

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium (for the academic year 2023-2024) 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	Valley Primary School
Number of pupils in school (Reception –Y6)	560
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Susan Milewski (Headteacher)
Pupil premium lead	Sarah Wood (AHT)
Governor / Trustee lead	Michael Szwaba

Funding overview

£148,000- previous year's spending

Detail	Amount
Pupil premium funding allocation this academic year	£143127
Recovery premium funding allocation this academic year	£7105
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	£150232

Part A: Pupil premium strategy plan

Statement of intent

At Valley, our intention is to ensure teaching and learning across the school is consistently effective in order to raise attainment and progress for all children including those from disadvantaged backgrounds. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve good progress irrespective of challenges they face.

The evidence is clear that the quality of teachers teaching is one of the most important factors in raising outcomes for disadvantaged and non- disadvantaged pupils. This will be achieved through provision of CPD for teaching staff to further improve consistent quality first teaching, differentiated to meet individual needs. This will also be supported by a culture of high expectations where every member of our school community takes responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

At Valley, many of our pupils have layers of vulnerability in addition to being disadvantaged, e.g. SEND / lower performing group, social care, low attendance. We intend to raise the progress of identified pupils through use of targeted support to supplement teaching and address gaps in learning. Funding will be used to ensure capacity for training and delivery of support including evidence-based intervention programmes.

In addition, targeted provision will also be made to ensure that all disadvantaged pupils secure positive attendance and that support is in place for emotional wellbeing including for those transitioning into school. We also aim to help pupils access equal opportunities to non-disadvantaged peers and engage with the range of enrichment opportunities on offer at Valley Primary School.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged pupils is below that of our non-disadvantaged pupils. If disadvantaged children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance and punctuality, there are implications for applying that skill in the workplace.
2	EYFS data shows disadvantaged children join the school with weaker communication and language skills than non-disadvantaged peers.
3	Disadvantaged pupils in Reception and Year 1 don't acquire phonics skills at the same pace as their peers, negatively impacting development

	as readers. 70% phonics for PP, 90% for non-PP (Nationally 80% for non-disadvantaged)
4	Internal pupil discussions and monitoring show that PP children are vulnerable to knowledge gaps in foundation subjects.
5	Assessment shows that our disadvantaged pupils have typically been most at risk in writing. This creates a challenge when equipping them to take on the challenges of secondary school learning. Based on EOY data, Writing was the weakest area for years 1, 4 and 5
6	Ensuring pupil premium children make at least expected progress in maths.
7	Internal data shows that the proportion of PP pupils attaining greater depth standards is below that of peers (non-PP)
8	For some disadvantaged pupils, wellbeing needs have been identified as a barrier to effective learning. This includes identified pupils with social care / pastoral team involvement and pupils new to school.
9	Ensuring pupil premium children have access to a broad range of wider experiences to build their cultural capital. This will include subsidised trips and provision of uniform as needed.
10	We need to ensure access to ICT and required resources for disadvantaged pupils.

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
To achieve and sustain improved attendance for disadvantaged pupils including those with persistent absence	Persistent absence will decrease and will be either in line with or below the national percentage.
Improve oral and language skills among disadvantaged children in EYFS and across primary phases.	Assessments backed up by language screening tools will show an increase in progress.
Improve attainment and progress in Reading	RWI assessments will show rapid progress in decoding for our early readers. KS1 and 2 outcomes for disadvantaged pupils who are not SEND in 2024 will be broadly in line with national outcomes.
Raise attainment and progress in Phonics	Achievement of disadvantaged pupils, who are not SEND at end of year 2 will

	be in line with national average. The gap will narrow between disadvantaged pupils in Year 1 and peers nationally.
Ensure all PP children make at least expected progress in Writing and Maths	KS1 and 2 outcomes for disadvantaged pupils, who are not SEND in 2024 will be broadly in line with national outcomes.
Improved emotional wellbeing for identified disadvantaged pupils	Feedback from families and children will show effectiveness of pastoral support and subsidies / provision to meet needs.
Improved take up of enrichment opportunities.	The proportion of disadvantaged children accessing enrichment provision increases. Pupil voice shows enjoyment of a breadth of experiences and pupils are able to vocalise successes.

