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	Stour Valley Community School
Number of pupils in school	568
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-5 to 2026-7
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026 (Updated Nov 2026)
Statement authorised by	R Kelly Headteacher
Pupil premium lead	N Mussett Deputy Headteacher
Governor / Trustee lead	N Vosper Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,100
Recovery premium funding allocation this academic year	£0
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	£144,100

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all children, regardless of their background, starting point or aspirations, are helped to achieve their potential. We use this funding to support students on an individual or group basis, remove barriers to learning, encourage resilience and ensure positive mental health and wellbeing. We aim to close any gap in attainment and progress between students in receipt of the funding and their peers.

We recognise that not all students who are disadvantaged have been registered or have qualified for Free School Meals. To ensure equality of opportunity, Pupil Premium funding will be used to support any student, or groups of students, the school has legitimately identified as being disadvantaged, alongside Pupil Premium students. This relates to students of any academic ability.

Central to our approach is ensuring that 'quality first' teaching and learning opportunities meet the needs of all of our students, regardless of social background or specific educational need. We recognise that some students do not require any special intervention, but may benefit from extra support at specific times during their education. It is intended that a focus on highly effective teaching will promote sustained progress for both non-disadvantaged and disadvantaged students.

The EEF Guide to the Pupil Premium | Education Endowment Foundation

A key strategy is the targeting of additional support to result in every identified student being able to achieve at least their expected level of progress through full access to the curriculum and extra-curricular provision. This requires a whole school commitment to the development of disadvantaged students, which is monitored through robust data analysis, the use of specialist resources such as the Tute and the implementation of personalised approaches.

Challenges

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

Challenge number	Detail of challenge
1	The reading ages of disadvantaged students are generally lower than those of their peers (some are as low as 5 years). Screening takes place for all students on entry to school and then diagnostic testing takes place for

	identified students. Where students have a reading age below 10 years, this significantly impacts their ability to access written curriculum resources. The 2025-6-year 7 pupil premium cohort has an average reading age of 13.76 compared to 14.06 for the non-pupil premium students. This is unusually high for both and contrasts with the previous year 7 cohort where the average for pupil premium was 10.82 against 12.15 for the rest of the cohort. In 2024-5 53% of pupil premium students in year 7 had a reading age below 11 years, compared to 36% of non-pupil premium students.
2	Overall attainment and progress of disadvantaged students, across all year groups, is generally lower than that of their peers. Data from primary schools, assessment on entry, CAT4 data and ongoing assessments are used to identify students who have gaps in their working knowledge. Data for 26-27 based upon FFT50 **SATs (Average of all year groups 7-11)** Whole school non-PP Attainment 8 target (FFT50) = 5 Whole school PP Attainment 8 Target (FFT50) = 4.5
3	The attendance of disadvantaged students is consistently below that of their peers and a disproportionate percentage are Persistent Absentees. Attendance data is monitored, by year group, on a weekly basis. When students are not in school they are unable to access the curriculum effectively. **2025-26** Overall attendance non-PP = 93% Overall attendance PP = 83% Total overall attendance – 91%
4	The cultural capital of disadvantaged students is generally lower than that of other students. Being situated in a rural location means that public transport is limited or non-existent, with the cost of other transport prohibitive. Access to local cultural experiences is often limited by cost and distance. learning_about_culture_overarching_evaluators_report.pdf Culture, Creativity and Narrowing the Gap | A New Direction
5	Pupil premium students currently in key stage 3 have on average lower prior attainment in Maths (KS3 Average). A key area which has been identified as a barrier to learning is fluency of times tables. **SATs** Whole school non-PP Attainment 8 target (FFT50) = 4.9 Whole school PP Attainment 8 Target (FFT50) = 4.2

Intended outcomes (Created at start if the 3 year plan)

