

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year to help improve the attainment of our priority students.

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	Chew Valley School
Number of pupils in school	1034 - Y7-11
Proportion (%) of pupil premium eligible pupils	19.54% (202)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Gareth Beynon
Pupil premium lead	Hannah Kenyon
Governor / Trustee lead	Sarah Cran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,982
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	£204,982

Part A: Pupil premium strategy plan

Statement of intent

We recognise that our young people come to school from very different contexts and that their readiness for the school day can be varied. Our duty is to ensure that school systems and support are in place to address the barriers that our students face.

Over the next three years, our aim is to ensure that our school is an inclusive, welcoming environment, giving everyone a reason to come to school every day. We want to improve outcomes for our priority students through excellent teaching, whilst maintaining our upward trajectory for all students as well. Improving outcomes changes lives and increases the opportunities that our young people have in the future.

Transition, mobility and change represent shared challenges for many of our students, particularly our most vulnerable. These include the most obvious changes when a child moves from one academic year to the next, particularly when changing Key Stage. However, our research has identified that many of our priority students have either moved school, moved home multiple times, or have experienced other significant change in their lives beyond what is typical. Transition can be as challenging for families as well as for students so the support for them is also necessary.

We know that the biggest impact on our students' lives will be in their readiness for the next stage of education or work. What happens in the classroom is the top priority and high-quality teaching has the biggest impact on student outcomes but ensuring that they arrive there ready to learn how to succeed is crucial.

The areas that we will focus the pupil premium on are:

- Ensuring that all students have the resources that they need (both in school and at home) and receive excellent instruction from expert teachers so that they can benefit from all aspects of the curriculum and enrichment opportunities. This includes access to appropriate interventions as well as access to the Chew Valley Guarantee. The Guarantee is specifically designed so that students gain cultural capital, experience interesting, engaging and fun moments that they can build upon in future life.
- Refining the attendance systems so that relationships between school and home are positive, leading to lower absence rates.
- Being deliberate in the quality assurance activities that take place across the school so that these are conducted through the lens of those that need the most support.
- Continuing to place high value reading and the importance of a wide vocabulary base as part of the curriculum, alongside evolving the whole school reading culture even further.
- Providing timely, tailored interventions and packages of support to those students who require additional support for personal, social, careers and emotional development.

Challenges

This details the key challenges to achievement that we have identified among our priority students.

Challenge number	Detail of challenge
1	Academic outcomes for students have improved but the gap between those eligible for the Pupil Premium and those who are not. The challenge remains to significantly reduce this gap.
2	Whilst overall attendance is in line with national average, Persistent Absence (PA) of students eligible for the Pupil Premium at Chew Valley remains low by comparison.
3	The growing SEMH needs of young people has been identified nationally and it is clear that this may be disproportionately represented amongst students eligible for the Pupil Premium
4	Upon entry, a proportion of students eligible for the Pupil Premium have reading ages significantly below their chronological age.
5	The students who are most economically disadvantaged and eligible for the Pupil Premium may lack access to electronic devices, physical materials and equipment required for academic success.
6	Students joining the school come from over 30 feeder schools covering a large geographical area and a wide variety of socio-economic backgrounds, from urban South Bristol to the rural Chew Valley. Upon entry, cultural experiences and expectations of what to expect at secondary school can vary greatly.
7	Linked to Challenge 6, the relationships each family have with education can also vary greatly. Some of our students and their families may feel disconnected and/or unsure about how to best approach their learning or how to support their child's learning.

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
Improved overall academic outcomes for all students eligible for the Pupil Premium	For the percentage of students eligible for the Pupil Premium, gaining Grade 5 or above in English and Maths to be in line with similar schools nationally. To improve attainment in line with the whole school for successive future cohorts to have improved.
Significant reduction in Persistent Absence of priority students eligible for the Pupil Premium	For overall attendance and PA for students eligible for the Pupil Premium is in line with national figures.

