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	29%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 **2025/2026 – current year** 2026/2027
Date this statement was published	Sep 2025/2026
Date on which it will be reviewed	Sep 2026/2027
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	£97,375.42
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£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	£97,375.42

Part A: Pupil premium strategy plan

Statement of intent

At Frome Vale Academy, our aim is to develop citizens of the world by providing opportunities to embrace diversity, develop positive values, teach life skills and love learning, to enable personal achievement.

Through our Teaching & Learning Framework for first quality teaching, we aim to meet the needs of all children by delivering on these core components:

- Classroom Culture
- Lesson Design
- Active Learning
- Adaptive Teaching
- Subject Knowledge
- Exposition
- Oracy

EEF has been used to inform our decisions on the use of Pupil Premium Funding. The Sutton Trust – EEF Teaching and Learning Toolkit is an independent resource, based on educational research, which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit covers 21 topics, each summarised in terms of their potential impact on attainment, the strength of the evidence supporting them, their cost and their applicability.

Frome Vale Academy has used the Sutton Trust Toolkit to help identify which approaches are potentially the best for increasing the attainment of our disadvantaged pupils and underperforming groups and which approaches offer less promising chances of success.

Based on Sutton Trust research, and the school's knowledge of its pupils, its community and what works best for our school, we place the following principles and strategies at the heart of all learning as we believe that they produce the best results for our children:

- ✓ Having very high expectations in terms of the standards, achievement and behaviour of every child.
- ✓ A strong belief in the education of the whole child.
- ✓ Providing all children with high-quality, clear feedback about their work and ways they could improve it to move their learning forward.
- ✓ Metacognition: teaching all our children to learn how to learn, to think, to problem-solve, and to be lifelong learners.
- ✓ Targeted and bespoke support for specific needs, such as Speech & Language or SEMH as well as daily reading, phonics and writing
- ✓ Support from high quality and highly trained teachers and teaching assistants who have a variety of knowledge and expertise across a range of areas and needs.
- ✓ Involving our parents and carers in the learning process as much as possible and working with parents as partners
- ✓ Enabling children in receipt of Pupil Premium to participate in events and extra-curricular activities, both at lunchtime and after-school.

Our objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established school culture and practice that seeks to understand the challenges that learners who experience disadvantage may face, enabling us to provide the right support. In order for us to achieve our objective, we have set up and invested in culture and practice that supports learners experiencing disadvantage. We recognise that not all pupils who receive free school meals (FSM pupils) are disadvantaged learners. We also recognise that not all pupils who experience disadvantage are registered or qualify for free school meals. We monitor provision funded through Pupil Premium and take steps to ensure that all pupils on our FSM (Ever 6) List benefit from this funding.

At FVA, we are committed to ensuring that our children have the following offer in place:

- **High Quality Teaching (OAP)**

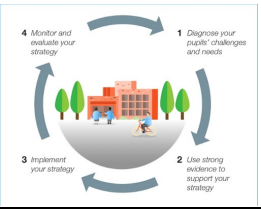
-Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
-PD on evidence-based approaches
-Mentoring and coaching
-Recruitment and retention
-Technology and other resources focussed on supporting high quality teaching and learning

- **Targeted Academic Support (as and when required)**

-Interventions to support language development, literacy and numeracy
-Activity and resources to meet the specific needs of disadvantaged pupils with SEND
-TA deployment and interventions
-One-to-one and small group tuition
-Peer tutoring

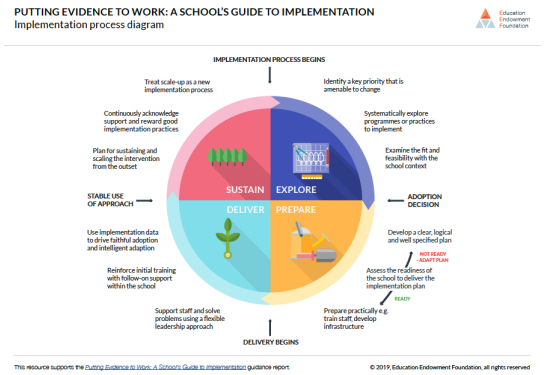
- **Wider Strategies (OAP and as/when required)**

