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

## School overview

| Detail | Data |
|---|---|
| School name | Frome Vale Academy |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2025<br>2025/2026<br>2026/2027 |
| Date this statement was published | Sep 2024/2025 |
| Date on which it will be reviewed | Sep 2025/2026 |
| Statement authorised by | Jan Saunders |
| Pupil premium lead | Maria Cerepanova |
| Academy Councillor Trustee lead | Jim Mulcrone |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £**103,782.75** |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £**103,782.75** |

# Part A: Pupil premium strategy plan

## Statement of intent

EEF has been used to inform our decisions on the use of Pupil Premium Funding.

We recognise from our analysis that learning for disadvantaged children is impact by: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure there is a sustained culture of high expectations for all.

We aim to do this through

1. High quality teaching and learning opportunities meet the needs of all the pupils, which also incorporates a culture of ‘No opt out’
2. Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
3. When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
4. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals (see catch up tracking). Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. However, as in point 1, quality first teaching benefits all pupils.

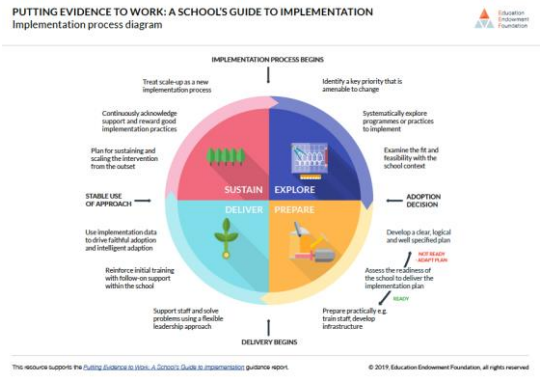
EEF

To achieve these objectives we will:

1. Ensure all teaching is consistently good or better with a ‘No opt out’ culture
2. Allocate a ‘Recovery teacher’ to priority groups (from term 2)
3. Provide teaching and learning opportunities through external agencies
4. Provide additional learning support through targeted intervention and our universal offer.
5. Pay for activities, educational visits and residentials.
6. Implement play therapy, mentoring, Learning Partnership West.

## Challenges

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




| Challenge number | Detail of challenge |
|---|---|
| 1 | **EYFS:** Communication and Language and Reading in EYFS affected by linguistic disadvantage (68% GLD in 2024)<br>We know that many of our children have underdeveloped oral language and language skills when starting Reception. This is evident through our RAB assessment. Language and oracy development supports access to and enhancement of the curriculum through understanding, communication and social interaction with peers and adults. |
| 2 | **SEND:** 69% of children in receipt of PP are children with SEND<br>Internal data shows that many children with SEND require additional support and adaptions in key subject areas to be successful. |
| 3 | **Attendance** of children experiencing disadvantage is, on average, 2% below non disadvantaged children. Children experiencing disadvantage are also more likely to be persistently absent. |
| 4 | **Reading:** We know that reading at home is practised less and our children have lower levels of reading progress/attainment. Not being a fluent reader can impact adversely on pupils' access and understanding of the curriculum. |
| 5 | **Attainment of key subject areas:** Internal data shows that our learners experiencing disadvantage attain below the non-disadvantaged peers. We know that our PP attainment is lower than non-PP attainment in the areas of Reading, Writing and Maths across the school in Year 5, Year 4 (W & M), Year 3 (R & W) cohorts. There are some cohorts where the percentage of children experiencing disadvantaged is significantly higher (current Year 6 and Year 4). |
| 6 | **Adverse Childhood Experiences:** Learners experiencing disadvantage are more likely to have experienced a higher number of adverse childhood experiences and this can result in low self-esteem, low emotional resilience, disengagement with learning and poor behaviour choices. Internal records show a greater number of incidents (both for safeguarding and behaviour) for pupils who are experiencing disadvantage. |

