Spring Vale Primary Pupil Premium Strategy Statement 2025-2028 (September 2026 Update)

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	Spring Vale Primary School
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	145 (33%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr T Hinkley – Headteacher
Pupil premium lead	Mrs K Kelly – Deputy Headteacher
Governor / Trustee lead	Ms S Banger – PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£283,650

Part A: Pupil premium strategy plan

Statement of intent

At Spring Vale Primary School, we aim to ensure teaching and learning opportunities meet the needs of all pupils, irrespective of their backgrounds or the challenges they may face, to enable them to make excellent progress and achieve high attainment in all subject areas, closing the gap between themselves and their peers at school and at national level.

We aim to overcome any barriers to develop essential knowledge and skills so that our pupils can succeed, beginning with early reading, vocabulary and oracy development. We aim to provide our pupils with high quality first teaching, which is at the heart of our whole school approach, with a tailored curriculum to suit disadvantaged learners. This is proven to have the greatest impact on closing the disadvantage gap by the The EEF (Education Endowment Foundation), whilst at the same time suiting the needs of all learners.

We will consider the specific, individual needs that a pupil may face due to their particular circumstance (including those with a social worker, children in the care of the local authority or those who have been previously under a social worker) as well as more general barrier to academic attainment and progress and wider development that exist for vulnerable learners.

The pupil premium is allocated:

- For any pupil registered as 'Targeted' free school meals at any point in the last 6 years (Ever 6)
- For any pupil who has been looked after for 1 day or more
- For any child who has been adopted from care
- For any child who has left care under a special guardianship order, a residence order or a child agreement order
- For any child whose parents are currently serving in the armed forces

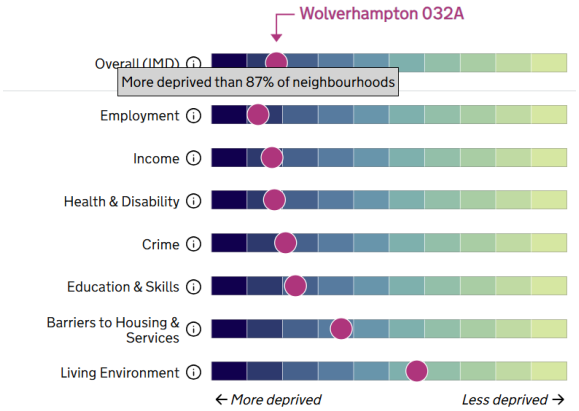
Our pupil premium money has been used to provide a range of additional support for our children to enable them to make progress and ensure the gap between disadvantaged and others is closed. Our Pupil Premium Strategy is rooted through our whole-school ethos.

Our objectives are:

- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ For enriching, high-quality curriculum to be in place and accessible to all pupils.
- ✓ To develop language and oracy skills to support pupil progress.
- ✓ In Early Years, all children entitled to Pupil premium make progress from Baseline and the Pupil Premium gap narrows from baseline to GLD.
- ✓ Targeted interventions are delivered for pupils identified as needing additional support to access the curriculum successfully.
- ✓ To ensure that strategies to improve attendance are rooted in research evident to support persistent lateness or absence.
- ✓ In Year 4, the percentage of children who are entitled to Pupil Premium passing the MTC is at least in line with their peers.
- ✓ All pupils are able to access trips, visits, residential and wider opportunities that exist throughout the school, positively impacting their cultural capital.
- ✓ Support is given to families via the Pastoral offer, Early Help Assessment, Family Help Plan or Child Protection plans.