-Supporting pupils' social, emotional and behavioural needs (incl. developing pupil voice, play therapy and MHST)
-Supporting attendance
-Extracurricular activities (e.g. free access to select after school clubs)
-Extended school time (e.g. summer school, booster groups, culture and trips)
-Breakfast clubs and meal provision (e.g. subsidised access)
-Communicating with and supporting families (incl. Bristol Charities support)



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 . 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:** 40% of children in receipt of PP are children with SEND 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 (internal data) across the school (current Y2-Y6), though is above the NA for PP in at the end of Reception (GLD), Phonics Screening Check and end of KS2 outcomes in Reading, Writing, Maths and Combined. There are some cohorts where the percentage of children experiencing disadvantaged is significantly higher (current Year 3 and Year 5).
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

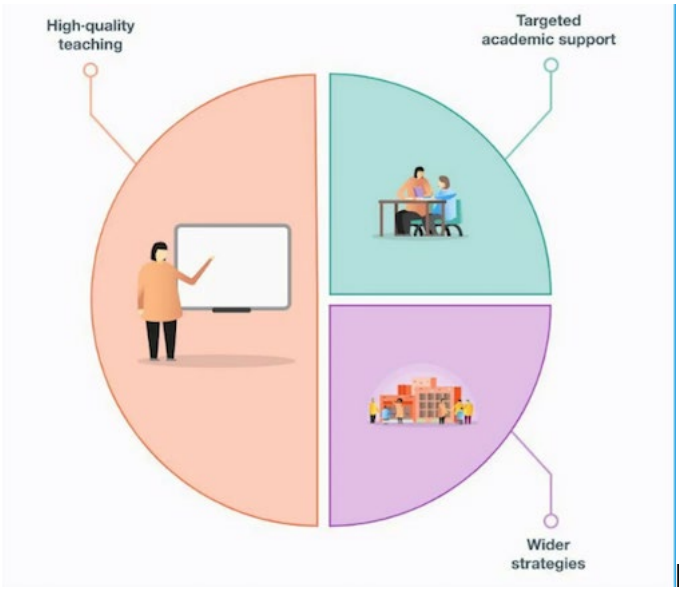
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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. Communication & Language supports pupil attainment in specific areas of learning. 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 or better than their peers **nationally** at KS2 Reading, Year 1 phonics. 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 or above 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: *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.* *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. Impact of effective teaching on students in years of progress – Sutton Trust (2011) EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers. Great Teacher Toolkit (Coe et al 2022) 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. 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* • *AASE pedagogy including Lesson and Task Design* • *Curriculum implementation*		
Wider teaching staff CPD • *CPD sessions* • *INSET days* • *Induction Process* • *Leadership training and NPQs* • *CPD is research informed* • *Oracy Voice 21 training*	EEF High Quality Teaching: https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-high-quality-teaching Impact of effective teaching of students in years of progress – Sutton Trust (2011): https://www.suttontrust.com/our-research/great-teaching/ Great Teacher Toolkit evidence review (2020): https://evidencebased.education/great-teaching-toolkit-evidence-review/	1, 2, 4, 5
A Whole school Oracy approach: • *deliberate and discrete Oracy lessons to explicitly teach skills* • *high-quality interactions* • *Wellcomm assessments and strategies* • *opportunities throughout the curriculum to support language acquisition through deliberate vocabulary planning*	Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school, widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties. (Voice 21) https://voice21.org/why-oracy-matters/ The EEF document, 'Preparing for Literacy' recommends that high quality adult-led interactions are important as adults have a vital role in modelling effective language and communication which provides the foundation for thinking and learning. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years Voice-21 research impact research https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf Closing the Vocabulary Gap – Alex Quigley Children with good language skills achieve better results in English and Maths and have higher rates of school enjoyment and confidence. On leaving school, they are less likely to suffer mental	1, 2, 4, 5

