



Pupil premium strategy statement 2025/2026

School overview

Detail	Data
School name	Sowe Valley Primary School
Number of pupils in school	209 (233 with Preschool)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Emma White
Pupil premium lead	Emma White
Governor / Trustee lead	Victoria Seaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135, 505
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	£137, 317

Part A: Pupil premium strategy plan

Statement of intent

At Sowe Valley Primary School, we have high expectations for every child. We believe that, with high-quality teaching, strong pastoral support, effective engagement with parents, and a personalised approach to meeting individual needs, every pupil can fulfil their academic, social, and emotional potential.

Our school vision – to Belong, Believe and Become – underpins all that we do.

- Belong – We ensure every child feels safe, valued, and part of our Sowe Valley community.
- Believe – We nurture confidence, curiosity, and self-belief so that every pupil knows they can achieve.
- Become – We empower children to grow into resilient, responsible, and compassionate individuals, prepared for the challenges and opportunities of the wider world.

These principles are reflected in our core values. We encourage our pupils to be: Resilient, Responsible, Relate well to others, Risk-takers, Reflective, Resourceful, and Ready to learn. These seven 'R' values shape our culture and guide how we support every child to flourish — especially those facing disadvantage.

We recognise that some pupils face additional barriers which may impact their learning. Through evidence-informed strategies and sustained, targeted support, we work to remove those barriers and provide every pupil with the opportunity to thrive.

Identified Barriers to Learning

Common barriers to learning for our disadvantaged pupils include:

- Low starting points in the Early Years
- Oral language development and limited vocabulary
- Reduced parental engagement with learning at home
- Lower attendance and punctuality compared to peers
- Limited life experiences beyond home and community (cultural capital)

Our Ultimate Objectives

Our aims for disadvantaged pupils are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Ensure all disadvantaged pupils meet or exceed nationally expected progress rates
- Improve attendance and punctuality for all disadvantaged pupils
- Support pupils to develop confidence in communication and self-expression
- Raise aspirations so pupils believe in themselves and are inspired to achieve their full potential

Provision and Strategies

Our provision for disadvantaged pupils includes (but is not limited to):

- Ensuring high-quality teaching in every classroom through continual professional development and coaching
- 1:1 and small group interventions
- Targeted CPD for staff and collaboration with external agencies

- Subsidising enrichment opportunities such as trips, visits, and residential to build cultural capital
- Providing nurture and pastoral support, addressing emotional and behavioural needs
- Speech and language interventions including Wellcomm and on-site therapy
- Pupil Premium Champions supporting identified pupils daily
- Access to technology and digital resources for home learning
- Delivery of 'keep-up' and pre-teach interventions
- High-quality CPD focused on inclusion, adaptive teaching, and closing the gap
- Transition support
- Collaboration with Maths Hub and Mastery approaches

All strategies are evidence-informed and guided by the Education Endowment Foundation (EEF) recommendations. Our approach is continually reviewed to ensure maximum impact and sustainability.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years - Many disadvantaged children at Sowe enter the Early Years well below age-related expectations in most areas of learning, particularly in communication, language, and early literacy. They often require significant support to develop key skills and build firm foundations for future learning.
2	Oral language skills and limited vocabulary - Assessments and observations show that many disadvantaged pupils at Sowe have underdeveloped oral language and vocabulary from Preschool through to Key Stage 2. Limited oracy affects their confidence, ability to articulate ideas and understanding, engagement in classroom discussions and outcomes.
3	Limited parental engagement - Some parents of disadvantaged pupils at Sowe face barriers to engaging with school life and supporting learning at home. For some, negative past school experiences affect their confidence in working with staff, while others are unsure how best to help their child's learning. As a result, pupils are not supported at home and participation in school events is often lower than desired.
4	Attendance and punctuality concerns - The majority of pupils who are persistently absent at Sowe are disadvantaged. Their lower-than-expected attendance and punctuality reduce valuable learning time and impact overall attainment. Missed lessons cause gaps in knowledge and progress, leading these pupils to fall further behind their peers
5	Some children have limited life experiences and low aspirations - Many disadvantaged pupils at Sowe have limited experiences beyond their home and local community. This restricts their exposure to cultural, social, and enrichment opportunities that build background knowledge and ambition. As a result, pupils can struggle to connect learning to the wider world and may have lower aspirations for the future.