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: £79955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to raise attainment and progress in writing including:</p> <ul style="list-style-type: none"> • Implementation of appropriately sequenced writing opportunities and rigorous teaching of reading domains linked to Power of Reading's quality texts. • Regular moderation opportunities to deepen understanding of age-related expectations and secure accurate assessment judgements • Internal training / coaching-budgeted for 1 hour 45 minutes per week • KS2 English lead is taking part in an NPQ-budgeted cost of 1 full day per half term 	<p>The EEF demonstrates effectiveness of feedback in supporting progress.</p> <p>Internal monitoring shows that in classrooms where writing is taught and scaffolded well, outcomes for pupils are stronger.</p>	5
<p>RWI CPD for Teachers and Teaching Assistants</p>	<p>The EEF and reading framework considers phonics to be one of the most secure evidence based areas of pedagogy, recommending all schools use a systematic approach to teaching it (The reading framework 2023).</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Leaders note that RWI assessment tools have supported teachers to pitch to pupils needs appropriately.</p> <p>Assessment shows that KS1 pupils need further support to apply phonics knowledge with fluency</p>	3
<p>Individual coaching and mentoring for teachers provided by experienced teachers / AHTs to improve teaching and learning outcomes including for pupil premium/SEND/EAL/higher ability learners.</p>	<p>The EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Class observations have indicated that lessons which are appropriately challenging and engaging result in accelerated progress for learners.</p>	4, 5, 6 & 7

<p>CPD to raise attainment in maths with a focus on basic number skills</p>	<p><u>Mastering number-</u> Reception to Year 2 to develop oral reasoning skills and basic number knowledge. All KS1 and YR staff have had training. Leaders in each year group share resources with colleagues. Evidence that supports this approach-NCETM studies have shown positive impact for disadvantaged pupils. Internally, assessments show some pupils in KS2 would benefit from fluency with basic number skills including subitising and to build oracy in maths.</p> <p><u>Mastery Readiness-</u>to improve outcomes for all including disadvantaged learners. NCETM- specialist maths teacher to coach school's leaders half termly and provides access to training and good practise sharing.</p> <p>NPQ for maths lead</p>	<p>6</p>
<p>Resource our approach to RWI and expand reading resources to support differentiation, achievement and enjoyment.</p>	<p>DfE Reading Framework 2023 advocates use of systematic phonics approach and access to interesting and meaningful reading materials.</p> <p>Monitoring has shown that progress is strongest where texts are appropriately matched to needs.</p>	<p>3</p>
<p>Ensure subject leaders have the skills to lead through coaching.</p> <p>Increase leadership capacity to support curriculum implementation so that delivery is consistent, and assessment used effectively.</p> <p>Subject leader release time</p>	<p>The EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Coaching opportunities have resulted in curriculum improvements by subject leaders. Monitoring shows need to develop consistency and quality assessment and retrieval opportunities.</p>	<p>4 & 6</p>
<p>Ensure capacity for effective CPD, including for ECT teachers and for teachers and leaders to access NPQs.</p> <p>Use pupil progress meetings with DH and Inclusion AHT to identify CPD and intervention needs.</p>	<p>EEF recognises that ensuring that teachers are provided with high quality CPD is crucial in improving pupil outcomes.</p> <p>Pupil progress meetings have been effective in evaluation of CPD needs and deployment of staffing resource to raise rates of progress.</p>	<p>4 & 6</p>

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

Budgeted cost: £ 24205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA training to raise knowledge, skills and understanding for staff supporting target children in classes and through group activities:</p> <p>Training tailored to phases including:</p> <ul style="list-style-type: none"> • Strategies for teaching reading skills Use of school's calculation framework to support use of resources and methods. • Comprehension questioning and strategies for teaching of reading skills. • Strategies to support SEND to include TEAM teach • Language link training to support oral skills 	<p>EEF states that considerations should be given to how classroom teachers and TAs can provide targeted support linking one to one or small group intervention to classroom teaching.</p>	<p>4 & 6</p>
<p>Focus on diagnostic assessment and oral language intervention commencing in the early years, ensuring capacity for training and delivery of programme and related good practice recommendations.</p>	<p>Early language is key to literacy. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Establish small group tuition for targeted pupils falling behind ARE.</p> <p>Small group, regular interventions planned to address identified gaps (rotate / prioritise to ensure access to full curriculum).</p> <p>Develop specialist support for High Need EYFS/KS1 pupils</p> <p>Targeted RWI support in KS2 with teacher/TA that</p>	<p>DfE advocates activities that include provision of targeted academic support.</p> <p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF advocates small group tuition that offers opportunity for greater levels of interaction and feedback.</p> <p>EEF states that teaching assistant interventions targeted at pupils requiring additional support can help previously low attaining pupils overcome barriers to learning and 'catch up'.</p>	<p>4, 5, 6 & 7</p>

address gaps in phonics knowledge including small group and 1:1 work		
Targeted provision of HLTA (1-5) and AHT (Y6) homework club to allow pupils to consolidate learning focusing on maths and reading	EEF states that teaching assistant interventions can be targeted at pupils requiring additional support and can help previously low attaining pupils overcome barriers to learning and 'catch up'.	3,4 & 6