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
The reading age of disadvantaged students will be in line with that of their peers prior to beginning KS4	Students who have reading ages below 10 years at the beginning of year 7 will show improvement in reading age before year 10. This will be achieved through interventions run by the SEND team as well as the whole school and tutor time reading strategies. The initial gap between PP and non-PP students will have reduced before year 10.
Improved overall progress made by disadvantaged students so they are more in line with their peers.	In 2023-4 the gap for disadvantaged students at the end of year 11 was 1.1 grades on average. This gap has closed significantly over the past few years, but we aim to close this further.
Improved and sustained attendance by disadvantaged students to ensure they are able to cover all of the curriculum.	Attendance is improved for disadvantaged students, significantly reducing the gap of 10.5% seen in 2023-4 and reducing the persistent absence for disadvantaged students closer in line with their peers. At the end of the 2023-4 academic year a large gap continued to be seen. The aim is to close this gap throughout the year with targeted intervention from Aquinas and with support from tutors, Raising Standards Leads and Senior Leadership.
An increase in the number of cultural events experienced by students	For all students to be able to explain their personal involvement in a range of cultural experiences. These to be both local and national, ideally involving a mixture of school-organised visits and family events.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve use of Adaptive Teaching to ensure disadvantaged e	Adaptive teaching to be used to consistently and effectively to ensure that disadvantaged students are	2, 3, 5

students fully engage with learning	covering the curriculum content in a way which is appropriate to them. CPD will address Adaptive Teaching along with Positive Regard. Blue folders will be used to identify and show strategies for pupil premium students within all classes. EEF blog: Moving from 'differentiation' to 'adaptive teaching' | EEF Why Positive Regard . . . – Positive Regard	
Whole school reading strategies	At KS3 reading is a focus in tutor time, with group texts led by the tutor. Tier 2 and 3 vocabulary is actively taught in all subjects. Reading comprehension strategies | EEF	1
Use of Standardised Testing	CAT4 and FFT testing will be carried out for all students entering in year 7. This data will be available to all staff on Go4Schools. CAT4 data will be used to identify areas in which students may require additional support on entry to the school. This will be used to tailor support both in lessons and with additional interventions. Additionally CAT4 will be used to improve targeting by comparison with SATs data and to ensure accurate data is a available for those entering the school mid-year. CAT4 tests: what teachers need to know | Tes The proof is in the pudding – and it's called CAT4 | School Management Plus FFT testing is carried out in English lessons and data shared with all staff via Go4Schools. This is reviewed	1, 2, 5

	regularly and interventions planned to respond. Reading Assessment Programme for Primary Schools | Decoding, Fluency and Diagnostics | FFT Blogs - GL Assessment	
Use of an LSA to deliver reading intervention	Rapid Plus has a proven track record and stages students from emerging to confident readers. Rapid Plus - Catch Up Literacy Lexia is also a widely proven package for reading intervention which we are investigating as a school. £4000 Product Efficacy and ESSA Evidence | Lexia	1
Boosters	Booster sessions are timetabled and involve students from different year groups to support attendance. The staffing of these involves 4 staff at a total of £60,000 in staff hours for the academic year. 2. Targeted academic support | EEF	2

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

Budgeted cost: Up to £9,500 (shared with wider strategies)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Rapid Reader or another reading intervention program	Rapid Plus has a proven track record and stages students from emerging to confident readers. It has age-appropriate content and is designed for KS3 readers. Rapid Plus - Catch Up Literacy Lexia is also being used for intervention by the SEND department. Product Efficacy and ESSA Evidence | Lexia	1

Use of suitable alternative provision to support with academic progress	Where appropriate an online provision will be used, at the discretion of the school, to support learning. An example of this we will commission Alvin for students who are unable to access in school provision. We will as a school use the provision we feel best suits the needs of the individual case.	1,2, 3, 5

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

Budgeted cost: Up to £9,500 (shared with targeted academic support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Aquinas to identify needs for bespoke packages to support individual learners and administer interventions for low attenders	Aquinas will support the school by carrying out meetings with students and their families when attendance becomes a concern. They will advise on the actions that we should take and provide expert council on our attendance strategies. https://www.aquinasprovisions.com/testimonials.html This has an annual cost of £6000	3
Provision of activities and resources to ensure all students can take a full part in school life	The provision of day-to-day resources, along with costs for visit, music tuition etc allows all students to develop beyond the academic curriculum. CYP Now - Parents funding school uniforms with debt, survey finds	3, 4
Use of Pastoral Support Officer and LSAs to investigate a courses and support students to consider the most appropriate post-16 courses	Additional support provided to make appointments, attend interviews, investigate transport and ask any questions. Pupil premium students, along with those who are SEND, have priority for careers meetings are arranged first. This allows for a second follow up appointment when needed. Trainee social worker to support at risk families and students	4
Careers	A careers advisor is employed each Monday throughout the academic year. Pupil premium students are prioritised for meetings (along with SEND) to allow time to revisit these where required.	2, 4, 5

