

Pupil premium strategy statement – Severn Vale School

November 2025

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1353
Proportion (%) of pupil premium eligible pupils	334 (24.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/6
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Richard Johnson, Headteacher
Pupil premium lead	Simon Ball, Assistant Headteacher
Governor / Trustee lead	Laura Snowdon, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,190
Total budget for this academic year	£335,190

Part A: Pupil premium strategy plan

Statement of intent

At Severn Vale School, our overarching ambition is that every student, regardless of background, prior attainment, or personal challenge, achieves the highest possible outcomes in both progress and attainment. We are committed to providing a rich educational environment, extending opportunities beyond the classroom to ensure that all students can realise their full potential (DfE, 2022).

We recognise that some students face additional barriers to success, including socio-economic disadvantage, limited cultural capital, or other contextual challenges. Our goal is to provide targeted support to ensure that these students receive the additional interventions they need to succeed, thereby reducing the impact of these disadvantages (Sutton Trust, 2019).

Our approach is holistic: we provide high-quality provision academically, pastorally, and culturally. Central to this is the recruitment, retention, and professional development of exceptional teaching and support staff, alongside the development of robust strategies for behaviour management, attendance, social and emotional support, and cultural enrichment. High-quality pastoral systems underpin our ethos, fostering positive relationships between staff, students, and families—relationships shown to be critical to student engagement and achievement (Hattie, 2009).

By combining these strategies, we aim to dismantle barriers to learning and cultivate a school environment where every student can thrive, irrespective of their starting point. We provide targeted interventions informed by evidence-based practice, including academic support, pastoral mentoring, and personalised enrichment, prioritised according to robust tracking and monitoring systems. We actively draw upon the research and guidance of the Education Endowment Foundation, as well as best practices observed in other successful schools, adapting these strategies to meet the specific needs of our students (EEF, 2020).

Our aim is that every student who joins Severn Vale in Year 7 leaves in Year 11 having achieved the very best outcomes possible. High aspirations underpin all our work, with the successes of each child celebrated within the school, in the wider community, and as they progress into further education or employment. We maintain high expectations for all students, scaffolding their learning to ensure equitable access to opportunities.

Our curriculum is ambitious, broad, and inclusive, designed to meet the diverse needs of all learners. High-quality teaching and learning remain central, with particular focus on strategies that support disadvantaged students to overcome barriers and achieve excellence. Through this evidence-informed, inclusive, and aspirational approach,

Severn Vale School aims to ensure that all students are equipped to succeed academically, socially, and culturally.

- **References:**

- Department for Education (DfE). (2022). *School accountability and inspection guidance*. London: DfE.
- Education Endowment Foundation (EEF). (2020). *EEF Guide to Pupil Premium*. London: EEF.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Sutton Trust. (2019). *Closing the Gap: Research on Educational Disadvantage*. London: Sutton Trust

Challenges

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

Challenge number	Detail of challenge
1	We aim to continue improving overall student attendance, with a particular focus on students from disadvantaged backgrounds. Research and outcomes consistently demonstrate that poor attendance disproportionately affects the attainment and long-term outcomes of disadvantaged students (Gorard, 2013; Department for Education, 2022). Targeted interventions will be implemented to address persistent absence and foster consistent engagement.
2	We seek to enhance the resilience and self-regulatory skills of all students, particularly those from disadvantaged backgrounds, through the development of cognitive and metacognitive strategies. Evidence indicates that teaching students how to plan, monitor, and evaluate their learning supports improved academic outcomes and social coping skills (Dweck, 2006; OECD, 2013). Additionally, we aim to increase the participation of disadvantaged students in extracurricular and enrichment activities, which research shows can bolster motivation, engagement, and social capital (Fletcher et al., 2020).
3	Students from disadvantaged backgrounds enter school with on average lower prior attainment compared to their peers, and internal assessment data indicate that this attainment gap often widens as students progress through the school. Evidence highlights that without targeted intervention, disadvantaged students are at risk of falling further behind, emphasising the need for high-quality, evidence-informed teaching and targeted support (EEF, 2020; Sutton Trust, 2019).