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
Increase the number of disadvantaged pupils achieving GLD	Close the gap by the end of Reception so that more disadvantaged children achieve GLD. Disadvantaged children achieve national expectations for communication and language. Disadvantaged pupils achieve in line with non-disadvantaged pupils
Improve oral language skills and vocabulary among disadvantaged pupils	The teaching of vocabulary will be consistent and embedded across the school Pupil voice will demonstrate that children have the vocabulary needed to communicate effectively and articulate what they know Book looks will show children can use a wide range of vocabulary in their work. Monitoring and assessments indicate an improvement in oral language skills and vocabulary among disadvantage pupils.
Increase the number of disadvantaged pupils passing phonics screening check	Achieve at least expected or above national expected standard in Phonics Screening Disadvantaged pupils achieve in line with non-disadvantaged pupils
Increase the number of disadvantaged pupils passing the multiplication check	Number of disadvantaged pupils passing multiplication check is at least in line with national Disadvantaged pupils achieve in line with non-disadvantaged pupils
Attainment in Reading, Writing and Mathematics for disadvantaged pupils at the end of KS2 is above national expectations.	Achieve above national expectations in end of KS2 Reading, Writing, Grammar and Maths. Disadvantaged pupils achieve in line with non-disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Ensure attendance of disadvantaged pupils is at or above national average and persistent absence is low. Continue to close the gap so that the attendance of disadvantaged pupils and non-disadvantaged decreases.
To reduce the impact of social and emotional experiences in home life on pupil attainment and wellbeing	All disadvantaged pupils have access to enrichment activities and real-life experiences. Children will be identified based on SEMH need - In school interventions and external agency support where required for pupils and families. Pupil and parent questionnaire feedback. Reduced number of incidents on CPOMs
Improved parent/carers engagement across the school	Increase in the number of parents/carers engaging with workshops Parents feel better equipped to support their child at home Increase in the number of children consistently accessing home learning activities Parent voice indicates parents know how to support their child at home

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 (for example, CPD, recruitment and retention)

Budgeted cost: £19,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher across Preschool and Reception to supports smaller group ratios for focused teaching, interventions, release EYFS staff for training and observation, upskill staff in effective EYFS practice, liaise with external agencies (e.g. SALT, SEMH teams), and implement professional advice to improve outcomes. 1 day per week (£12000)	<i>EEF Early Years Toolkit:</i> Early Literacy (+4 months), Early Numeracy (+6 months), Communication and Language Approaches (+6 months), and Reducing Class Size (+3 months). EEF notes that smaller group ratios, structured interaction, and skilled adult engagement have the greatest impact when linked to a coherent curriculum and professional development	1, 2, 3,
Phonics refresher training to ensure fidelity to the phonics scheme and consistency in practice.(£400)	EEF: Phonics – very high impact (+5 months); Early Literacy (+4 months).	1, 2,
High-quality CPD for teachers and support staff, delivered through a range of sources including in-school coaching and external specialists focusing on Scaffolds and Support, Sustained Shared Thinking, WellComm, ShREC, and Square Peg, Round Hole to deepen interaction quality, inclusion, and behaviour support (£5,000)	EEF: Professional Development – moderate to high impact when sustained; Oral Language Interventions (+6 months); Social & Emotional Learning (+4 months).	1, 2,
Embedding 'Pupil Premium First' classroom practice, ensuring disadvantaged pupils are	EEF: Feedback (+6 months); Metacognition and Self-Regulation (+7 months).	1, 2,

prioritised for questioning, feedback, and scaffolding.		
Participation in NCETM 'Mastering Number' and Maths Hub training to strengthen early numeracy, reasoning and fluency pedagogy. (£540)	EEF: Mastery Learning (+5 months); Early Numeracy (+6 months).	1, 2
Coaching to develop teacher expertise across the school and ensure high quality teaching (£5000)	EEF: Collaborative Professional Development and Feedback – sustained, iterative coaching has high impact on pupil outcomes. 'Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie 2015), particularly those from disadvantaged backgrounds (William, 2016)	1, 2