	<p>Consistent, effective use of a graduated response system is in place so that students are supported to attend school and/or have provision that best suits their needs.</p> <p>To ensure relationships between school and home are positive, leading to lower overall absence rates for students eligible for the Pupil Premium.</p>
Improvement in the literacy levels of students eligible for the Pupil Premium during Key Stage 3 to prepare them well for the requirements of Key Stage 4	<p>Upon entry, reading gaps have been identified.</p> <p>Effective intervention is taking place for these students to better access the curriculum and the reading gap for these individuals has been reduced significantly during KS3.</p> <p>Effective teaching and learning strategies are in place to deliver disciplinary literacy across the curriculum.</p> <p>There is a whole school reading culture which encourages all students to continue reading throughout their secondary education.</p>
Quality First teaching that is even more responsive to the needs of the students in the classroom and is consistently good across the whole school	<p>Teachers always have high expectations.</p> <p>Priority students are sat where they can best access the learning in their classrooms.</p> <p>Learning is scaffolded so that no student is restricted in their progress.</p> <p>Teachers are regularly modelling their thought processes so that they are explicitly teaching metacognitive and self-regulatory strategies.</p> <p>Teachers make good use of available data to meet the needs of the students in their classroom.</p> <p>All classrooms have an inclusive, welcoming environment.</p> <p>Positive relationships can be seen in every aspect of school life.</p>
Students eligible for the Pupil Premium have access to and participate in co-curricular, house and enrichment activities such as music lessons, Duke of Edinburgh,	Students eligible for the pupil premium can access and have opportunity to complete the Chew Valley Guarantee through a well-designed co-curricular offer.

<p>educational visits, activities' week and cultural opportunities.</p>	<p>There is significant increase in uptake of the co-curricular offer by students eligible for the pupil premium.</p> <p>Qualitative data indicates greater affiliation to school.</p> <p>Suspension rates continue to fall and are consistently below national average.</p> <p>All students eligible for the Pupil Premium take part in LAMDA, Music lessons, the ACE programme or Cheerleading as well as attending Year 7 camp.</p> <p>Students are proud to be members of Chew Valley School.</p>
<p>Barriers to electronic devices, physical materials and equipment required for academic success removed for economically disadvantaged students eligible for the pupil premium.</p>	<p>All students in receipt of Free School Meals (FSM) to be provided with an individual laptop to access home learning at the point of need.</p>
<p>Effective use of technology to identify, track, monitor and assess the needs of students eligible for the Pupil Premium.</p>	<p>The Boxall profile is used effectively to identify the SEMH needs of students so that appropriate support and interventions can be identified and applied in a timely fashion.</p> <p>Provision map is in use regularly across the school to track and assess the impact of interventions so that effective interventions are taking place.</p>

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: £ 110,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed the success of the Chew Valley Learning Cycle so that a consistent approach to lesson planning and delivery remains.</p> <p>(Whole school training, bespoke coaching packages, relevant resources).</p>	<p>Chew Valley learning cycle has a consistency of routine that supports those that need it the most.</p> <p>It puts a significant focus modelling their own thought processes, explaining their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress over the course of a year).</p>	1, 2, 4, 6
<p>Continue the use of ClassCharts in all lessons and the use of Provision Map as a “one stop shop” for information on any additional needs.</p> <p>(whole school training and “top up” training for individuals)</p>	<p>Maintain high standards of teachers’ knowledge and understanding of the students they teach.</p> <p>Enhance positive relationships between students, teachers, and home through the real time rewards options - Reward systems based on students gaining rewards can be effective when part of a broader classroom management strategy (EEF Improving behaviour in schools report – recommendation 3)</p> <p>School leaders should ensure the school behaviour policy is clear and consistently applied (EEF Improving behaviour in schools report – recommendation 4)</p> <p>To provide real time communication with parents on lesson attendance and punctuality.</p> <p>To have a consistent approach to setting home learning and communicating with parents over deadlines.</p>	1, 2, 6 & 7