Challenges

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

Challenge number	Detail of challenge
1	On entry into EYFS (through both teacher observation and the use of diagnostic assessments such as Wellcomm) a significant number of pupils starting Reception have low starting points. We observe that children who are disadvantaged have poorer language acquisition and comprehension compared to their peers. There is therefore a gap between disadvantaged children (65% GLD) and non-disadvantaged pupils achieving GLD (73%).
2	Attendance of our Pupil Premium children (94.3%) is lower than that of our non-pupil premium children (95.6%). Pupil Premium Persistent Absence (16.2%) is significantly above Non-Pupil Premium Persistent Absence (5.7%).
3	A significant number of our children require tailored pastoral support. This is particularly evident with our disadvantaged pupils who are increasingly being identified as needing support for self-esteem, managing emotions and behaviour and anxiety etc. The current caseload (Autumn 26) is 67% PP children.
4	A high number of our disadvantaged learners report fewer opportunities to access cultural capital and life experiences outside of school. Parental aspiration can also a barrier to children's understanding of careers and the workplace. 
5	In Years 1 – 4, disadvantaged pupils are less likely than their peers to achieve ARE.
6	In Years 5 and 6, disadvantaged children are less likely than their peers to achieve GDS.
7	Disadvantaged children across school, but particularly in Reception and Year 1, have poorer decoding skills than their peers and are therefore less fluent in reading.
8	Across school, disadvantaged children's fundamental skills are poorer than those of their peers – times table recall, handwriting and spelling.
9	30.5% of children on our Pupil Premium register also have a SEND need, compared to 19.5% nationally. 38.3% of children on our Pupil premium register have English as an additional language, compared to 23.4%.
10	Across school, some children attend school on a morning not ready to learn as their basic needs have not been met – tired, hungry etc.

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
In Early Years, all children entitled to Pupil Premium make progress from baseline and the pupil premium gap narrows from baseline to percentage at GLD.	Pupil Premium children have strong and secure foundations for learning. Barriers to learning for Pupil Premium children and families are tackled. Outcomes of Wellcomm assessments show improved word acquisition and language comprehension. Children are ready to learn. Ready for school meeting held with HT/DHT in July to inform and support parents.
Attendance of Pupil Premium children is at least in line with national.	Pupil Premium children's attendance does not affect their learning. Sustained high attendance demonstrates that: • The overall unauthorised absence rate for all Pupil Premium pupils is no more than 3%, and absence rates are below or in line with national figures. • The percentage gap of pupils, who are persistently absent closes (SVP PP 2025-26: 16.2% vs XPP: 5.7%)
Achieve and sustain improved wellbeing for all pupils in school. Children entitled to Pupil Premium grant are prepared to be successful in transition to next year groups or secondary school.	Sustained high levels mental health and wellbeing demonstrated by qualitative data from student voice, student and parent surveys and analysis. Quantitate data as evident in improved attendance and outcomes. Pupil Premium children settle quickly into new classes and progress continues. Year 6 children are supported with managing anxieties around secondary schools. Pupil voice outcomes and teacher identification supports children with effective and rapid intervention where necessary.
All Pupil Premium children are given opportunities to develop cultural capital across the curriculum to enrich their learning.	Cultural capital checklists are completed by children in PSHE books. Curriculum Ambassadors centralised on display. Children are given experiences they may not receive elsewhere – they will learn to play brass and guitar in school. The percentage of Pupil Premium children attending residential is 100%. Registers taken from all after school clubs show regular attendance of children who are eligible for Pupil Premium.
In Year 1, the percentage of children who are entitled to Pupil Premium passing the Phonics Check is at least in line with national.	Pupil Premium children have a secure phonic understanding and use decoding and blending effectively as they start their reading journey.
In Year 2, the percentage of children who are entitled to Pupil Premium achieving EXS in reading, writing and maths combined shows a narrowing of the gap from %GLD in EYFS.	Pupil Premium children have received support and challenge to allow them to succeed. Barriers have been removed to allow children to achieve in line with national expectations.
In Year 4, the percentage of children who are entitled to Pupil Premium passing the Multiplication Check is at least in line with national.	Pupil Premium children have a secure knowledge of times table recall facts and this is then not a barrier to deeper mathematical learning.
By the time children leave Spring Vale in Year 6, children eligible for Pupil Premium achieve in line with their peers at both EXS and GDS.	Pupil Premium children complete the full curriculum for KS2 and achieve in line with their peers at both EXS and GDS.

