

Pupil premium strategy statement – Vale of Evesham

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	193
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	16/12/2025
Date on which it will be reviewed	30/09/2026
Statement authorised by	
Pupil premium lead	Amy Bresnen
Governor / Trustee lead	Claire Simons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£97, 635

Part A: Pupil premium strategy plan

Statement of intent

At the Vale of Evesham, we believe every child deserves the opportunity to thrive, regardless of background or circumstance. Our Pupil Premium strategy is rooted in a deep commitment to equity, inclusion, and personalised support. We recognise that disadvantaged pupils may face unique barriers to learning, and we are determined to remove these through targeted, evidence-informed interventions.

Our intent is to nurture the whole child — academically, emotionally, socially, and physically — by investing in high-quality teaching, specialist training, therapeutic support, and meaningful family engagement. Through a culture of care, ambition, and collaboration, we aim to empower every pupil to achieve their full potential, build resilience, and prepare for a fulfilling future.

We will continue to use our funding strategically to:

- Strengthen staff expertise through professional development and trauma-informed practice.
- Enhance communication, literacy, and numeracy through specialist-led interventions.
- Promote wellbeing through emotional support, sensory integration, and physical development programmes.
- Build strong partnerships with families and external professionals to ensure joined-up support.

Our strategy is not just about closing gaps — it's about opening doors.

Challenges

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

Challenge number	Detail of challenge
1	Compounded barriers to learning due to overlapping needs (e.g. autism, speech and language difficulties, trauma).
2	Limited access to enrichment opportunities , therapeutic support, and consistent routines outside of school.

3	Communication difficulties that hinder self-expression, emotional regulation, and engagement.
4	Mental health concerns , including anxiety, low self-esteem, and the impact of adverse childhood experiences (ACEs).
5	Reduced access to future pathways , requiring intensive support for transitions and careers guidance.

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
<ul style="list-style-type: none"> - Implement multi-agency support plans (SENCO, SALT, EP, CAMHS). - Deliver CPD on trauma-informed and inclusive teaching. - Use EHCPs, annual reviews and PLGs to monitor progress. 	<ul style="list-style-type: none"> - Improved engagement and participation. - Progress in EHCP/SEN targets. - Reduction in behaviour incidents.
<ul style="list-style-type: none"> - Fund extracurricular and cultural capital activities. - Provide in-school therapeutic support (e.g. ELSA, play therapy). - Offer breakfast and after-school clubs (>2026) 	<ul style="list-style-type: none"> - Increased participation in enrichment. - Improved attendance and punctuality. - Positive feedback from families.
<ul style="list-style-type: none"> - Embed communication-friendly strategies (visuals, Signalong, OOR, AAC). - Deliver targeted SALT interventions. - Train staff in emotional literacy and communication support. 	<ul style="list-style-type: none"> - Improved SALT outcomes. - Increased pupil confidence in communication. - Fewer incidents of dysregulation.
<ul style="list-style-type: none"> - Embed whole-school Social Emotional Literacy approaches (e.g. Zones of Regulation). - Provide access to mental health professionals. - Develop strong pastoral systems and trusted adult relationships (emotionally available adults) 	<ul style="list-style-type: none"> - Improved wellbeing scores (e.g. SDQ, Boxall). - Increased attendance and engagement. - Positive pupil and parent feedback.
<ul style="list-style-type: none"> - Provide early and sustained Careers and guidance for all pupils - Facilitate work experience, mentoring, and college visits. - Develop robust transition plans for key stages. 	<ul style="list-style-type: none"> - 100% of PP pupils have post-16 plans. - Increased confidence in future aspirations. - Successful transitions with low NEET rates.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48, 818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development	<ul style="list-style-type: none"> - Special Educational Needs in Mainstream Schools [educatione...ion.org.uk] - Improving Behaviour in Schools 	1,
<i>Coaching/ training ECTs and new members of teaching staff</i>	<ul style="list-style-type: none"> - Effective Professional Development EEF - 	1, 3, 4, 5
<i>ELKLAN communication friendly setting</i>	<p>'Early language development generally progresses through a series of distinct but overlapping stages and the majority of children follow similar patterns in a given language, albeit at different rates.' However no links to SEND</p> <p>Taken from Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EY-peer-to-peer-search-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Literacy Development Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Communication and interaction is strongly supported and referenced in the SEND code of practice 2015</p>	1, 3
<i>Recruitment and retention</i>	<p>EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)</p> <p>Educational experiences of young people with special educational needs and disabilities in England - Office for National Statistics (ons.gov.uk)</p>	

