

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Vale View Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anne Siggins
Pupil premium lead	Lisa Sprigmore
Governor	Amanda Abbott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119 705
Recovery premium funding allocation this academic year	£ 13 630
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	£133 335

Part A: Pupil premium strategy plan

Statement of intent

At Vale View School we are focussed on all children reaching their full potential and ensuring that any disadvantaged child is empowered to succeed. We want to ensure that pupils from disadvantaged backgrounds are fully equipped and prepared for secondary school and regardless of their financial background are able to achieve to their full potential in the knowledge that they are valuable contributors to society. We have used the Educational Endowment Foundation Guide to Pupil Premium (June 2019) to help us identify how we can maximise our funding for the benefit of pupils.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that have been identified as needing support. Additionally, with the school being in a highly deprived area with 56% of pupils attracting PP funding we acknowledge that improving outcomes for all pupils will also improve outcomes for our disadvantaged pupils.

Often there are many barriers to learning for our disadvantaged pupils before learning can take place and the Pupil Premium Funding will be used to support wellbeing, physical health, personal development, social, moral, spiritual and cultural development to ensure that each one of our children gets the best start in life enabling them to access learning and everything that school can offer to the full.

We use our Pupil Premium funding to achieve these goals by:

- Ensuring quality first teaching across the school is at least good leading to good learning. Robust monitoring ensures that all children are engaged, supported and challenged in order to make excellent progress.
- Finding solutions to ensure that children from disadvantaged backgrounds attend school regularly and with the same attendance as to those who are not considered disadvantaged.
- Providing opportunities to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.
- Providing 'life experiences' and opportunities that our disadvantaged children may not usually have access to, equalising opportunities for those from disadvantaged backgrounds to those that are not disadvantaged.
- Supporting pupils, parents and carers emotionally and in times of need in order to help them to deal with the pressures of today. This would involve subsidised school uniform, someone to support and signpost, food parcels, counselling sessions for pupils and their families with emotional needs. Access to after-school clubs to support families.
- Providing SEN provision which identifies need as early as possible, providing targeted or specialist support going above the main universal offer to ensure that every child is catered to and has their needs met. 20% of all pupils have SEND of which 68% of those children are entitled to pupil premium.

- Instilling positive well-being to provide a conducive climate for learning and empowering children to be ready for learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Achievement</p> <ul style="list-style-type: none"> • Many children now enter school with a very low level of oral language and early reading skills. This is more prevalent in our Pupil Premium children. All children in our current Reception cohort joined us with communication and language skills that were below the expected level for their age and stage of development – of these 50% are Pupil Premium. • Reading, Writing and Mathematics attainment is currently below pre-Covid levels.
2	<p>Attendance and Punctuality issues.</p> <ul style="list-style-type: none"> • Attendance of Pupil Premium children is generally lower than their peers; non Pupil Premium attendance is currently 95.9% and attendance of our Pupil Premium cohort is 91.5%. • Over 50% of our pupils have had recurrent late marks since September 2021 – 44% are Pupil premium children and 15% are Non-Pupil Premium children. • Cultural barriers impact on the attendance of our EAL and GRT pupils.
3	<p>Home Environment</p> <ul style="list-style-type: none"> • There are a number of social and economic challenges faced by families, such as housing, transporting the children to and from school, resuming routines and lack of literacy skills within the family; this is particularly prevalent within our EAL families. • Poor parental mental health impacts on the mental health and wellbeing of our pupils and their readiness to learn. It also impacts on the support that pupils are able to receive within the home environment. A higher proportion of our disadvantaged pupils have experienced Adverse Childhood Experiences than the non-disadvantaged pupils.
4	<p>Behaviour, Physical Health and Well-Being</p> <ul style="list-style-type: none"> • Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health. Pupils are requiring support to self-regulate which will enable them to continue to access education.
5	<p>Equal Opportunities and Cultural Capital</p>

- Pupil Premium children have been found to have fewer opportunities outside of school and less aspiration for their futures.

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.

3 Year plan

Intended outcome	Success criteria
Improve early reading and oral language skills for all children.	The achievement of Pupil Premium children in EYFS meeting GLD will match or exceed expected levels by 2024/25. Receptive and expressive language skills of children at the end of EYFS will be in line with their age and stage of development.
Pupils make good progress through the phases of phonics in KS1 ensuring readiness for the challenge of KS2 reading.	The number of pupils passing the Year 1 phonics screening check will increase; the attainment gap between Pupil Premium and non-Pupil Premium will close (current attainment gap -50%). Our chosen validated phonics scheme will be delivered ensuring that most children will be fluent decoders by the end of Year 2.
All Pupils to make good progress from starting points and improved attainment in Reading, Writing and Maths and for Pupil Premium children to be in line with non-disadvantaged pupils 2024/25	KS2 outcomes 2022 – current predictions are 58% of Pupil Premium children will meet the expected standard in Reading, Writing and Maths and 92% of Non-Pupil Premium children will meet the expected standard for Reading. KS2 outcomes 2024/25 – current predictions are that 80% of Pupil Premium children will meet the expected standard for Reading and 93% of Non-Pupil Premium children will meet the expected standard for Reading.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils and those who are learning English as an additional language.	All pupils will achieve 94%+ attendance and Pupil Premium achieve 93% attendance by the end of 2021 – 2022. All pupils will achieve 96%+ attendance and Pupil Premium achieve 95%+ attendance by the end of 2024 – 2025.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be evident from 2024/25, demonstrated by <ul style="list-style-type: none"> • Qualitative data gathered from pupil voice and through observations will demonstrate increased levels of wellbeing. • Quantitative data through wellbeing surveys for pupils and their parents will demonstrate increased levels of wellbeing. • Pupils will be able to recognise a range of emotions and will be enabled to use strategies