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	
£183,831	
65% of spend	
Targeted Academic Support	Wider Strategies
£28,260	£76,563
10% of spend	25% of spend

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£183,831**

Barrier Tackled	Tier 1: Teaching	Research supporting action	
1, 7, 9	**Teacher led intervention for KS1 reading and Phonics (Named PP teacher)**	**£67,411**	+4 EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.
1, 3, 7, 9, 10	**Teacher led intervention for Reception – HLTA**	**£40,829**	+5 EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families.
1, 3, 7, 9, 10	**PP teaching assistant to work with FSM children in Early Years (across two classes)**	**£30,612**	+5 EEF: Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low-income families.
6, 8, 9	**Year 6 to be taught in 3 groups for maths and literacy – (highest % PP)**	**£0**	+4 EEF: This arrangement enables the teacher to focus exclusively on a small number of learners. 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.
1, 5, 6, 7, 8, 9, 10	**3 x Early Career Framework Training Packages**	**£4000**	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.
1, 5, 6, 7, 8, 9	**National College Staff Training (To be met and addressed**	**£7,000**	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)

	through school year)		
4, 10	**Cultural Capital and Curriculum CPD Training all staff**	**£0**	Teacher Toolkit 2019: Examples of positive personal character strengths, or virtues, include honesty, resilience, courage, perseverance and compassion. The aim of character education is to equip children and young people to lead flourishing lives, by supporting them to develop these traits. “all the explicit and implicit educational activities that help young people to develop positive personal character strengths or virtues.”
1, 3, 5, 6, 7, 8, 9	**CPD for TAs – EEF ‘The Impact of Feedback’**	**£0**	+8 EEF: Feedback studies tend to show very high effects on learning. Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning.
1, 8	**CPD for EYFS staff – Shrec and Serve and Return**	**£0**	+6 EEF: Oral language interventions are about making the most of spoken language and verbal interaction for learning.
1, 3, 5, 6, 7, 8, 9	**In house coaching and mentoring – Teaching Trios**	**£3000**	National Institute of Teaching: “Effective mentoring promotes a productive, supportive, and open relationship between mentee and mentor, establishes mentee goals, and especially facilitates mentee learning through modelling, reflection, professional development, peer collaboration and networking. Mentoring powers a large part of the DfE’s ‘golden thread’ professional development reforms, and we’re pleased to add to the evidence base to inform practice.”
1, 2, 5, 6, 7, 8, 9	**Termly Pupil Progress Meetings between DHT and teachers to track progress of all PP children**	**£0**	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
6	**Greater Depth reading group to target PP children in Year 6**	**£0**	+4 EEF : This arrangement enables the teacher to focus exclusively on a small number of learners. 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.
6	**Greater Depth writing group to target PP children in Y6**	**£0**	+4 EEF : This arrangement enables the teacher to focus exclusively on a small number of learners. 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.

3, 5, 6, 8, 9	**Pupil Premium Class Trackers**	**£0**	In year monitoring of data allows teachers and SLT to put interventions in place to overcome barriers to children not making expected progress.
1, 5, 6, 7, 8, 9	**NPQs x 4**	**£2000 – cover costs**	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)
1, 5, 6, 7, 8, 9	**PPA Cover to be delivered by in house teachers to maintain standards**	**£23579**	Sutton Trust 2014 – What makes great teaching? (Pedagogical) content knowledge (Strong evidence of impact on student outcomes)
1, 8, 9	**A robust and highly specific oracy CPD programme in place to improve classroom talk and language rich environments from EYFS-KS1**	**£2500**	+6 EEF: Oral language interventions are about making the most of spoken language and verbal interaction for learning.
4	**Enrichment offer to enhance the curriculum offer for all learners**	**£2000**	+3 EEF: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.
7, 8	**Little Wandle phonics programme training and updates to resources**	**£500**	+4 EEF: The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.
1, 3, 4, 5, 6, 7, 8, 9	**Teacher development profiles**	**£0**	EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development

			(PD) plays a crucial role in improving classroom practice and pupil outcomes.
1, 3, 4, 5, 6, 7, 8, 9	**Curriculum leadership training and CPD**	**£400**	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD
	Total Spend	**£183,831**	