4	Internal and external assessments, along with classroom observations, reveal that many students with lower reading ages come from disadvantaged backgrounds and have limited opportunities to read outside school. Research demonstrates that literacy is a key driver of academic success and that early intervention, as well as promoting reading for pleasure, is particularly impactful for disadvantaged learners (National Literacy Trust, 2021; Snow et al., 1998).
5	Disadvantaged students often have lower educational and career aspirations. We aim to ensure equitable access to high-quality careers guidance, exposure to post-16 options, and extracurricular enrichment opportunities. Evidence suggests that raising aspirations, providing mentoring, and widening access to experiences beyond the classroom can positively influence attainment and long-term outcomes for disadvantaged students (Careers & Enterprise Company, 2020; Conlon & Patrignani, 2018).

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 by 2025/26														
Average attendance and punctuality for Disadvantaged Pupils will have improved	<p>The gap between the attendance of Disadvantaged Pupils and non- Disadvantaged Pupils will be significantly reduced.</p> <table border="1"> <thead> <tr> <th></th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>20/21</td> <td>5.19%</td> </tr> <tr> <td>21/22</td> <td>9.30%</td> </tr> <tr> <td>22/23</td> <td>6.24%</td> </tr> <tr> <td>23/24</td> <td>7.46%</td> </tr> <tr> <td>24/25</td> <td>7.12%</td> </tr> <tr> <td>25/26*</td> <td>5.78%</td> </tr> </tbody> </table> <p>*as of Nov 19th 2025</p>		Gap	20/21	5.19%	21/22	9.30%	22/23	6.24%	23/24	7.46%	24/25	7.12%	25/26*	5.78%
	Gap														
20/21	5.19%														
21/22	9.30%														
22/23	6.24%														
23/24	7.46%														
24/25	7.12%														
25/26*	5.78%														
To improve the attainment and progress of our disadvantaged cohort with focus on intervention and mentoring strategies.	<p>Progress 8 gap has increased to nearly one grade difference. Reading intervention, focus on more numeracy during prep coupled with the interventions and prep tasks.</p> <p>P8:</p> <table border="1"> <thead> <tr> <th></th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>20/21</td> <td>0.30</td> </tr> <tr> <td>21/22</td> <td>0.82</td> </tr> <tr> <td>22/23</td> <td>1.00</td> </tr> </tbody> </table>		Gap	20/21	0.30	21/22	0.82	22/23	1.00						
	Gap														
20/21	0.30														
21/22	0.82														
22/23	1.00														

23/24	0.86
24/25	NA

A8:

	Gap
20/21	6.13
21/22	14.08
22/23	16.63
23/24	15.80
24/25	10.20

Academic intervention programmes will expand to incorporate more disadvantaged students.

20/21	+17.14%
21/22	+4.12%
22/23	-0.13%
23/24	+10.02%
24/25	+10.40%

<p>Develop our school culture and behaviour to that every student feels valued and forms part of the school community</p>	<p>Increased student voice and lesson observations coupled with current climate walks will demonstrate student contribution and a sense of belonging.</p> <p>Improved participation in extra-curricular provision (including sports teams, clubs, visits, academic resourcing)</p>												
<p>The social/emotional and behavioural issues exhibited by Disadvantaged Pupils will have decreased</p>	<p>Incidents of C3 referrals and suspension data will have reduced for Disadvantaged Pupils</p> <p>Mentors used to help intervene</p> <p>Seating plans employed to help students focus and a Disadvantaged pupils will be increasingly resilient and will use their personal well-being strategies effectively.</p> <p>FTEs (Individual Students)</p> <table border="1" data-bbox="561 1854 1241 2065"> <tr> <td>21/22</td> <td>38/87</td> <td>43.7%</td> </tr> <tr> <td>22/23</td> <td>70/125</td> <td>56.0%</td> </tr> <tr> <td>23/24</td> <td>61/129</td> <td>47.3%</td> </tr> <tr> <td>24/25</td> <td>47/92</td> <td>51.1%</td> </tr> </table>	21/22	38/87	43.7%	22/23	70/125	56.0%	23/24	61/129	47.3%	24/25	47/92	51.1%
21/22	38/87	43.7%											
22/23	70/125	56.0%											
23/24	61/129	47.3%											
24/25	47/92	51.1%											