	<p>Build on improved school communications to encourage positive dialogue when engaging further with parents.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress</p>	
<p>Embed the whole school reading culture and reduce the vocabulary gap for students eligible for the pupil premium (research and implementation by appointment of literacy and challenge co-ordinators)</p>	<p>Oral language interventions such as targeted reading aloud and book discussion with students; explicitly extending students' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction can have a high impact on student outcomes of 6 months' additional progress.</p>	1, 4, 6, 7
<p>Further develop the role of student facing support staff to use Boxall profiling to target interventions and measure impact.</p>	<p>Where teaching assistants are trained to deliver an intervention to small groups or individuals the impact can be high.</p> <p>In addition, ensuring in class support supplements teaching and supports high-quality interactions priority students have with their classroom teacher both in and out-of-class.</p> <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for students in most need. This has the effect of separating students from the classroom, their teacher and their peers. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option.</p> <p>School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p> <p>An effective leader is therefore essential to facilitate this work.</p>	3, 1, 2
<p>Develop the role of the Chew Valley cover lesson and room to model minutes matter and guide students to make effective use of independent study time</p>	<p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>Teachers can provide the conditions for learning behaviours to develop by ensuring students can access the curriculum, engage with lesson content and participate in their learning.</p> <p>Consistency and coherence at a whole-school level are paramount.</p> <p>(EEF Improving behaviour in schools report – recommendation 2 and 6).</p> <p>Teachers should explicitly support students to develop independent learning skills.</p>	1, 2, 6

	EEF report – metacognition and self-regulated learning recommendation 6.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension, literacy and numeracy interventions provided for priority students in Year 7 and 8 to support their ability and develop confidence to read complex academic text (through HLTA for literacy, numeracy and the library assistants).	Reading comprehension strategies are high impact on average (+6 months). Progress of lowest ability readers upon entry have made significant progress using corrective reading programmes over recent academic years. EEF “Improving mathematics in Key Stages 2 and 3” recommendation 7 – Use structured interventions to provide additional support. Increased sense of belonging.	1, 4, 3, 2,
Maintain an up-to-date audit of access to electronic devices for all students in receipt of FSM to ensure provision of laptops for new students and those that need one.	Improved accessibility of home learning to priority students and their parents.	5, 1, 2, 6, 7
Ensure effective and dynamic provision of physical, electronic and digital resources, for all students eligible for the pupil premium to support their academic learning both in school and at home e.g. GCSE Pod, Year 11 videos, revision guides.	Improved accessibility to learning for all students eligible for the pupil premium.	1, 5, 6, 7
Alternative provision packages for KS4 students at risk of school refusal or exclusion.	Tailoring the curriculum to meet the needs of all students is necessary due to physical and mental health and or identified additional need.	1, 2, 3, 7
Direct resourcing of student services (EXIT) room to support behaviour interventions at point of need.	Universal behaviour systems are unlikely to meet the needs of all your students. For students with more challenging behaviour, the approach should be tailored to individual needs.	1, 2, 3, 6, 7

Employ 1:1 tutors to further support looked after students eligible for the pupil premium plus in the core subjects as identified through their Personal Education Plans	One to one tuition involving a teacher giving a student intensive individual support, happening outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons has high impact for moderate cost (+ 5 months).	1, 6, 7

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

Budgeted cost: £66,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliberate focus on EBSA support as part of revamped process to intervene with persistent absence - Employment of an Education Welfare Officer 1 day per week, (Noble education)	Attendance in school allows access to learning. Targeted support for students and their families with a pattern of PA. Regular contact aimed at breaking down any barriers to attendance.	2, 3, 7
NutureUK Staff training	Raising awareness among all staff about the wide impact of trauma prevents the re-traumatisation of students in school settings allowing them to feel safe and secure, have a sense of belonging and in return better access to the curriculum and the learning experience available to them so that they can thrive and achieve.	1, 2, 3, 7
Year 7 Transition co-ordinator to prioritise working with students and parents eligible for the pupil premium on engaging with whole school systems.	Technology can be engaging and motivating for students. However, the relationship between technology, motivation, and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.	5, 6, 7, 4
Embed the use of Provision Map to track and monitor the impact of interventions.	Supports leaders and teachers to understand and assess the need and impact of intervention. Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the	1, 4, 3, 6

