventions are most effective when informed by assessment and delivered for a clearly	1, 3, 4

	defined purpose. Frequent review and evaluation ensure that pupils receive the right support at the right time, enabling gaps in learning to be addressed before they widen further.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Worker to provide targeted emotional and family support.	Research shows that social, emotional and mental health needs can have a significant impact on pupils' engagement and attainment. Effective pastoral support helps pupils develop resilience, wellbeing and readiness to learn. EEF evidence identifies social and emotional learning as having a positive impact on academic outcomes.	3, 4
Attendance monitoring and targeted support for disadvantaged pupils.	Evidence demonstrates a strong link between attendance and attainment. Early intervention, family engagement and targeted attendance support can help improve attendance rates and maximise pupils' access to learning opportunities.	4
Subsidised educational visits, residential experiences, clubs and enrichment opportunities.	Enrichment experiences support pupils' personal development, confidence, social skills and cultural capital. Removing financial barriers helps ensure all pupils can participate fully in school life and benefit from wider learning opportunities.	5
Breakfast Club provision. Funding	Breakfast Club provision can improve punctuality, attendance, social interaction and readiness to learn. It also provides additional opportunities for pupils to develop positive relationships and engage successfully with the school day.	4, 5
ELSA (Emotional Literacy Support Assistant) interventions.	Social and emotional interventions support pupils in overcoming barriers to learning and improving their emotional wellbeing. Increased emotional resilience contributes to improved engagement, behaviour and academic success.	3
Family support and multi-agency working. School staff will work collaboratively with families and external agencies to address barriers affecting attendance, wellbeing and achievement.	Strong home-school partnerships improve engagement, attendance and outcomes for disadvantaged pupils. Early support and coordinated intervention help prevent barriers from escalating and ensure pupils receive the support they need.	3, 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium Expenditure Breakdown REVIEW of 2025/2026

Overview

The school's pupil premium strategy remained focused on improving academic outcomes, attendance, wellbeing and engagement for disadvantaged pupils. Funding was used to provide a combination of high-quality teaching, targeted intervention and wider pastoral support.

High-Quality Teaching

Teaching assistants, teachers and leaders worked closely to identify barriers to learning and provide targeted support. Staff development focused on adaptive teaching and inclusive classroom practice. As a result, disadvantaged pupils were better supported to access learning and make progress from their starting points.

Targeted Academic Support

Interventions including phonics support, reading development programmes and Talk Boost provided additional opportunities for pupils to develop literacy and communication skills. Intervention tracking demonstrated positive engagement and supported pupils in addressing identified gaps in learning.

Wellbeing and Pastoral Support

The pastoral support worker, ELSA provision and family support systems continued to have a positive impact on pupil wellbeing and engagement. Pupils received timely support to overcome social and emotional barriers that may have affected attendance, behaviour and learning.

Attendance

Attendance remained a key priority. Attendance monitoring, parental engagement and targeted support enabled families to work more closely with the school to improve attendance and punctuality. This work will continue as a key priority for 2026-2027.

Next Steps

Priorities for 2026-2027 are to:

- Continue strengthening high-quality teaching for all pupils.
- Further improve writing outcomes.
- Maintain focus on phonics and early reading.
- Improve attendance and reduce persistent absence.
- Expand opportunities for pupil participation in enrichment activities.
- Continue supporting pupils' social, emotional and mental health needs through pastoral and family support.

Total Received £97,716

Area of Expenditure	Cost	Summary of Intervention	Review of Impact
Pupil Premium Lead	£5000	Strategic leadership of Pupil Premium provision, including monitoring of attainment, progress, attendance and pupil wellbeing. Oversight of interventions, pupil progress meetings and evaluation of disadvantaged pupil outcomes.	Regular monitoring ensured that disadvantaged pupils were identified quickly and received targeted support where needed. Provision was regularly reviewed and adapted in response to assessment information and pupil need. This contributed to a more strategic and responsive approach to supporting disadvantaged learners.
Teaching Assistant Support	£15,000	Teaching assistants provided targeted support and delivered structured interventions to address identified gaps in learning.	Teaching Assistant support enabled pupils to access learning more effectively, receive immediate feedback and address misconceptions. Intervention records and teacher observations indicated improved engagement and confidence among targeted pupils.
Daily Reading Support	£0	Additional reading opportunities provided through volunteer readers.	Pupils benefited from increased opportunities to develop fluency, confidence and reading stamina. Reading support contributed positively to early literacy development and engagement with reading.
Small Group Tuition and Intervention	£14,000	Additional support sessions delivered to address gaps in English and mathematics.	Small-group approaches enabled targeted teaching and increased opportunities for pupils to rehearse and consolidate learning. Intervention programmes remained responsive to pupil progress information.
Talk Boost and Early Talk Boost	£4658	Oral language and communication interventions delivered to pupils with identified speech and language needs.	Assessment information and teacher observations indicated improvements in communication skills, vocabulary development and participation in learning activities. This remains an important area of support.
Phonics Intervention	£27,600	Daily targeted phonics support delivered through Unlocking Letters and Sounds intervention programmes.	Pupils receiving additional phonics support made progress in developing phonological awareness and early reading skills. The intervention continues to provide an important foundation for literacy development. Phonics interventions have supported our 80% phonics screening result.
Pastoral Lead and Family Support	£21,970	Pastoral support provided for pupils and families experiencing emotional, social or	Pastoral support improved pupil engagement, strengthened relationships with families and helped remove barriers to learning. Many pupils benefited from targeted emotional and behavioural support.

		attendance-related barriers.	
ELSA and Emotional Wellbeing Support	£1700	Emotional literacy support provided to pupils requiring additional wellbeing intervention.	ELSA provision supported pupils in developing emotional regulation, resilience and confidence. Staff observations indicated positive improvements in pupils' readiness to learn and relationships with others.
Breakfast Club and After-School Provision	£1,950	Financial support to enable disadvantaged pupils to attend Breakfast Club and extracurricular provision.	Reduced financial barriers and improved access to wider school opportunities. Breakfast Club supported punctuality, readiness to learn and social development.
Educational Visits and Enrichment Activities	£700	Financial support provided for trips, residential visits and wider enrichment opportunities.	Increased participation in educational visits and enrichment opportunities ensured disadvantaged pupils could access the wider curriculum alongside their peers, supporting confidence, inclusion and aspiration.
Play Therapy Add funds here	£1,800	Therapeutic support for pupils experiencing significant emotional challenges or adverse life experiences.	Play therapy provided targeted support for identified pupils and helped address emotional barriers affecting wellbeing and learning. Positive benefit was observed for pupils accessing the provision.
Professional Development	Staffing Costs and £269 Conference Attendance	Continuous professional development for Teaching Assistants and the Pupil Premium Lead.	Training strengthened staff understanding of effective strategies for supporting disadvantaged pupils and informed future pupil premium planning and intervention delivery.
Total			£94,647