Disadvantaged Pupils will have read a range of challenging texts	All KS3 pupils will have been exposed to, and read, a range of challenging texts as part of the Guided Reading Programme during Prep
Disadvantaged Pupils will have improved study skills, independence as learners and improved homework completion rates	Homework C3 rates for Disadvantaged Pupils will have decreased 22/23 31.0% PP +3.8% 23/24 42.7% PP +19.1% 24/25 43.0% PP +18.0%

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: **£ 110,588**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers in core subjects (English & Maths) to enable smaller teaching groups at KS4 £60,356	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	3,4
Lead Practitioner roles in Maths and Science to help further the pedagogical skills of teachers with these departments £25,071		4
Use of R&Rs and TLRs to aid in the retention of high quality teachers in core subjects £9,902		3,4
Continue to develop Prep at KS3 to develop literacy and cultural capital of all students via exposure to, and involvement	https://www.ucl-ioe-press.com/ioe-content/uploads/2017/06/UCL-	4

with, high level reading text during guided reading. £3,500	IOE-Press Literacy-Highlights-2017.pdf & research by the UK Literacy Association	
Professional development continues to centre around research-based practice and pedagogy within specific subject domains. Key foci – building knowledge, modelling, construction and application of knowledge and assessment £11,759	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3
Whole school focus on the continuing development of assessment practises to ensure that processes directly inform planning and teaching for all groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1

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

Budgeted cost: **£ 93,999**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core subject intervention during tutor time £23,621	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
Axiom Maths. Large representation of students with pupil premium attending after school sessions supported and funded by Axiom Maths. Funded by Axiom Maths	https://axiommaths.com/	4
Widespread use of external and internal assessment to identify progress and/or gaps in the learning of pupils as well as who/what to provide intervention with (e.g. GL Assessment, Baseline testing and CATs)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	4

£25,000		
In House Tutoring, Mentoring and Intervention Programme £45,378 (includes contribution to AM salary)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5

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

Budgeted cost: **£ 130,289**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of the school's Attendance Improvement Team £79,260	https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	1
Targeted use of Inclusion Provision £25,391	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Line up – ensuring a calm, systematic and consistent start to the day for all pupils to provide greater foundation for behaviour and attitudinal expectations	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Targeted use of the school's Career's Support staff £3,250	https://www.nfer.ac.uk/careers-engagement-a-good-practice-brief-for-leaders-of-schools-and-colleges/	3
Music tuition support £5,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Get it Ready, Get it Done – including in-house tutoring programme £9,040	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2

Hardship Fund (uniform; DT Food; Curriculum and Revision materials £8,348		2
---	--	---

Total budgeted cost: £334,876

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment gap between those that are most disadvantaged and those not has frustratingly remains high. This mirrors a national picture. However, the P8 gap is beginning to show signs of a decrease with it being the lowest since 2021.

Attendance continues to be a disproportionate factor for these students. The gap has begun to close but this remains a considerable task and we will not stop at providing the best opportunities for all of our students to achieve their best. The attendance team continues to work hard to engage our young people to attend school.

The pastoral and welfare teams continue to work tirelessly to ensure our students are catered for and that school become as much a normal routine as possible. Free breakfast and getting ready in the morning prove very popular, and the fact that it is open to every student enables those from disadvantaged background not be singled out by their peers.

Suspensions do remain high. Compared to national date there is some parity. Nationally, students from disadvantaged backgrounds are twice as likely to have a fixed term exclusion.

Targeted intervention continues to be firmly embedded in the school. The Order Assessments and baseline assessments are used to drive intervention of which disadvantaged students are given more prominence on. Despite the drop in school lead tutoring funding, we have continued to honour this provision and even expand it further.

There is a clear expansion of extra-curricular activities taking place of which disadvantaged students are encouraged to participate. Funding is made readily available for students to ensure that they can participate on equal terms. The Duke Edinburgh team continues their hard work enabling students to achieve Bronze awards

Line up and prep continue to be crucial in stabilising and setting the tone for the school culture, through prep time, an element of numeracy provision via 'ninja maths' is being used to help close the gap.

In order to attempt to reduce time students are not in lessons due to behaviourally issues, the 'referral suite' has been enhanced where students have much more meaningful study material and more opportunity to remain in school and adjust their behaviours before returning to 'normal' lessons.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NGRT	GL Assessment
CATs	GL Assessment
Duke of Edinburgh's Award	DofE

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.