	potential to inform teachers' decision-making and reduce workload.	
Students eligible for the Pupil Premium to have enhanced careers guidance and support through access to the careers advisor and careers programmes such as IntoUniversity, Greenfutures.	Raising aspirations and access to effective study skills training enhancing understanding of metacognition.	1, 6, 7
Daily "drop in" provided by the student pastoral support and safeguarding officer	Sessions available every day for all students to access SEMH support.	3, 2
Peer mentors trained appropriately to meet the needs of a diverse school community – specialist training to support LGBTQ+ and BAME students.	Sessions available every day for all students to access SEMH support. Targeted intervention for some students.	6, 7, 3, 2
Enhanced provision and budget for House championship events and meaningful rewards.	Improves the quality and range of approaches used to develop a positive school ethos which will support greater engagement in learning.	6, 7, 3
External pastoral and SEMH intervention programmes and developing community links e.g. Bristol Bears – Brightsparks & Bears in Mind programme	Behaviour interventions and support seek to improve attainment by reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. These are specialised programmes which are tailored to support the needs of students. All approaches aim to develop a positive school ethos and improve discipline across the whole school which in turn supports a greater engagement in learning.	3 and 7
Internal pastoral support and SEMH intervention programmes lead by Transition co-ordinator, Pastoral support and safeguarding officer + Internal alternative provision co-ordinator	Social and emotional learning (SEL) interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. All approaches aim to develop these skills, whilst fostering a sense of belonging, build confidence and develop resilience.	2, 3, 6, 7
Unifrog	Online careers platform and support used to support students through transition and develop a greater understanding of careers and opportunities to ensure they are on the right pathways and that they are not NEET.	1, 6, 7

STAR Reader Assessment and Accelerated reader	Reading age assessment used to establish need for intervention.	1 and 4
SPARX Maths	Online maths programme used to support students both in class and as part of their independent study. Closely monitored by class teachers.	1
Off The Record counselling – 1 day per week	Targeted intervention for students with complex SEMH needs who are either waiting external support or struggling to meet thresholds.	3
MentoringPlus – 1 day per week	Targeted intervention for students with complex needs currently in Hospital Education, not attending full time and/or accessing alternative provision.	1, 2, 3, 7
Careers advisor and WEX support	Targeted careers support, guidance and associated workshops for students in receipt of the Pupil Premium approaching transitions to develop a greater understanding of careers and opportunities to ensure they are on the right pathways and that they are not NEET. WEX support enables all students in receipt of the Pupil Premium to safely access work experience in Year 10.	1, 6, 7
Year 7 Chew Valley Guarantee offer	Targeted sessions for Year 7 (Music, LAMDA, ACE programme or Cheerleading) - aim is to develop a positive school ethos and improve discipline across the whole school which in turn supports a greater engagement in learning.	2, 6, 7
Chew Valley Guarantee – financial support with trips, visits, speakers, consumables, subscriptions (e.g. Duke of Edinburgh, enrichment week)	Enhancing student access to the co-curricular offer by breaking down financial barriers e.g. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.	1, 2, 6, 7

Total budgeted cost: £ 204,982

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 students between December 2024 and December 2025

Over the past three years, attainment and progress for students identified as priority students have remained broadly in line with national averages, indicating that the school's strategies are effective in mitigating the impact of disadvantage. In 2025, there was a decline in the proportion of students achieving grades 5 and above in English and Mathematics; however, this cohort entered the school with lower prior attainment, which provides important context when evaluating outcomes at higher grade thresholds. As highlighted in EEF guidance, the relatively small and fluid cohort of priority students means that year-on-year outcomes can appear more variable and should therefore be interpreted with caution. Despite this variability, outcomes provide clear evidence that the strategy is having a positive impact, particularly in strengthening attainment in Mathematics and Science, as well as across a range of open-bucket subjects, including Health and Social Care. This supports the ongoing focus of the strategy to embed evidence-informed approaches consistently in order to secure sustained improvement over time.

Internal quality assurance and the recent Challenge Partner review indicate that the vast majority of lessons in 2024–2025 demonstrate consistently strong, quality-first teaching for priority students, underpinned by the Chew Valley Teaching Framework. Priority students are strategically positioned within classrooms, and learning is carefully scaffolded so that no student is disadvantaged or restricted. Metacognitive and self-regulatory strategies are explicitly modelled in most lessons, although some inconsistency remains and is being addressed. Classrooms are inclusive and welcoming, with positive relationships underpinning almost all aspects of school life. Enhancements to established routines, such as cover lessons and the cover room, have reinforced consistency, supported positive behaviour, and promoted a strong sense of belonging, particularly for priority students. These findings align closely with EEF recommendations on structured, supportive learning environments.

All priority students have access to careers support and guidance through the Aspire programme as part of the Key Stage 3 curriculum. The vast majority of students in the Year 10 cohort have also benefitted from a week of work experience in the summer term, and all students eligible for Pupil Premium have received enhanced one-to-one careers advice and guidance from the school's careers adviser. All students have access to the Unifrog online careers platform. In 2025, 150 priority students also accessed additional guidance through IntoUniversity and Green Futures.