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

Budgeted cost: £ 43233 (plans to increase to linked to IT support provision)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with CSAWs (school's AWO partner) to raise attendance and reduce persistent absence and improve punctuality for pupil premium learners through targeted approaches.	DfE endorses use of recovery premium funding to deal with non-academic barriers to success, such as attendance Analysis of attendance outcomes shows that attendance of pupil premium learners is below that of peers.	1
Child and Family Support Worker to support families linked to vulnerabilities including social care, well-being, attendance and engagement.	DfE endorses use of recovery premium funding to deal with non-academic barriers to success.	1 & 7
Allocation of Pastoral support to develop awareness of needs of pupil premium learners including those facing well-being issues and to provide targeted emotional support.	DfE endorses use of recovery premium funding to deal with non-academic barriers to success, such as behaviour and emotional support. Case studies show positive impact on attendance / well-being for a number of pupils relating to timely, personalised support.	7
Ensure capacity for co-ordination of resource allocations (ICT and FSM) to support home learning. Ensure access to online learning opportunities for homework.	Premiums were intended in part to ensure that the digital divide does hinder pupils' opportunities and ability to access remote education. Surveys indicate that there is variance in accessibility of devices.	9

<p>Provide pupils with the opportunities to participate in enrichment opportunities such as subsidised school visits and extra-curricular clubs / enrichment opportunities.</p>	<p>Parents and pupils would welcome a wider range of trips and clubs (Ofsted Inspection of VPS October 2019) Evidence: Sutton Trust-School Uniform +Arts Participation.</p>	<p>8</p>
<p>Contingency fund for acute issues. Support families (including those new to school or not meeting entitlement criteria) with school uniform purchase costs and provision of other resources as appropriate.</p>	<p>The cost-of-living crisis has meant increased take up of support offer. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Children that have correct uniform identify with peers, integrate well and have higher self-esteem.</p>	<p>7 & 8</p>

Total budgeted cost: £147,394 provisionally.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using attendance data, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for pupils at a national level.

Further to a focus on developing oral skills and robust implementation of Read Write Inc, 75% of disadvantaged pupils at the end of Reception achieved the Good Level of Development. This was above attainment of peers nationally.

Our phonics results in Y1 showed a narrowing of gap between pupil premium and non-pupil premium peers. 70% of our disadvantaged cohort achieved the phonics screening showing a narrowing of the gap with pupils nationally (79%). 81% of disadvantaged children had secured the phonics screening by the end of Y2.

Whilst disadvantaged pupils achieved well in 2022, due to multiple vulnerabilities including SEND, the percentage of pupil premium pupils achieving the age-related expectation at the end of KS1 was significantly below national.

However, at end of Key Stage 2, a positive trend for higher attainment has continued. The number of disadvantaged pupils achieving expected standards exceeded those for pupils nationally in Writing and Maths and narrowed to within 5% in Reading. The Reading, Writing, Maths Combined result for end of KS2 disadvantaged pupils was above national average at 62%

Attendance for disadvantaged pupils was 89.19% and within 5% of experimental national data for this period (93.9%). However, we recognise the gap linked to Persistent Absence between disadvantaged pupils and non-disadvantaged pupils nationally remains significant, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Take up of enrichment clubs increased again for pupil premium children with average numbers increasing from autumn to the summer term. There was also significant take up of after school support for homework.

Capacity for emotional well-being support also enabled a high proportion of disadvantaged pupils to access Emotional Based Needs Interventions. There was also support for 36 children and families including regular meet and greets / support linked to reintegration programmes or social care plans / routine check ins / assistance with completion of forms / signposting to agencies and courses / advice linked to behaviour

/ attendance / fresh food Friday and uniform support. Emotional scaling and case studies have shown positive impact on pupil wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year:

Our key actions are:

- Further develop strategies and inter-agency working to secure improved attendance and punctuality for disadvantaged pupils.
- Further develop quality first teaching and targeted support for disadvantaged pupils.
- Further develop quality first teaching and targeted support for disadvantaged pupils to narrow the gap with peers nationally with a focus on Reading in UKS2, including targeted support for children transitioning to Y3.
- Further develop quality first teaching and targeted support for disadvantaged pupils to narrow the gap with peers nationally with a focus on Reading in UKS2, including targeted support for children transitioning to Y3.

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