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

Budgeted cost: £78,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Labs delivered to target pupils in Year 1 and Year 2 to boost early reading fluency, comprehension, and writing confidence through structured, evidence-based sessions. (£1500)	EEF: <i>Reading Comprehension Strategies</i> (+6 months); <i>Collaborative Learning</i> (+5 months); <i>Small Group Tuition</i> (+4 months). Focused early literacy intervention supports rapid progress and bridges attainment gaps.	1, 2, 3
Speech and Language Therapist commissioned to provide individual and group programmes and coach staff in strategy use (£3,420).	EEF: Oral Language Interventions (+6 months); Collaborative Professional Development – moderate to high impact when external expertise is embedded.	1, 2, 3,
Purchased and delivered BLAST programme to strengthen listening, attention, and early language development in EYFS and KS1 (£500)	EEF: <i>Oral Language Interventions</i> (+6 months); <i>Early Literacy Approaches</i> (+4 months). Structured, evidence-based programmes improve communication and foundational literacy.	1, 2, 3
'Keep up' interventions (1:1 and small-group sessions) led by TAs (£48,404)	EEF: <i>Teaching Assistant Interventions</i> (+4 months); <i>Small Group Tuition</i> (+4 months); <i>One-to-One Tuition</i> (+5 months). Targeted, short, frequent sessions linked to classroom learning accelerate progress.	1, 2

Catch up phonics interventions delivered in small groups or 1:1 sessions for pupils who need additional practice to secure blending and segmenting skills, ensuring they keep up with their peers. (£5,000).	<i>EEF: Phonics – very high impact (+5 months); Reading Comprehension Strategies (+6 months); Small Group Tuition (+4 months).</i> Systematic, targeted phonics intervention has strong evidence for improving early reading outcomes.	
Pupil Premium Champion TAs providing daily 1:1 interventions and mentoring focused on reading, spelling, and times-table fluency (£5,973).	<i>EEF: Feedback (+6 months); Reading Comprehension Strategies (+6 months); Teaching Assistant Interventions (+4 months).</i>	1, 2, 3
Additional Teaching Assistant across Reception and Year 1 focusing on early intervention and foundation skills to address emerging needs swiftly and provide targeted, structured support. (£10000)	<i>EEF: Early Years Toolkit – Early Literacy (+4 months), Early Numeracy (+6 months), Communication and Language Approaches (+6 months).</i> Smaller groups and skilled adult interaction improve early outcomes.	1, 2
WellComm screening and delivery (includes screening materials; SENCO time; Intervention (£5,522).	<i>EEF Early Years Toolkit: Communication and Language Approaches (+6 months); Early Literacy Approaches (+4 months).</i> Early screening and targeted language support have significant impact on later attainment.	1, 2

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

Budgeted cost: £36,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-targeted and effective pastoral care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life (£27,360).	<i>EEF: Social and Emotional Learning (+4 months); Behaviour Interventions (+4 months).</i> Targeted pastoral support improves wellbeing, behaviour, and engagement in learning.	
Education Attendance Officer employed to support families with attendance and acute need (£1,200).	<i>EEF: Parental Engagement (+4 months); Behaviour Interventions (+4 months).</i> Collaborative approaches between school and families reduce persistent absence and improve attendance	4

Work with vulnerable families to improve parental engagement through workshops (£500).	<i>EEF: Parental Engagement (+4 months); Reading Comprehension Strategies (+6 months)</i> . Building parents' understanding of how to support learning at home raises attainment.	3
Training and purchasing of the myHappyMind programme implemented across school to build emotional literacy, resilience, and positive mental health habits (£3000).	<i>EEF: Social and Emotional Learning (+4 months); Behaviour Interventions (+4 months)</i> . Structured, whole-school SEL programmes improve self-regulation, relationships, and readiness to learn.	1, 2, 3,5
Toast for all pupils every morning to ensure pupils start the day fed and ready to learn, improving punctuality, calm starts and engagement (£100).	<i>EEF: Social and Emotional Learning (+4 months); Behaviour Interventions (+4 months)</i> . Consistent morning routines and meeting basic needs support readiness to learn and attendance.	1, 2, 3, 4
Access to enrichment and first-hand experiences to remove financial barriers and promote inclusion and participation (£3000).	<i>EEF: Arts Participation (+3 months); Outdoor Adventure Learning (+4 months); Extending School Time (+3 months)</i> . Many children do not have access to activities which promote cultural capital. Access to enrichment opportunities enhances confidence, attendance and social skills.	1, 2, 4, 5

Total budgeted cost: £137,317

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 2025 academic year.

