



Pupil premium strategy statement (Year 3 of 3)



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	60%
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	Anne Siggins
Pupil premium lead	Lisa Sprigmore
Governor / Trustee lead	Amanda Abbott

Funding overview

Detail	Amount		
	2021-2022	2022-2023	2023-2024
Pupil premium funding allocation this academic year	£119 705	£159 275	£169 115
Recovery premium funding allocation this academic year	£ 13 630	£16 530	£16 820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£175 805	£185 935

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 50% 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 join our 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 48% are Pupil Premium (September 2022). <p>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 58% are Pupil Premium (September 2023).</p>
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 93% and attendance of our Pupil Premium cohort is 90% (December 2022). Attendance as at December 2023 is 92%, 91% Pupil Premium and 93% non-Pupil Premium 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 – this has significantly reduced over the past year with 17% of our pupils having recurrent late marks, 97% are Pupil Premium and 3% Non-Pupil Premium (December 2022). Punctuality as at December 2023 – 24% of pupils have recurrent late marks since September 2022, 52% of these are 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> <ul style="list-style-type: none"> 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
<p>Improve early reading and oral language skills for all children.</p>	<p>The achievement of Pupil Premium children in EYFS meeting GLD will match or exceed expected levels by 2024/25.</p> <p>July 2022 – 60%</p> <p>July 2023 – 63%</p> <p>Receptive and expressive language skills of children at the end of EYFS will be in line with their age and stage of development.</p>
<p>Pupils make good progress through the phases of phonics in KS1 ensuring readiness for the challenge of KS2 reading.</p>	<p>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% (September 2021).</p> <p>June 2022 phonics screening results showed that 79% of children passed the screening check (75% were Pupil Premium and 83% were non-pupil premium); closing the gap to -8%.</p> <p>In June 2023 year 1 phonics screening results were 67% (60% were Pupil Premium and 79% were non-pupil premium); the gap did not close and was -19%.</p>
<p>All Pupils to make good progress from starting points and improved attainment in Reading and for Pupil Premium children to be in line with non-disadvantage pupils</p>	<p>KS2 outcomes 2021 2022</p> <p>Reading 65% (all), Pupil Premium 50%, Non-Pupil Premium 75%, Writing 69% (all) Pupil Premium 50% Non-Pupil Premium 81, Maths 62% (all), Pupil Premium 59%, Non-Pupil 69%, Combined 50% (all) Pupil Premium 40%, Non-Pupil Premium 56%</p> <p>KS2 predicted outcomes 2022 2023</p> <p>Reading 65% (all), Pupil Premium 60%, Writing 65% (all) Pupil Premium 60%, Maths 70% (all), Pupil Premium 65%, Combined 50% (all) Pupil Premium 40%</p> <p>KS2 outcomes 2022 2023</p> <p>Reading 45% (all), Pupil Premium 40%, Writing 52% (all) Pupil Premium 45%, Maths 41% (all), Pupil Premium 30%, Combined 31% (all) Pupil Premium 20% (cohort specific results due to instability and 52% of the cohort with significant SEND)</p> <p>KS2 predicted outcomes 2023 2024</p> <p>Reading 75% (all), Pupil Premium 70%, Writing 70% (all) Pupil Premium 65%, Maths 75% (all), Pupil Premium 70%, Combined 70% (all) Pupil Premium 65%</p>