	Each year at least one interview is offered to all year 9, 10 and 11 students. Any remaining times are offered to Pupil Premium and SEND students in year 7 and 8. The cost of this is £150 per day for approximately 35 occasions (depending on PD days and bank holidays this may vary) giving an expected annual cost of £5,250. We aim to use these sessions to increase ambition, ensure that students have access to independent advice and to reduce the risk of NEET.	

Total budgeted cost: £144,100.00

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.

There was an improvement in the overall Attainment 8 for pupil premium students in year 11 of 0.3, however there is still an attainment gap compared to their non disadvantaged counterparts. this cohort. We have strengthened our use of data to identify at earlier stages in our student's academic careers those students who are at risk of failing to meet their targets. These students will be prioritised for booster sessions, run during the school day; to support progress and their progress will be monitored as an ongoing action The ongoing work to increase attendance will also continue to have an impact.

Year 10 pupil premium students showed a small deficit in end of year exams against their targets, but in line with the progress which would be expected of them over the remainder of key stage 4. The strategies outlined above will help to further close this with the aim of exceeding their targets, closing the gap on the rest of the cohort.

The percentage of incidents of Suspension involving disadvantaged students was 34% in 2024-25, This figure continues to drop and in 2025-26 it was 25%. This data includes students who had multiple suspensions within the academic year. We are using mentoring from both internal and external sources to work with students who are at risk of or have previously been suspended to reduce the likelihood of this occurring. The number of students receiving 1 or more suspensions has dropped significantly.

No barrier to learning was presented to disadvantaged students because of inability to afford the same materials as other students. All students wanting to go on visits were able to do so. Arrangements were put in place to ensure students could take part in all school events, fully participate in all lessons and have correct uniform. This supported engagement with curriculum, promoted good attendance and raised self-esteem.

Persistent absence significantly decreased in 2025-26 compared with previous years. The average attendance figure for all PP students remained similar to the previous academic year and it is a priority to increase this figure. Attendance is a key area for the school and nationally is in decline. Steps have been put in place such as working with Aquinas to rectify this downward trend and working with the LA regarding students who struggle to access school.

Reading interventions have shown a significant increase in the reading age when students were retested. Whilst strategies such as the tutor time reading program were having a more significant impact – we do continue to prioritise reading for all students in all lessons. Reading ages of all students is monitored by the English department and pupil premium students who retain a gap will be offered tiered intervention support

Externally provided programmes

Programme	Provider
Careers advice	JCR Careers

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

Further information (optional)

Pupil Premium is a key strand of both the 3-year and current year's School Development Plan. Alongside use of the Education Endowment Fund's Teacher Toolkit, staff will receive training on strategies to support disadvantaged students, which can also benefit everyone in the group. Alongside strengthening 'quality first' teaching, staff will be asked to make adjustments to everyday aspects of their teaching, such as where they position disadvantaged students in the classroom and monitoring how many positive interactions they have with disadvantaged students each lesson.

The aim is to have interventions starting as soon as possible in the academic year, rather than waiting for a range of assessment data to support the need for interventions. The expectation is that this approach has a more immediate impact and progress can be seen earlier in the year, ideally removing the need for long-term personalised support.

The EEF Family of Schools data means that we can easily identify similar schools and look to share successes. There are a number of local schools included on the list, making information sharing more meaningful with a shared context for learning and progression.

Within the local community students are encouraged to take part in projects which include archaeology in Clare Country Park, contributing to local Remembrance Services and providing resources for the local food bank. In addition, the school works closely with a local community group to be able to open the school swimming pool, to the general public during the school summer holiday, providing a valuable sporting resource in the rural environment.