## Intended outcomes

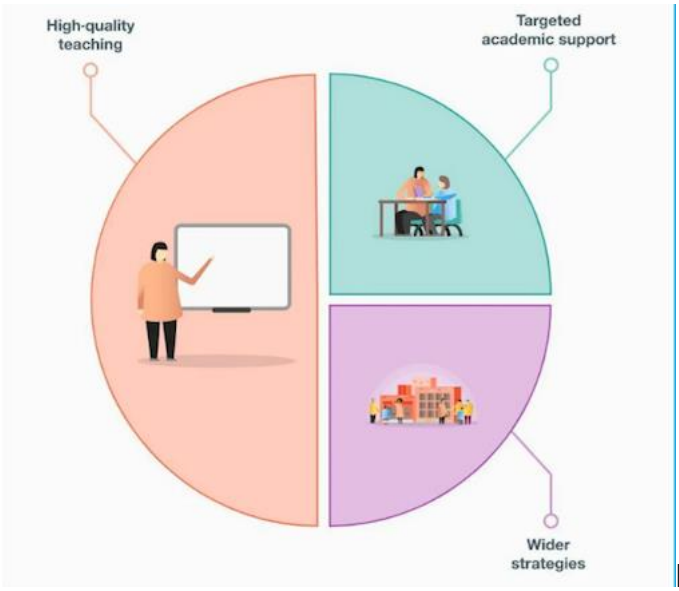
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| 1.Pupils use their oracy skills, including spoken vocabulary, to share their learning and understanding in line with their peers. | In the learning observations of interactions and adult-led teaching reflect positive improvements in the development of pupils' oracy and language development.<br><br>Communication & Language supports pupil attainment in specific areas of learning.<br><br>There is a progressive curriculum in place for oracy and vocabulary. |
| 2.Children with SEND make marked progress against EHCP end-of-key stage statements and SEND K groups make progress through appropriate adaptions to learning. | IEP cycles demonstrate progress made against set SMART targets. Internal and external attainment data shows continued progress. Children are able to access the programme of learning across the core and wider curriculum areas. |
| 3.Children attend and enjoy school and their learning. | Attendance for children experiencing disadvantage is in line with peers and above national averages for all (95%). The pupil voice survey reflects high proportion of positive attitudes to school and learning. Pupil conferencing will reflect secure attitudes in a wide range of subject disciplines. |
| 4.Children who experience disadvantage will have accelerated progress to raise attainment in reading. | Children will achieve as well as their peers **nationally** in comparison to their non-PP peers at KS2 Reading and Year 1 phonics.<br>Pupil voice indicates that children have access to suitable and high-quality reading materials that lead to improved reading skills measured through internal and external assessments, access to the rest of the curriculum and fostering an enjoyment when reading. |
| 5. Children who experience disadvantage will have accelerated progress to raise attainment, most notably in reading, writing and maths. | Children will achieve as well as their peers **nationally** in comparison to their non-PP peers at KS2, Year 1 phonics, Year 4 MTC. |
| 6.School will identify children who experience ACEs and provide support through effective and proactive safeguarding, intervention if applicable and working with families and relevant organisations. | Children are ready to learn and access school's academic and wider development offer measured through weekly safeguarding monitoring and triage. |

***Children who have been in UK school for at least 4 years.**

## 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 as supported by evidence from EEF:



EEF

### Teaching and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £ *10,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *High-quality teaching:*<br>*Pupils receive a high standard of high-quality teaching to ensure their basic skills in reading, writing and maths meet expected standards for their age range. Gaps are identified and targeted in through assessment, responsive planning, feedback and interventions to raise attainment. Rigour and fidelity are shown to the high-quality curriculum.*<br><br>*Teachers to access high quality bespoke CPD with the emphasis on these three themes:* | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPDL.<br><br>Impact of effective teaching on students in years of progress – Sutton Trust (2011) EEF PP report June 2010 recommends schools<br>take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers.<br><br>Great Teacher Toolkit (Coe et al 2022)<br><br>Our Teaching and Learning Framework along with the 'In the Learning' approach ensures that there is clear oversight of developmental needs of all staff and staff are well supported to develop practice with individualised Professional Development Plans. FVA follows a structured approach to ECF through My Ambition that is quality assured every year.<br>There is a highly structured and thematic approach to CPD that uses the active ingredients and mechanisms of effective CPD (Effective Professional Development \| EEF) | 1, 2, 4, 5 |

| | | |
|---|---|---|
| • *SEND and adaptive teaching*<br>• *AASE pedagogy including Lesson and Task Design*<br>• *Curriculum implementation* | | |
| *Wider teaching staff CPD*<br>• *CPD sessions*<br>• *INSET days*<br>• *Induction Process*<br>• *Leadership training and NPQs*<br>• *CPD is research informed*<br>• *Oracy Voice 21 training* | EEF High Quality Teaching:<br>https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-quality-teaching<br><br>Impact of effective teaching of students in years of progress – Sutton Trust (2011):<br>https://www.suttontrust.com/our-research/great-teaching/<br><br>Great Teacher Toolkit evidence review (2020):<br>https://evidencebased.education/great-teaching-toolkit-evidence-review/ | 1, 2, 4, 5 |
| *A Whole school Oracy approach:*<br>• *deliberate and discrete Oracy lessons to explicitly teach skills*<br>• *high-quality interactions*<br>• *Wellcomm assessments and strategies*<br>• *opportunities throughout the curriculum to support language acquisition through deliberate vocabulary planning*<br>• *Teaching & Learning* | Closing the Vocabulary Gap – Alex Quigley<br><br>Voice-21 research impact research<br>https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf<br>Children with good language skills achieve better results in English and Maths and have higher rates of school enjoyment and confidence.<br>On leaving school, they are less likely to suffer mental health difficulties and have more job prospects.<br><br>Supporting Communication and Language in the Early Years (EEF) | 1, 2, 4, 5 |