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

Budgeted cost: **£28260**

What is the barrier?	Tier 2: Targeted Academic Support	Research supporting action	
6, 7, 8	**Y6 Easter school**	**£5,000**	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. School closed for voting – disruptive timetable pre SATs.
6, 7, 8	**Y6 after school boosters (Spring and Summer term)**	**£5,000**	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
7	**Bug Club reading resource subscription**	**£560**	+7 EEF: Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.
8	**Spelling Shed**	**£2,000**	.+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
8	**Maths Shed**	**£2000**	.+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
8	**Nelson Handwriting**	**£2,000**	Assessments across school show PP children are less likely to have strong fundamental skills, including handwriting. This scheme starts in EYFS to ensure all children have strong

			starting points to prepare for handwriting. This is therefore less likely to be a barrier for ARE.
8	**Timestable Rockstars and Numbots**	**£600**	.+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
1, 5, 6, 7, 8	**Precision Teaching**	**£2000**	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
1	**WellComm**	**£600**	+6 EEF: On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Interaction for learning is a key aspect of these interventions. Approaches often involve spoken interaction between the practitioner and pupils and between peers. The evidence is strongest on interventions that are integrated with the existing curriculum. It is important to consider how any changes or refinements to practice are integrated with the curriculum. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be
1, 5, 6, 7, 8	**Thrive Programme**	**£5000**	+2 EEF: The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months' additional progress).
1, 3, 10	**Cool Kids programme and sensory package**	**£2000**	+5 EEF: Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities.
5, 6, 7, 8	**Testbase**	**£1000**	Testbase tests enable children to have low stakes opportunities to complete standardised tests and therefore children's confidence grows. It also allows us to track progress against ARE.
1, 5, 6, 7, 8, 9	**Teacher led intervention**	**£0**	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
1, 7	**Keep Up – Little Wandle**	**£500**	+4 EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.
Total Spend		**£28260**	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76,563

What is the barrier?	Tier 3: Wider Strategies	Research supporting action	
4	**Trip subsidy / External visits to school (estimation)**	**£5000**	Quotes from PP children on trips: “I like going places we have learnt about with my class.” “Whitemoor Lakes showed be I can push myself to try new things.” “Trips help me to understand what I have learnt about.”
4	**Spending on experience weeks in school e.g. Health Week and Arts Week**	**£5,000**	+3 EEF: Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.
4	**Y2/ Y6 residential**	**£6,000**	+4 EEF: Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.
1, 4, 5, 6, 7, 8	**Remote learning accessibility**	**£1000**	.+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress.
1, 2, 4, 5, 6, 7, 8, 9	**Curriculum Maps to promote parental engagement**	**£0**	+3 EEF: The association between parental involvement and a child’s academic success is well-established.
4	**Music School – wider opportunities and brass tuition**	**£5,000**	Quotes from PP Brass Players on its value in our curriculum: “Brass is a chance to be good at something else that isn’t just in the classroom. It is a good opportunity to show a skill to parents.” “It is fun and I am proud of how much better I am now!”
4	**Whole class guitar lessons for Year 5**	**£2000**	+3 EEF: Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.
1, 2, 3, 10	**Free breakfast club provision for children under social care plans/eligible for PP**	**£1450**	The National School Breakfast Programme: Research has shown a direct link between the breakfast habits of children and their educational attainment, with children in primary schools where breakfast is provided achieving on average up to two months’ additional academic progress over the course of a year.

3, 4	**Extra lunchtime learning and play leaders x 2**	**£3,500**	There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.
1, 3, 4, 9, 10	**Peer Mentors**	**£3000**	+6 EEF: Oral language interventions are about making the most of spoken language and verbal interaction for learning.
3, 10	**ELSA worker to carry out social/emotional work with targeted children**	**£33,015**	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment
3	**Good to be Green behaviour tracking**	**£0**	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.
2	**Attendance Officer to target PP families**	**£0**	DfE: The link between attendance and attainment in an assessment year The key findings in this report are aligned with the key findings of previous reports into this topic showing a positive correlation between increased attendance and attainment.
3	**2 staff trained as 'Mental Health First Aiders' to enhance social and emotional intervention**	**£1114**	+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment
4, 9	**Now Press Play**	**£3500**	EEF: Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.
4	**Oracy Resources**	**£600**	+6 EEF: Oral language interventions are about making the most of spoken language and verbal interaction for learning.
3	**First Aid training for children**	**£350**	EEF: By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational

			outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.
1, 2, 3, 4, 5, 6, 7, 8	**Parental Engagement**	**£0**	EEF: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.
3, 4, 9, 10	**ATTUNE project**	**£1000**	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.
1, 3, 4, 5, 6, 7, 8, 9, 10	**iPads**	**£7734**	.+4 EEF: Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.
Total Spend		**£76563**	