• *Teaching & Learning Framework strand* • *Use of the Voice 21 Oracy Framework* • *Talk Tactics and*	health difficulties and have more job prospects. Supporting Communication and Language in the Early Years (EEF)	
Establish a whole school reading approach that includes: • *Systematic Synthetic Phonics – UL&S* • *Access to phonetically decodable texts* • *Guided Reading* • *Reading fluency* • *Reading comprehension* • *FVA Reading Spine* *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.* *Reducing class sizes for phonics through an effective deployment of HLTA with QTS in Reception.* *Purchasing high-quality reading books, including decodable texts and Free Reader texts*	Improving Literacy in Key Stage 2 Guidance Report (2021, EEF) recommendations: Support pupils to develop fluent reading capabilities Teach reading comprehension strategies through modelling and supported practice Target teaching and support by accurately assessing pupil needs Use high quality structured interventions to help pupils who are struggling with their literacy Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don't own a book. Children who own books are fifteen times more likely to read above ARE. • Unlocking Letters and Sounds – DfE validated scheme by Ransom • Mapped out scheme of phonics books aligned to Unlocking Letters and Sounds https://www.ransom.co.uk/books/our-series/unlockingletters-and-sounds-series.html https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics • Matthew Effect – impact on fluency and progress https://www.phonicbooks.co.uk/2017/06/04/matthew-effectcomes-reading-instruction/	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: • *Reading interventions* • *Phonics interventions* • *Maths interventions* • *Dyslexia interventions* • *SEMH interventions and support* • *Speech and Language interventions* • *PD interventions* • *KS2 reading and maths interventions led by the Principal and Vice Principal* *(see intervention documents)*	EEF (+4) 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. 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 Oral language intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-language-intervention 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: £ 56,592.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to complete First Day Call and	EEF (+3)	3, 6

support families to raise attendance / punctuality. *Weekly triage meetings between the Principal and the Attendance Officer/DSL* (See attendance procedures and monitoring)	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 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 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. 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 *(see impact monitoring)*	EEF (+4) 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. At FVA we access the Nest provision which is an ALP supporting children with social, emotional and mental health needs. We also commission a play therapist to support children who are not fully engaging in their learning due to social and emotional needs. We also work with MHST team to offer support to children and young people for mild to moderate	2, 3, 6

	mental health difficulties through low intensity Cognitive Behavioural Therapy (LI-CBT).	
Children can access enrichment opportunities within school e.g Forest school. *Forest School Leaders training* *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.*	EEF + 4 months (Outdoor adventurous learning) Enriching education has instinct benefits. All children including those form disadvantaged backgrounds deserve a well-rounded culturally rich education.	1, 6

Total budgeted cost: £97,375.42

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 **2024 to 2025** academic year.

Phonics Screening Check 2024-2025

	All	PP
Passed the PSC	**92.5% (80% NA)**	**100% (67% NA)**

- This year's % of children passing the check is + 9.5% on last year's.
- FVA % of children passing is also 12.5% over last year's National Average (80%)
- Rigour and fidelity to the scheme and precision in intervention

Year 4 Multiplication Check Data 2024-2025

	25/25	24	23-21	<20
Number of chn (out of 29)	23chn (7PP)	2 (1PP)	3 (2PP and SEND)	2 (scores: 19, 17 – 1PP, 1SEND)
%	76%	6.66%	10%	6.66%

Average Score Term 6: 24.16/25

- 76% of all children scored 25/25 in Term 6 when tested. Another 16.66% of the cohort have also scored between 24-21 out of 25 will only 2 children scoring under 20.
- 83% of all children in receipt of PP funding scored between 25 and 21.
- 2 children with EHCPs (SEND E) who are also in receipt of PP funding have both scored above 20 (24 & 22).

EYFS Profile 2024-2025

	Chn ARE	% ARE
All	22/28	78.5% (67.7% NA 2024)
PP	5/7	71% (51.5% NA 2024)

- There is a + 10% points increase in children meeting ARE across all areas
- This is also 10.8% over last year's National Average (67.7%).

End of KS2 Outcomes 2024-2025

	Reading	Writing	Maths	Combined
All	82% (75% NA)	82% (72% NA)	79% (74% NA)	57% (62% NA)
PP (16)	81% (63% NA) (2 SEND WTS)	75% (59% NA) (4 SEND WTS)	69% (61% NA) (3 SEND WTS)	50% (47% NA)