<p>Pupils to make good progress from starting points and improved attainment in Writing and for Pupil Premium children to be in line with non-disadvantaged pupils</p>	<p>Writing outcomes 2021 2022: KS2: 69% (all) Pupil Premium 50%, non-Pupil Premium 81% (-31%) Pupil Premium (non-SEND) 75% (-25%) KS1: 59% (all) KS2: 69% (all) Pupil Premium 50%, non-Pupil Premium 81% (-31%)</p> <p>Writing outcome 2022 2023: KS2: 52% (all) Pupil Premium 45%, non-Pupil Premium 67% (-22%) Pupil Premium (non-SEND) 88% (-25%) KS1: 52% (all) Pupil Premium 47%, non-Pupil Premium 71% (-24%)</p> <p>KS2 predicted outcomes 2023 2024 70% (all) Pupil Premium 65%</p>
<p>Pupils to make good progress from starting points and improved attainment in Maths and for Pupil Premium children to be in line with non-disadvantaged pupils</p>	<p>Maths outcomes 2021 2022: KS2: 62% (all) Pupil Premium 50%, non-Pupil Premium 69% (-19%) Pupil Premium (non-SEND) 70% (+20%) KS1: 59% (all) Pupil Premium 50%, non-Pupil Premium 81% (-31%)</p> <p>Maths outcome 2022 2023: KS1: 66% (all) Pupil Premium 53%, non-Pupil Premium 91% (-38%) Pupil Premium (non-SEND) 75% (-25%) KS1: 62% (all) Pupil Premium 60%, non-Pupil Premium 64% (-44%)</p> <p>KS2 predicted outcomes 2023 2024 75% (all), Pupil Premium 70%</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>2021-2022: All pupils, including Pupil Premium, will achieve 96%+ attendance by the end of 2021-2022 2022-2023: All pupils, including Pupil Premium, will achieve 95%+ attendance by the end of 2022 – 2023 2023-2024: All pupils, including Pupil Premium, will achieve 96%+ attendance by the end of 2023-2024</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023-2024 demonstrated by</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Pupils are able to recognise a range of emotions and are enabled in using the Zones of Regulation. • Thrive Data • Increased participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

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. • Lesson delivery is in-line with our Teaching and Learning Strategy and the context of their class. • Explicit teaching ensures that knowledge is learned and skills developed. • The culture of each classroom is one that inspires, engages and challenges instilling a thirst for further learning. 	1,5
<p>Create a clear and robust termly whole school assessment schedule.</p>	<ul style="list-style-type: none"> • Continue to embed Insight as a data tracking and analysis tool that all teachers and leaders can access. • Ensure newly formed year group assessment grids are embedded to gain accurate assessment data for those in receipt of Pupil Premium across the curriculum. 	1
<p>Develop and embed the systematic teaching of phonics including modelling, training and review of provision</p>	<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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led tutoring – targeted interventions from class-based staff informed by regular assessments and keeping group sizes small.</p>	<p>Guidance from the DFE (School-Led Tutoring, April 2022) 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.</p>	<p>1</p>
<p>Teaching assistant to implement Speech and Language Link interventions with EYFS and YR 1 children to improve children’s speech sound production, language and early literacy skills. Provide trained TA to deliver programme</p>	<p>Pupils arrive at school with poor speech and language skills, impacting literacy skills.</p>	<p>1</p>
<p>Well-trained Teaching Assistants to provide additional support in Maths and Writing lessons, working both with individuals and small groups to accelerate learning to expected levels.</p>	<p>Intensive small group tuition is effective for lower attaining groups.</p>	<p>1</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve mental health and well-being of pupils by providing the Thrive Approach as whole class provision.</p>	<ul style="list-style-type: none"> • Pupils' well-being and mental health has been significantly affected by the effects of 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 well-being 	4, 5
<p>To improve mental health and well-being for individual pupils by providing individualised Thrive approaches from high trained practitioners.</p>	<ul style="list-style-type: none"> • 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
<p>Provide Pastoral and SEN Assistant to support pupils who require support in self-regulation and provide nurture provisions.</p>	<ul style="list-style-type: none"> • With more children being affected by mental health and with increased social service involvement it is crucial that pupils' 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
<p>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 and increasing our attendance team with the employment of a Family Liaison Officer (FLO).</p>	<ul style="list-style-type: none"> • Significantly reduced levels of attendance is impacting on outcomes for pupils. • Disadvantaged pupils are significantly more likely to have poor attendance to that of non-disadvantaged pupils. • Support EAL parents to understand the impact of poor attendance of children on their life chances. 	2
<p>To improve partnerships with parents through undertaking the Leading Parent Partnership Award (LPPA) To provide parent workshops and surgeries to support parental needs, such as help with routines, issues, literacy skills, translations for EAL families. Provide</p>	<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

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 and to widen children's opportunities; ensuring that all children are able to access these opportunities in addition, can access residential / outdoor and adventure activities.	<ul style="list-style-type: none"> Enrichment and extra-curricular activities give 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
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
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

Total budgeted cost: £185 935.00