| | | |
|---|---|---|
| *Framework strand*<br>• *Use of the Voice 21 Oracy Framework*<br>• *Talk Tactics and* | | |
| *Establish a whole school reading approach that includes:*<br>• *Systematic Synthetic Phonics – UL&S*<br>• *Access to phonetically decodable texts*<br>• *Guided Reading*<br>• *Reading fluency*<br>• *Reading comprehension*<br>• *FVA Reading Spine*<br><br>*Teaching of reading is a daily focus in every class: phonics, guided reading, whole-class reading, end of day reading for pleasure texts and reading to learn.*<br><br>*Reducing class sizes for phonics through an effective deployment of HLTA with QTS in Reception.*<br><br>*Purchasing high-quality reading books, including decodable texts and Free Reader texts* | Improving Literacy in Key Stage 2 Guidance Report (2021, EEF) recommendations:<br>Support pupils to develop fluent reading capabilities<br>Teach reading comprehension strategies through modelling and supported practice<br>Target teaching and support by accurately assessing<br>pupil needs<br>Use high quality structured interventions to help pupils who are struggling with their literacy<br><br>Systematic synthetic phonics:<br>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics<br><br>Unlocking Letters and Sounds validated DfE scheme | 4, 5 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) – Teaching Assistants/HLTAs, Speech and Language Sessions**

Budgeted cost: £ 30,782.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Deployment of TA/HLTA to provide 1:1, group intervention and facilitate quality first teaching:*<br><br>• *Reading interventions*<br>• *Phonics interventions*<br>• *Maths interventions*<br>• *Dyslexia interventions*<br>• *SEMH interventions and support*<br>• *Speech and Language interventions*<br>• *PD interventions*<br>• *KS2 reading and maths interventions led by the Principal and Vice Principal*<br>*(see intervention documents)* | EEF (+4)<br><br>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.<br><br>Making a difference with Effective tutoring: https://educationendowmentfoundation.org.uk/support-forschools/making-a-difference-with-effective-tutoring?utm_source=/support-for-schools/making-a-difference-with-effective-tutoring&utm_medium=search&utm_campaign=site_search&search_term=tutoring<br><br>Oral language intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions<br><br>https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-language-intervention<br><br>Having analysed our cohorts we have identified that the Reception, Year 1, Year 2, Year 3 and Year 4 cohorts need support to deliver additional SaLT interventions, SEMH interventions and address gaps in reading, writing, maths. This is supported by an HLTA and a TA. | 1, 2, 4, 5, 6 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing) - Play Therapy, The Nest, Forest School sessions**

Budgeted cost: £ *63,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Attendance Officer to complete First Day Call and support families to raise attendance / punctuality.*<br><br>*Weekly triage meetings between the Principal and the Attendance Officer/DSL* | EEF (+3)<br><br>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:<br><br>• approaches and programmes which aim to develop parental skills such as literacy or IT skills; | 3, 6 |

| | | |
|---|---|---|
| (See attendance procedures and monitoring) | • general approaches which encourage parents to support their children with, for example reading or homework;<br>• the involvement of parents in their children's learning activities; and<br>• more intensive programmes for families in crisis.<br><br>Our attendance officer support families to support their children. This is done through informal meetings, formal meetings with EWO, and linking with other multi-agencies. | |
| *Family Support Worker/Safeguarding Lead who provides support through signposting and connecting services for parents with mental health concerns.* | Educational Education Fund Research Social & Emotional Learning +4 months<br><br>A high proportion of our families are managing significant mental health and wellbeing concerns. Our Family Support Worker/Safeguarding Lead provides advice and support in navigating services, signposting to services and completing applications to services where applicable along with supporting class teachers in using class-based strategies.<br><br>Our continued collaboration with Bristol Charities provides essential support to our families to access mental health, housing, food and disability services through 1:1 sessions, signposting and access to the hub. This service is free of charge. | 2, 3, 6 |
| *Nest, Play therapy and MHST*<br><br>*(see impact monitoring)* | EEF (+4)<br><br>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.<br><br>At FVA we access the Nest provision which is an ALP supporting children with social, emotional and mental health needs.<br>We also commission a play therapist to support children who are not fully engaging in their learning due to social and emotional needs.<br>We also work with MHST team to offer support to children and young people for mild to moderate mental health difficulties through low intensity Cognitive Behavioural Therapy (LI-CBT). | 2, 3, 6 |
| *Children can access enrichment opportunities* | EEF + 4 months (Outdoor adventurous learning) | 1, 6 |

| | | |
|---|---|---|
| *within school e.g Forest school.*<br><br>*Forest School Leaders training*<br><br>*Weekly Forest School sessions in Reception and termly sessions from Y1-Y6 so that children are exposed to a wide range of social/cultural experiences that support their understanding of the world and communication and language development.* | Enriching education has instinct benefits. All children including those form disadvantaged backgrounds deserve a well-rounded culturally rich education. | |

**Total budgeted cost:** £**103,782.75**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| 2023 - 2024 | | | | |
|---|---|---|---|---|
| | All Pupils (Number/ %) | | Disadvantaged (Number/ %) | |
| | School | National | School | National |
| FS GLD | 68% | | 0% (1 child) | |
| Y1 PSC | 83% | 80% | 73% | 68% |
| Y2 PSC re-takes | 30chn;<br><br>5 retakes - 3Wa, 2Wt<br><br>94% out of year group | 89% | 89%<br><br>(1/9 Wt) | |
| KS2 Reading | 93% | 74% | 87% | |
| KS2 Writing | 93% | 72% | 93% | |
| KS2 Maths | 90% | 73% | 93% | |