Total budgeted cost: £283,650

Part B: Review of outcomes in the previous academic year

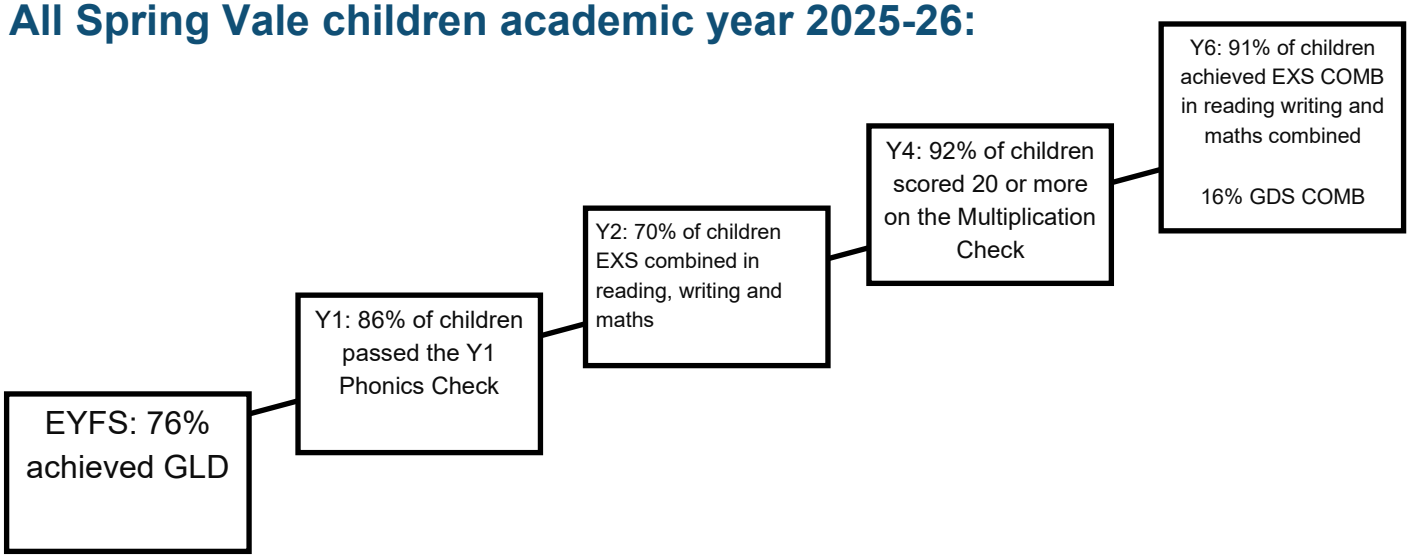
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

