

Pupil Premium Plan Review of academic year 2023 / 2024

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools were required to publish their KS2 data from 2023 onwards in line with DfE reporting arrangements following the Covid19 pandemic. The DfE shared 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils; COVID-19 continues to have a significant impact on our education system and this can be seen across a range of assessment measures not just statutory testing data alone. To help us gauge the performance of our disadvantaged pupils we compared our results for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations but improved from the previous year. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. There remains an attainment gap between our disadvantaged pupils and non-disadvantaged pupils and this is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

The review information below outlines how our Pupil Premium funding of £159, 275.00 was utilised to positively impact Teaching, Targeted Academic Support and Wider Strategies for pupils. Implementation Planning has been based on the Education Endowment Foundation's guide to using pupil premium.

Teaching (£58,000)

School Improvement Leads

- Coaching and mentoring programmes provided by the School Improvement Lead has ensured that we are working towards 100% of teaching being consistently good or better across the school; where this was not the case robust support / CPD was implemented.
- CPD delivered by the School Improvement Lead has supported development of teachers understanding of effective planning, delivery of learning and assessment, and it has also supported the development of Knowledge Organisers and Skills documents – ensuring that knowledge is explicit for children which has enabled them to reflect and revisit, ensuring that knowledge sticks and skills are practiced and rehearsed.
- Continuous review of the curriculum by the School Improvement Lead and senior leaders has ensured that we have an interesting, engaging, sequenced and progressive curriculum that reflects the expectations of the National Curriculum, with ample opportunities for retrieval, spaced practice and interleaving.
- CPD delivered by the School Improvement Lead has supported teachers in their design of learning tasks to ensure that they are accurately focused on learning, retention of knowledge and the development of key skills.

- Coaching provided by the School Improvement Leads for curriculum teams has ensured that subject leaders are developing their skills in leading, developing and monitoring their subjects within the school.

Outcomes

Year 6 – Statutory Assessment

	59% 16/27	37% 7/17	80% 8/10	33% 1/3
	59% 16/27	47% 8/17	80% 8/10	33% 1/3
	59% 16/27	47% 8/17	80% 8/10	33% 1/3
	44% 12/27	24% 4/17	80% 8/10	0
	52% 14/27	36% 6/17	80% 8/10	33% 1/3

Progress from July 2021 (post pandemic – 23 pupils in attendance since September 2021. Missing data for 6 pupils who were new joiners)

	Reading	Writing	Maths
EXPECTED+ PROGRESS (ALL)	17/33 74%	19/23 87%	21/23 91%
BETTER THAN EXPECTED PROGRESS	9/23 39%	8/23 35%	7/23 30%
EXPECTED+ PROGRESS (PP)	11/15 73%	12/15 80%	14/15 94%
BETTER THAN EXPECTED PROGRESS (PP)	6/15 40%	7/15 47%	7/15 47%
EXPECTED+ PROGRESS (NPP)	6/8 76%	8/8 100%	7/8 88%
BETTER THAN EXPECTED PROGRESS (NPP)	3/8 38%	1/8 13%	0/8 0%
EXPECTED+ PROGRESS (PP NON-SEND)	8/11 72%	9/11 81%	10/11 91%
BETTER THAN EXPECTED PROGRESS (PP NON-SEND)	3/11 27%	5/11 45%	3/11 27%

Year 4 – Multiplication Check

	All	PP	PP Non-SEND	Non-PP
% children scoring 25/25	4/30 14%	3/21 14%	3/18 17%	1/9 11%

% children scoring 20+ / 25	17/30 59%	11/21 52%	4/18 22%	2/9 22%
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Key Stage 1 Assessments

	40% (12/30)	26% (5/19)	64% (7/11)
	23% (7/30)	16% (3/19)	36% (4/11)
	37% (11/30)	21% (4/19)	64% (7/11)
	23% (7/30)	16% (3/19)	36% (4/11)

New Assessment Systems

- 'Insight', our data tracking and analysis system, is fully operational and has ensured data can be promptly collated and analysed. This has allowed leaders to quickly ascertain the progress and attainment of those in receipt of pupil premium funding against peers, identifying areas of strength and weaknesses, so that any disadvantage gap can be swiftly addressed. Knowledge organisers have been further developed in this time to ensure they utilise a key question approach that aids assessment. These are now being used to assess knowledge and understanding in the foundation subjects. Further to this, a series of skills assessment documents have now been introduced across the foundation subjects to ensure subject leaders can assess the impact of their subject, with a focus on Pupil Premium achievement. It is recognised that these need to be fully embedded to ensure that the data collected is accurately reflecting pupil attainment and that subject leads are confident in analysing this data against their intended impact.

A New Synthetic Phonics Programme as advised in The Reading Framework (3rd Year) (Books, Resources and ongoing training)

Little Wandle Letters and Sounds Revised (DfE validated programme)

- Phonics teaching and phonics intervention from Reception to Year 6 reflects fidelity to the chosen scheme.
- Reading sessions are developing key skills at a much quicker pace than before.
- Once children are secure in a phonics phase they can read their levelled books with accuracy and fluency.
- The scheme challenges the confident readers; children are now able to read longer words, words ending in 'es' and words ending in 'ing'.
- The children know what to expect as there is a clear, consistent structure for each lesson.
- The assessment process is rigorous and provides accurate information based on the children's reading ability- imperative when matching children's phonic knowledge to correct books for reading.