	<p>to self-regulate through the use of the Zones of Regulation.</p> <ul style="list-style-type: none"> • Data generated through the use of the Thrive approach will demonstrate that pupils are building resilience and positivity. • Disadvantaged pupils' engagement in enrichment activities will increase.
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Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teaching and learning through training and employing school (Trust) improvement leads with responsibility for curriculum and teaching and learning. Both leads support the development of the curriculum and pedagogy to ensure quality first teaching.</p>	<ul style="list-style-type: none"> • Teaching the right things to the right pupils at the right time is evident to ensure logical, systematic and engaging learning for all. • All children are able to access quality first teaching of a high standard – ensuring that learning time for all pupils is maximised. • High expectations are demonstrated through modelled learning. • Through our new approach to the curriculum children have access to a range of opportunities to improve their cultural capital including the 'The Learning Lift Off' and the 'Learning Landing'. • The Teaching and Learning strategy ensures that vocabulary development across all areas are planned for. • Assessment through a range of approaches which are recommended in our Teaching and Learning strategy ensures that teachers understand children's next steps and any potential barriers to learning, and these are addressed without delay. • Teachers will use a range of approaches to deliver learning and maximise children's learning time; these approaches will be based on a Teaching and Learning Strategy and on the context of their class.. • Explicit teaching ensures that knowledge acquired and skills are developed. • The culture of each classroom is one that inspires, engages and challenges; instilling a thirst for further learning. 	<p>1,5</p>

show 5

Create a clear and robust termly whole school assessment schedule.	<ul style="list-style-type: none"> Teachers will be allocated additional PPA time to ensure robust assessments are made and utilised to plan pupil's next steps. Provide an improved system for tracking pupil's progress and attainment. 	1
Develop and embed the systematic teaching of phonics including modelling, training and review of provision	<ul style="list-style-type: none"> Research from Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 	1
Implementation of a whole school Oral Language Programme to develop pupil's confidence, fluency and capacity to learn.	<ul style="list-style-type: none"> High impact of up to 6 months' additional progress can be achieved by implementing a systematic oral language approach as shown by research from the EEF. 	1

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

Budgeted cost: £ 27 835

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring – targeted interventions from class-based staff informed by regular assessments and keeping group sizes small.	Guidance from the DFE (School-Led Tutoring, Sept 2021) shows that tutoring is one of the most effective tools for helping pupils recover lost education. This will be most effective when linked to Classroom practice and delivered by school staff.	1
Teaching assistant to implement the Nuffield Early Language (NELI) with EYFS and YR1 children to improve children's language and early literacy skills. Provide trained TA to deliver programme.	Pupils enter our school with language skills below those expected for their age and stage of development; research found that NELI children made on average 3 months of additional progress in language.	1
Well trained Teaching assistants will provide bespoke reading sessions for both individual and small groups to accelerate learning to expected levels.	Intensive small group tuition is effective for lower attaining groups.	1

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

Budgeted cost: £43 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve mental health and well-being of pupils by providing the Thrive Approach as whole class provision.	<ul style="list-style-type: none"> In school evidence suggests that pupil's well-being and mental health has been significantly affected by the pandemic. All children need to be emotionally ready for learning to ensure good progress and good well-being. Children need to develop strategies to support their self-regulation. 	4, 5
To improve mental health and well-being for individual pupils by providing individualised Thrive approaches from high trained practitioners.	<ul style="list-style-type: none"> Research from EEF demonstrates that social and emotional learning approaches have a positive impact on children's learning and progress; on average 4 months' additional progress can be seen in academic outcomes. 	4, 5
Provide a Learning Mentor to support pupils who require support in self-regulation and to provide nurturing and therapeutic provisions.	<ul style="list-style-type: none"> With more children being affected by mental health and with increased social service involvement it is crucial that pupil's emotions are managed effectively to support learning and well-being. Research from EEF states that social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes. 	4, 5
Embedding principles of good practice set out in the DFE's Improving School Attendance advice. This will involve a Trust wide working group to develop and implement new procedures.	<ul style="list-style-type: none"> Significantly reduced levels of attendance is impacting on outcomes for pupils. Disadvantaged pupils are more likely to have poor attendance to that of non-disadvantaged pupils. Support EAL parents to understand the impact of poor school attendance on their life chances of their children. 	2
To provide parent workshops and surgeries to support parental needs, such as help with routines, issues, literacy skills, translations for EAL	<ul style="list-style-type: none"> Supporting parents through a parenting support group increases parental engagement. Working in partnership with parents has significant impact on pupil outcomes. 	3

families. Provide engagement and information sessions SEND support groups, healthy living and gardening group.		
Provide enrichment and extracurricular activities, including after school and holiday clubs to improve mental and physical health.	<ul style="list-style-type: none"> Enrichment and extra-curricular activities gives pupils the confidence to interact socially with others, extend their networks beyond existing friendship groups, and provide them with new skills and abilities. (Social Mobility Commission (2019)) 	5
Provision of specialist music tuition from Specialist teacher.	<ul style="list-style-type: none"> The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to each other performing. Music can enrich each student bringing happiness and a sense of belonging. 	5
Provide alternative provision for children who are unable to self-regulate at Curly's Farm for one day a week to encourage improved behaviour, good attendance and improved school engagement.	<ul style="list-style-type: none"> Pupils who are highly emotive are unable to access class-based learning. Reduced timetables are used to ensure that children are able to continue to access education. Pupils require motivation to reengage them with classroom learning. 	1,2,3,4

Total budgeted cost: £ 133 484

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 pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.