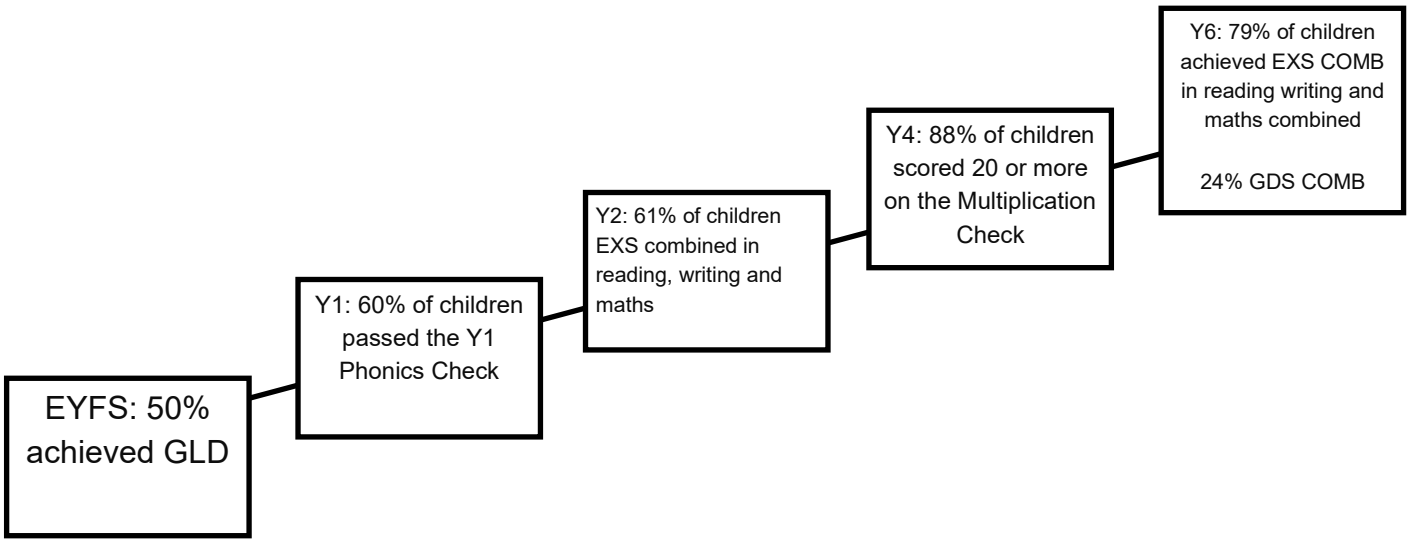
- Little Wandle training is up to date and Keep Up continues to target learners for intervention where necessary. In 2026, 60% of PP children passed the Phonics Check, compared to 80% nationally. This remains a focus for SIP 2026-27.
- Spring Vale has developed a bespoke curriculum that is inclusive and challenging for all so that all children make good progress across all subjects. Monitoring evidence demonstrates that teaching is at least consistently expected standard with elements of strong and exemplary practice across school. This ensures that all children receive quality first teaching across the curriculum.
- School utilised a range of strategies to support attendance and has a good relationship with the LA Attendance Officer.
- Attendance at the end of last academic year for PP was 94.3% overall, which was significantly above national PP attendance.
- Attendance (and that of Pupil Premium children) remains a key target on the School Improvement Plan for 2026-27.
- All teachers took part in a coaching and mentoring cycle of Teaching Trios led by the Deputy Headteacher. This has led to a development of practice and therefore quality first teaching.
- Two ECTs have been taken through the ECF and continue to be supported by the Deputy Headteacher. Three remain on the ECF framework for September.
- School offered a number of enrichment opportunities, such as trips, workshops, After school clubs, Breakfast club, experience weeks in school, religious celebrations, attendance celebrations and ‘Jump’ in’ weeks. Children have been on residentials, visited The Space Centre, Taken part in performances, Blists Hill, Chester Zoo as examples. These have not only built upon children’s attendance but also developed opportunities for cultural capital.
- All after school enrichment clubs are fully funded and PP children benefit from these as outlined in pupil voice and attendance trackers.
- Where pupils attend interventions, these are timetabled so that pupils didn’t miss quality first teaching in core subjects and also so that children have access to the wider curriculum.
- In 2026, Year 6 disadvantaged pupils achieved 87% EXS combined in Reading, Writing and Maths. This sits above the national average of all children at 63%.
- In 2026, Year 6 disadvantaged pupils achieved 20% GDS combined in Reading, Writing and Maths. This sits above the national average of all children at 8%.

We compare our Year 6 Pupil premium children to all children nationally to have the highest of expectations for this disadvantaged group.

