

Pupil Premium Strategy Statement

1. Summary Information					
School	Vale View Primary School				
Academic Year	2018-2019	Total PP Budget	£109560	Date of Most Recent PP Review	Summer 2018
Total Number of Pupils	228	Number of Pupils eligible for PP	75	Date for Next Internal review of this strategy	Autumn 2019

2. 2018 attainment			
Yr 6	<i>All Pupils</i>	<i>Pupils eligible for PP (VV Pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (expected+)	54%	55%	
% achieving expected (+) in Reading	54%	55%	
% achieving expected (+) in Writing	71%	64%	
% achieving expected (+) in Maths	71%	73%	
% achieving expected (+) in GPS	67%	73%	
Yr 2			
% achieving expected (+) in Reading	73%	70%	
% achieving expected (+) in Writing	63%	64%	
% achieving expected (+) in Maths	73%	71%	
EYFS			
GLD	68%	73%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Training needs of staff to deliver high quality interventions
B.	Lack of aspiration, resilience and emotional attitudes to learning
C.	Communication and language skills of pupils, including vocabulary

4. External barriers	
D.	Attendance levels for pupils eligible for PP are 93.64% - below the expected level of 96%
E.	Higher number of pupils who are persistent absentees and are eligible for PP - 22 compared to 16 non PP pupils
F.	Parental Learning support
G.	Home Routines can be a barrier to pupils learning – late nights, disorganised, illness more likely due to poor accommodation and hygiene routines (deprivation)

5. Desired Outcomes	
A.	High quality provision for children enabling them to make accelerated progress and 'catch up' to age related expectations and follow up support to ensure they are able to 'keep up.'
B.	Pupils fully engaged and excited by learning, pupils making accelerated progress and being able to have a plan for their future. High levels of pastoral support allows maximum use of learning time and enables all children to make good progress across the curriculum. 2019 targets are met in all year groups and the gap is narrowed between PP pupils and non-PP pupils nationally.
C.	Improved communication and language skills across the school, transferable into English skills to promote good learning across the curriculum- leading to confident readers and writers, and 2019 targets being met in all year groups.
D.	At least 96% attendance levels across the school, with the same expectations for PP pupils to Non PP pupils.
E.	Reduction in the percentage of pupils who are persistently absent (90%) enabling them to maximise learning time and to make good progress in line with all pupils.
F.	Homework supports learning and improved parental engagement.
G.	Pupils arriving at school on time, organised and ready and eager to learn.

Planned Expenditure						
Academic Year		2018-2019				
1. Quality teaching for all						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Accelerated learning for pupils who are not working in the appropriate year group to enable catch up.	Wide range of planned and timetabled interventions provided dependent upon need, enabling pupils to keep up and catch up and extend learning – delivered by SMT and TAs.	Mobility, prior poor teaching and individual barriers to learning result in a significant number of pupils that are not working at expected levels. 'Keep up, catch up' interventions will support improved attainment.	CPD for staff on effective keep up catch up interventions, and the purchase of some published, proven resources to support interventions.	SMT including SENCO	£12000	PPM Review of provision maps OCT/JAN/MAR/MAY
No pupils learning disturbed by pupils with behaviour needs.	Pastoral mentor and TA to support those children with SEMH needs, including THRIVE sessions and other identified interventions, e.g. sensory circuits, anger gremlins etc.	Pupils who have high behavioural needs are managed better when there is an identified adult to support, leading to better outcomes for all.	Timetable for pastoral mentor to support those children with identified SEMH needs, including playground provision. THRIVE approach to be followed for identified children.	HOS and SENCO	£20000	Reviewed provision maps and THRIVE assessments Triangulation PPM Pupil Voice DEC/APR/JUL
SALT needs quickly identified and effective provision put in place to support the needs.	SALT TA to screen and identify children with C&L concerns and ensure appropriate plan is put into place quickly. Regularly review progress and make referrals as needed.	52% of SEN children last year had C&I as a primary need with a further 32% with C&L as their primary need.	SALT TA and SENCO to ensure children are screened using Speech and Language Link in Reception and identify children with needs; put provision into place and regularly review and revisit to ensure progress. Provide training to class TAs to be able to support C&L needs. CPD for staff on Language Through Colour.	SENCO and SALT TA	£13000	SALT records and intervention evaluations Reviewed provision maps PPMs DEC/APR/JUL
Children come to school ready to learn and families feel able to support their child's education, engaging	FLO to support pastoral needs of children and families and encourage good attendance, parental engagement and	School IMD rank of 37 (out of 454) suggests a high level of deprivation and so	FLO to arrange drop-in/coffee mornings to encourage parent engagement. For parents seeking support, ensure the correct signposts are	FLO	£10000	Review of support given and outcomes/impact. DEC/APR/JUL

with the school and accessing support where required.	signposting to further help if required.	need for support for families is higher.	given where needed, and liaise with other school staff to ensure best outcomes for the child. Keep records of key families showing support given and impact of the support to able analysis and the identification of next steps.			
PLAN Cost					£55000	