Destinations for leavers have consistently remained above national averages, with a high proportion of students progressing into sustained education, employment, or training, including in 2025. This success reflects the school's commitment to high-quality careers education, information, advice, and guidance (CEIAG), alongside a holistic approach to supporting the development of the whole child. By nurturing both academic and personal growth, the school ensures that students, including priority students, are well prepared to make informed choices and thrive in their next steps.

In 2025, persistent absence among priority students remained above the national average and continues to present a challenge. While this reflects broader national trends, the school recognises the need to further improve attendance for this group. Over the past academic year, strategic amendments have been implemented, including revisions to the graduated response and the introduction of a more sophisticated online monitoring tool to better track and support attendance and emotionally based school avoidance (EBSA). The school has also delivered whole-school EBSA training and increased the number of staff trained to deliver targeted one-to-one interventions, alongside an ongoing focus on trauma-informed practice to strengthen students' sense of belonging. Strategies previously praised and acknowledged as effective practice by the Department for Education remain firmly embedded. There is evidence of how the graduated response has positively impacted on a number of individual students.

2025, saw the school's strong reading culture continued to become increasingly embedded and is having a positive impact on priority students. Quality assurance and internal monitoring show that effective literacy strategies are being applied consistently across lessons, supporting students' progress. Priority students engage regularly in reading during tutor time, cover lessons, and library sessions in Years 7 and 8, within calm and focused environments. Students are increasingly able to articulate the value of reading, demonstrating growing confidence and engagement. This aligns with EEF guidance, which highlights daily reading and structured literacy support as key drivers of improved vocabulary, comprehension, and attainment. Evidence from student voice, internal monitoring, and external reviews indicates that these strategies are having a measurable impact, although a small number of students remain less consistently engaged.

Targeted CPD for HLTA literacy staff and teaching assistants has strengthened the quality and flexibility of literacy provision, enabling more priority students to access tailored interventions. Reading buddies, trained by the librarian, continue to provide weekly peer support that develops confidence and fluency. Literacy interventions, particularly in Year 7, are making a positive difference, enabling priority students to make accelerated progress, in line with EEF recommendations on structured literacy programmes. Overall, these approaches are having a clear and positive impact on confidence, engagement, and attainment.

The school library remains a well-established hub for academic support, with purposeful intervention spaces in the mezzanine and learning support block. These

areas provide valuable opportunities for small-group and individual intervention, although ongoing monitoring is required to ensure all priority students fully benefit from these provisions. The librarian has further increased the number and range of texts available to ensure they meet the needs and interests of priority students.

Evaluation of outcomes and provision shows that high-quality teaching continues to have the greatest impact on improving outcomes for priority students. In response, the strategy for the coming year will prioritise further strengthening teaching through the consistent implementation of the Chew Valley Teaching Framework, with a sharper focus on securing stronger outcomes, particularly in English. This will be supported by enhanced modelling, metacognitive strategies, and high-quality interactions, reinforced through targeted CPD and the Talking Teaching programme. The continued use of ClassCharts and Provision Map will enable teachers to maintain a detailed understanding of individual needs, improve consistency in behaviour and attendance management, and strengthen communication with parents.

Targeted academic support will build on the positive impact of literacy, numeracy, and tutoring interventions, with increased emphasis on early identification, structured delivery, and robust evaluation of impact. Wider strategies will remain focused on improving attendance, behaviour, wellbeing and that sense of belonging, particularly through enhanced EBSA support, trauma-informed practice, and strengthened transition arrangements. Collectively, these approaches ensure that spending is aligned to identified barriers to learning and that the strategy remains focused on sustaining improvement in engagement, attainment, and outcomes for priority students.

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
Brightsparks and Bear in Mind	Bristol Bears community foundation https://www.bristolbearsrugby.com/our-community/programmes/bright-sparks/ https://www.bristolbearsrugby.com/our-community/programmes/bear-in-mind/
Academy21 online courses	https://academy21.co.uk/
The Alternative Learning Provision Bristol	ALP Bristol
MIAG alternative provision	https://www.miag.co.uk