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

Budgeted cost: £24,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>BeYou emotional support sessions for KS3 and KS4</i>	<p>The trauma challenge: How teachers experience students with complex trauma - Southall - British Journal of Special Education - Wiley Online Library</p> <p>Measuring safety perceptions of students with behavioural problems in special education National Association for Special Educational Needs - Wiley Online Library</p>	1, 2, 3, 4, 5
<i>Sensory diet interventions & resources</i>	<p>Ayres, A. J. (2005). Sensory integration and the child: Understanding hidden sensory challenges. Western Psychological Services.</p> <p>Barton, E. E., Reichow, B., Schnitz, A., Smith, I. C., & Sherlock, D. (2015). A systematic review of sensory-based treatments for children with disabilities.</p>	1, 2, 3, 4, 5

	<p>Research in Developmental Disabilities, 37(1), 64-80</p> <p>Case-Smith, J., Weaver, L. L., & Fristad, M. A. (2015). A systematic review of sensory processing interventions for children with autism spectrum disorders. <i>Autism</i>, 19(2), 133-148</p>	
<i>Behaviour consultation interventions</i>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Metacognition and Self-Regulated Learning EEF</p> <p>Improving Behaviour in Schools EEF</p> <p>Behaviour EEF</p>	1, 2, 3, 4, 5

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

Budgeted cost: £24,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fund extracurricular and cultural capital activities.</i>	<ul style="list-style-type: none"> - Wider Strategies – Pupil Premium Guide [educatione...ion.org.uk] - Social and Emotional Learning [educatione...ion.org.uk] - Arts Participation [educatione...ion.org.uk] 	
<i>Provide in-school therapeutic support (e.g. ELSA, play therapy).</i>	- Metacognition and Self-Regulated Learning - Evidence review Education Endowment Foundation	
<i>Increase in offer of after-school clubs</i>		

Total budgeted cost: £97, 635

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium strategy has delivered wide-reaching impact through a blend of academic, emotional, and structural support, ensuring disadvantaged pupils received tailored interventions to thrive both in and beyond the classroom.

Staff Development & Leadership

- **CPD and Behaviour Training** equipped staff with the tools to respond effectively to pupil needs, fostering a more inclusive and supportive learning environment.
- **TISUK (Trauma-Informed Schools UK) training** deepened staff understanding of emotional wellbeing, enabling more sensitive and effective responses to pupils affected by trauma or adversity.
- **Maths and Communication TLRs** strengthened curriculum leadership, driving improvements in teaching quality and pupil progress in core subjects.

Targeted Recruitment & Strategic Roles

- Recruitment efforts led to the successful appointment of a **Careers Advisor**, enhancing future planning and aspirations for KS4 pupils.
- The addition of a **Family Liaison Advisor** improved engagement with families, helping to address barriers to learning and strengthen home-school relationships.

Inclusive Practice & Communication

- The implementation of an **ELKLAN Communication-Friendly Setting** and targeted **RWI coaching sessions** supported pupils with speech, language and literacy needs, improving access to learning and early reading outcomes.

Wellbeing & Emotional Support

- **BeYou emotional support sessions** for KS3 and KS4 provided safe spaces for pupils to explore and manage their emotions, leading to improved engagement and resilience.
- **Sensory diet interventions** and **Rebound Therapy** supported pupils with sensory and physical needs, improving regulation, focus, and physical development.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

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