Attendance

- Attendance of disadvantaged children (89.8%) has increased by 0.9% this year.
- Persistent absence for disadvantaged pupils has reduced by 10.4% from last year.
- Attendance for disadvantaged pupils remains a focus for next academic year so that attendance continues to increase, persistent absence continues to decrease and the gap with non-disadvantage continues to close.

EYFS – 25 children (11 children - 44% disadvantaged, National 17.6%)

- The overall gap to national continues to close.
- The percentage increase in the number of disadvantaged pupils achieving GLD this year compared to last, is significantly better than the percentage increase in non-disadvantage achieving GLD.
- However, disadvantaged pupils overall did not attain as highly as their non-disadvantaged peers so this will remain an action for PPG funding plan 25/26.
- Percentage of pupils who are disadvantaged and SEND, who achieved GLD (25%) was higher than national (16.7%)

Year 1 Phonics Screen - 28 children (12 children - 43% disadvantaged, National 17.6%)

- Year 1 phonics outcomes for disadvantaged pupils has increased from last year.
- Year 1 Phonics Screening outcome for disadvantaged pupils is (66.7%) is in line with National (66.8%).

Year 2 Phonics re-screen - 9 children (5 children disadvantaged)

- Year 2 Phonics re-screening outcome for disadvantaged pupils (60%) is above National (43.8%).

Multiplication Check - 31 children (11 children - 35% disadvantaged)

- 55% disadvantaged pupils achieved full marks, this has increased from previous year (20%)
- 82% disadvantaged pupils achieved a score of 20+, this has increased from previous year (50%)
- The gap has closed between the percentage of disadvantaged pupils achieving full marks and 20+ and non-disadvantaged has closed this year.

Key Stage 2 - 28 pupils (15 children – 53.6% disadvantaged, 30.8% national)

Attainment of disadvantage pupils

		School	National
Reading	Expected	66.7%	59.7%
	Greater Depth	20%	19.4%

Writing	Expected	73.3%	56.8%
	Greater Depth	13.3%	3.8%
Maths	Expected	73.3%	58.4%
	Greater Depth	13.3%	13.4%
R,W,M	Expected	66.7%	44.7%
	Greater Depth	6.7%	2.0%
GPS	Expected	80%	60.5%
	Greater Depth	40%	19.7%

- Disadvantaged pupils at Sowe Valley achieved above national in all areas.

Progress across three years for disadvantaged pupils at the end of Key Stage 2

Establishment	Indicator	Cohort 2025	Average of Years 2025	values (& YoY* vs Self)		
				2023	2024	2025
Sowe Valley Primary School	Reading ≥ Exp. Std.	15	54.1%	45.5% +20.5% pts	50.0% +4.5% pts	66.7% +16.7% pts
	Writing TA ≥ EXS	15	58.6%	45.5% +20.5% pts	57.1% +11.6% pts	73.3% +16.2% pts
	Maths ≥ Exp. Std.	15	55.6%	36.4% +11.4% pts	57.1% +20.7% pts	73.3% +16.2% pts
	GPS ≥ Exp. Std.	15	57.8%	36.4% -13.6% pts	57.1% +20.7% pts	80.0% +22.9% pts
	RWM ≥ Exp. Std.	15	48.7%	36.4% +19.7% pts	42.9% +6.5% pts	66.7% +23.8% pts
	RWM = High Std.	15	2.2%	0.0% 0.0% pts	0.0% 0.0% pts	6.7% +6.7% pts
	Reading = High Std.	15	16.2%	0.0% 0.0% pts	28.6% +28.6% pts	20.0% -8.6% pts
	Writing TA = GDS	15	4.4%	0.0% 0.0% pts	0.0% 0.0% pts	13.3% +13.3% pts
	Maths = High Std.	15	12.2%	9.1% +9.1% pts	14.3% +5.2% pts	13.3% -1.0% pts
	GPS = High Std.	15	29.6%	27.3% +27.3% pts	21.4% -5.9% pts	40.0% +18.6% pts

- Three year upward trend in all areas apart from Reading and Maths at greater depth. This will be a focus next academic year.