ii Targeted Support						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Improved achievement for targeted pupils working just below the expected levels in Y6, particularly pupils in receipt of funding.	1-1 or 1 – to small group support outside of usual curriculum time. Revision of concepts that have left gaps to diminish the difference and enabling pupils to access appropriate learning for year group.	1-1 or 1 to small group support allows for more individualised approach to filling gaps, resulting in pupils reaching expected standards by the end of the year.	1-1 and 1 - small group learning with teachers.	HOS KS2 Lead	£2500	PPM Book Look Outcomes 2019 Weekly Y6 meetings FEB/MAR/APR/MAY
Improved achievement for targeted pupils working just below the expected levels in Years 4 and 5, particularly pupils in receipt of funding.	1-1 or small group interventions to revise concepts, fill gaps and consolidate learning to enable pupils to access appropriate learning for their year group.	Extra sessions for children to revisit concepts and for gaps in learning to be identified and addressed will lead to accelerated progress and enable children to work at the expected levels. EEF research shows that TA run interventions work best when following a published programme.	Use of TA to support regular interventions, and the purchase of quality published intervention resources.	HOS KS2 Lead	£12000	PPM Book Look Outcomes 2019 Weekly Y6 meetings DEC/FEB/MAR/ APR/MAY
Improved attendance of persistent absentees (children less than 90%) leading to improved outcomes.	Close monitoring/support and parent liaison by FLO and working with SEAAS as an external agency.	Of 38 persistent absentees, 22 were PP.	FLO to ensure rigorous tracking of PA children, reporting weekly to HOS and liaising with SEAAS on a fortnightly basis to ensure procedures are closely followed, e.g. penalty notices and referrals.	FLO HOS	£10000 (FLO) £3000 (SEAAS)	Weekly monitoring Fortnightly SEAAS review meeting Seasonal evaluation of impact DEC/APR/JUL

			Ensure parents are made clearly aware of the importance of attendance and the impact of absence on education and well-being.			
Pupils with SEMH needs are able to fully access the taught curriculum.	Implement a Thrive scheme for highlighted children with SEMH needs to enable pupils to access the curriculum building resilience.	Emotionally unsettled behaviour and mental health issues prevent some pupils to fully accessing the curriculum.	A structured approach to addressing need using the Thrive model (using fully trained staff.) Updates as needed.	SENCO Pastoral Mentor	£15000	THRIVE assessments Behaviour incidents Academic assessments DEC/APR/JUL
Pupils finding writing challenging have access to a laptop with Clicker 7 to support learning and ensure good outcomes.	Purchase Clicker 7 for use across the school for children requiring extra support with writing. Use of this to be actively planned into lessons, and used as part of keep up catch up sessions as needed.	Children who struggle physically with writing can show better outcomes when using Clicker to support.	Use of Clicker 7 as part of lessons and as part of keep up catch up programmes as appropriate. Training for staff to ensure optimum use.	SENCO	£1500	Book looks Progress meetings Data
Plan Cost					£44000	

ii Other Approaches

Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Improved attendance and punctuality across the school	FLO to follow up on all absences and make home calls where necessary. Work with SEAAS to reduce absence and ensure a rigorous procedure in applying for penalty notices. Robust weekly tracking to identify areas of concerns.	High absence impacts on learning. For children to reach their potential, good attendance at school is required.	Home visits Daily/weekly monitoring Leaflets about good attendance, attendance myths, lost learning etc. Regularly sharing of attendance with parents.	HOS FLO	£4,500	Daily monitoring Census data SEAAS reports LGB meetings
Provision of Milk	Provide milk across the school to pupils.	Food Standards guidance	Milk provided at lunchtimes and at playtimes for EYFS	SBM	£1500	Ongoing – July 2019 LGB

All children have school uniform and shoes to ensure self-esteem is high.	Identified pupils provided with uniform/shoes as required and in liaison with parents	Support to families that are struggling financially, and ensuring the children have access to quality school uniform.	All pupils with correct uniform which supports their feeling of belonging.	FLO	£600	Ongoing – July 2019 LGB
All children are able to attend trips and visits to enhance learning opportunities; improve real-life experiences and improve outcomes.	Subsidise trips to make them more affordable for all (and free for those eligible for PP.)	Access to real-life experiences supports children’s learning by giving them first-hand knowledge to draw on in their learning and increases enthusiasm.	Teachers to liaise with HOS regarding trips and cost. Try to work to the “one trip per topic” theory to maximise enhanced experiences for children. Ensure they form part of learning, e.g. A planned scheme of work based on the trip.	Curriculum Leads	£3000	Book looks Pupil conference DEC/APR/JUL
All children have access to extra-curricular activities through after school club (places being offered free of charge to those eligible for PP.)	High quality and exciting clubs provided enabling pupils access facilities which may otherwise be unavailable for them.	Pupils’ engagement in extracurricular activities supports learning in the classroom and strengthens relationships.	TAs to provide a varied timetable of clubs on a termly basis	HOS	£1500	Ongoing DEC/APR/JUL
Home Learning club to support children in completing home learning tasks in an appropriate environment with access to adequate resources.	Run home learning club weekly with support from school adults and access to resources.	Greater engagement in home learning will lead to improved learning, and support for children who may not always get it at home.	Weekly home learning club run by two adults. Ensure access to resources, particularly those needed for DT/Art activities or internet access etc.	HOS	£1000	Ongoing DEC/APR/JUL
Plan Cost					£12100	