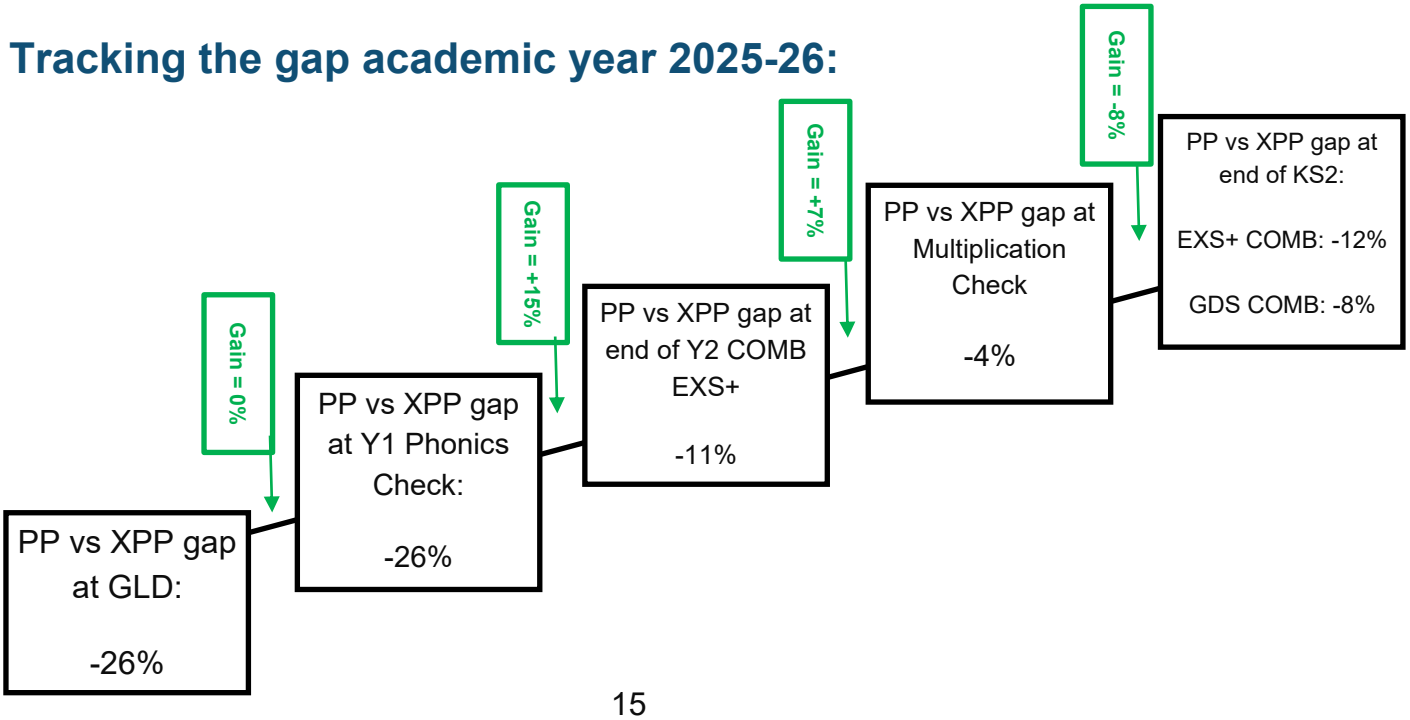
All Spring Vale children academic year 2025-26:



All Spring Vale children eligible for PP academic year 2025-26:



Tracking the gap academic year 2025-26:



Progress of disadvantaged learners (last available data 2023-24)

Average progress for disadvantaged pupils in reading, writing and maths

Help with progress scores

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	**5.68**	**5.15**	**6.81**
Confidence interval	2.4 to 9.0	2.0 to 8.3	3.7 to 9.9
Number of disadvantaged pupils	14	14	14
Disadvantaged pupils with adjusted scores	0	0	0
National average for disadvantaged pupils	Like-for-like -0.85	Like-for-like -0.69	Like-for-like -1.04
Reset comparator			

Average progress for disadvantaged pupils in reading, writing and maths

Help with progress scores

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	**5.68**	**5.15**	**6.81**
Confidence interval	2.4 to 9.0	2.0 to 8.3	3.7 to 9.9
Number of disadvantaged pupils	14	14	14
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils Switch comparator	0.43	0.36	0.51

View pupil breakdown

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No children entitled to Service Pupil Premium.
What was the impact of that spending on service pupil premium eligible pupils?	No children entitled to Service Pupil Premium.