Closing the gap of disadvantaged and non-disadvantaged attainment at the end of Key Stage 2

		Difference between disadvantaged and non-disadvantage 2023-2024	Disadvantaged 2024-2025	Non-disadvantaged 2024-2025	Difference between disadvantaged and non-disadvantage 2024-2025
Reading	Expected	-25%	66.7%	69.2%	-2.5%
	Greater Depth	-15.2%	20%	15.4%	-0.2%
Writing	Expected	-11.7%	73.3%	76.9%	-3.6%
	Greater Depth	-12.5%	13.3%	7.7%	+5.6%
Maths	Expected	-36.7%	73.3%	69.2%	+4.1%
	Greater Depth	-17%	13.3%	23.1%	-9.8%
R,W,M	Expected	-30.4%	66.7%	76.9%	+3.1%
	Greater Depth	-34.9%	6.7%	15.4%	+24.6%
GPS	Expected	-13.4%	80%	61.5%	+5.2%
	Greater Depth	-6.3%	40%	0%	+6.7%

- The gap between the percentage of disadvantaged and non-disadvantaged pupils has decreased in every area.

- In the following areas, disadvantaged pupils are achieving better than non-disadvantaged: Greater depth writing, Maths expected, RWM expected and greater depth, GPS at expected and greater depth.
- Next year we will continue to close the gap between disadvantaged and non-disadvantaged pupils at the end of key stage 2.

Wider Development

- *79% of disadvantaged pupils accessed extra-curricular opportunities, aiming for 100% next academic year.*
- *100% received free toast every morning*
- *100% of disadvantaged pupils accessed trips and experiences*
- *97% of parents agreed or strongly agreed their child feels safe at Sowe Valley.*
- *94% of parents agreed or strongly agreed that the school makes sure its pupils are well behaved.*
- *93% of pupils have an adult at school they can talk to if something is worrying them.*
- *96% of pupils feel that if bullying happens, teachers are good at resolving it*

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
Mastering Numer	Maths Hub
Project X upgrade	Oxford University Press
Talisman	
Wellcomm	
Blast	
Speech and language therapist	Pepper Therapy
Times Table Rockstars	TTRS
Online platform	Google Classroom
Coaching	Liz Mynott and Acorn Education

Further information

Our Pupil Premium offer for all of our Pupil Premium children:

Supporting Pupil Premium Learners at Sowe Valley



In every lesson

- Greet individuals each morning, get to know them personally as well as academically, check in with them after transitions eg week-ends, break times, periods of absence
- Use a range of questioning to support and challenge – use targeted questioning and additional thinking time to increase their participation
- Every child a thinker, every child participating
- Ensure they understand the meaning of vocabulary
- Go over to them after main teach and check they understand the learning before they start, remodel if required on a whiteboard. T/TA check in with them several times during the lesson
- Ensure they know what they are aiming for – what does a good one look like? How will they know they have met the learning objective?
- Offer verbal feedback throughout the lesson
- Mark several answers with the child during the lesson to ensure they are progressing well
- Check who they are sitting next to – is it someone who can give them different ideas
- Include paired and group work – provide ground rules for this and make sure pp are actively involved
- Check in with individuals at the end of each day and ask them how their day has been. Wish them a nice evening.
- Provide lots of praise and encouragement.
- Opportunities to show/explain how they are feeling
- Consider different ways of children recording their ideas and showing their understanding
- Use of sentence stems
- Putting provision in place identified on plans/reports

In Literacy lessons

- Ensure children understand the meaning of the vocabulary when gathering ideas
- Encourage children to speak their sentences out loud before writing them.
- Check individuals are clear on the focus of each learning chunk (lens)
- Provide extra support during the planning and editing process.
- Provide a reading pack which remains in the child's drawer.

In Maths Lessons

- Consider supports and scaffolds
- Ensure useful resources are readily available
- Provide modelled examples for children to copy the method
- Use concrete resources to secure a new concept
- Use starters to retrieve previous learning and make links
- Use sentence stems so children can reason and explain their answers clearly

Interventions

- Keep up interventions prioritised for PP children
- Specifically targeted at gaps
- Monitored for effectiveness – if it's not helping to close the gaps then try a different approach
- Pre-teaching concepts and vocabulary

- *If children are not accessing home learning, find daily reading/spelling/times table slots*

Whole school

- *Subsidising school clubs and trips*
- *Providing an Amazon Fire if required to allow children to access TTRS, Google Classroom and their homework.*
- *Toast provided for breakfast*
- *Spare uniform from the box for any child who needs it.*
- *Parent workshops*
- *1:1 learning mentor support*
- *Providing PE kit if required*