Reception

- All children were assessed as below the expected standard in communication, language and literacy at the beginning of the academic year.
- 50% of children achieved age related Reading and Writing skills by July 2024; this includes 70% (7/10) PP and 62% (8/14) non-PP.
- Over half of the children in Reception were Summer Born (13/24), with 3 children (all PP) experiencing a delayed start to school and not joining the cohort until term 5.

Year 1

- 76% (19/25) passed the phonics screening check in June 2024; 75% (12/16) PP and 78% (7/9) non-PP children.

Year 2

- 42% (5/12) passed the phonics retakes in June 2024; 29% (2/7) PP and 60% (3/5) non-PP children.

Targeted Academic Support (£26,935)

School-Led Tutoring

Nine pupils were offered tutoring over this academic year with the aim of closing gaps in KS2 learning and to support them in approaching the KS2 statutory assessments. Tutoring focused on Maths. 7/9 (78%) of pupils passed the maths assessment – one missed out by 1 point (scaled score), and the other child refused to attend due to significant SEMH needs. 6/7 (86%) of the pupils who passed the maths paper, that had attended tutoring were PP

Additional TA time to support vulnerable class

Team around the class accessed to support vulnerable Reception class. Additional staff required to support.

Wider Strategies (£80, 000)

Whole Class Thrive Provision (Staffing / time to complete profiles)

- A greater emphasis on whole class approaches have continued this year. All classes have a whole-class Thrive profile which generates an action plan which has been included on their provision maps.
- Impact is positive when measured with incident sheets.

Individual Thrive provision from Highly Trained Practitioners (Training and Staffing)

- 20 children (15 PP) have received individual and/or small group Thrive intervention.
- 75% of children have shown an improvement on their profiles with another 10% staying at the current level.
- Less than 50% of planned sessions have taken place due to a number of children with significant SEMH needs requiring individualised support.
- There is a need to protect the practitioners time to run Thrive as it is a vital part of our provision and demonstrates impact. Whilst there has been progress for these children, it could be better.

Impact of Pastoral Support Mentor providing provision to support pupil's self-regulation

A range of interventions were planned to be delivered this year, however a small number of children with significant social, emotional and mental health needs required the delivery of a more bespoke provision. Under the guidance of the school SENCo, the PSM led a Nurture Group provision for two groups of children throughout the day; all pupils accessing the provision were in receipt of Pupil Premium funding. The provision was based on the Nurture principles and planned in response to individual Boxall Profile assessments. Although academic progress has been difficult to quantify - below is the Boxall Profile data for each pupil which demonstrates positive impact for 5/6 of the pupils that attended:

Pupil	Baseline Boxall Profile		Exit Boxall Profile	
	Dev	Diag	Dev	Diag
A	10	6	7	5
B	10	8	10	8
C	8	6	6	6
D	8	7	7	7
E	9	7	7	6

Trust Attendance Group and Action Plan – areas of focus:

- Using rigorous data processes to enable clarity of position and to monitor progress
- Tracking EYFS and YR1 children for attendance so that we can prevent entrenched absence
- Considering further incentives for improved attendance

School processes for families that have historical poor attendance

Improving attendance has remained a firm priority; included in improvement planning. Although improvement is not reflected in overall attendance figures there have been some individual improvements and indications of a cultural shift.

The HT, AHT, senior admin assistant and FLO continue to be responsible for championing and improving attendance and there is an understanding from all staff that good attendance is linked to good outcomes and the link between non-attendance and safeguarding. The attendance team meet weekly to review actions for the coming week. The school is working with the local attendance team (SLO) and meetings are carried out each half term to review actions. Six children on a reduced time table have impacted on the overall attendance data each term. There have also been nine term-time holidays this year – impacting on the attendance of twelve pupils which is unusual at Vale View; these families have been referred for penalty notices and awareness raised about the impact of missing school.

Current attendance data is detailed below:

Attendance to Date %	Whole School	EAL (41)	PP (110)	Non-PP (77)	SEND (48)	Non-SEND (145)	CiC/LAC/PLAC/iPLAC (1)	Persistent Absentees (No of children under 90%)	PA- PP	PA Concerns	PA Concerns PP	RTT
Term 1	93.4%	88.6 %	91.4 %	96.3 %	92.3 %	93.7 %	100%	38	29	20	19	2
Term 2	91.4%	82.9 %	88.9 %	94.7 %	94.8 %	90.4 %	100%	33	24	17	15	6
Term 3	91.2%	85.8 %	88.7 %	94.6 %	90.4 %	91.4 %	100%	47	35	13	11	7
Term 4	92.1%	88.2 %	91.6 %	92.9 %	85.5 %	94.1 %	99.5	48	32	28	20	7
Term 5	92.0	88.8	91.3	93.2	85.8	94.1	99.7	48	30	36	22	6
Term 6	91.9	88.5	91.1	93.3	85.9	94.0	99.7	48	30	36	22	6

Parental Partnerships

Vale View received the Leading Parent Partnership Award (LPPA). It is a nationally recognised award framework that helps schools to develop their work with parents and carers. A wealth of research is available that demonstrates that increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour. The framework has supported us to create additional opportunities to encourage parents to be involved in their children's learning in all aspects of school life including curriculum opportunities, learning alongsides, input into decision making and also opportunities for them to develop their own learning in order to better support their children.

Comments that were made in the final report:

At Vale View it is clear that leaders have taken the whole staff team and the parent body with them on this journey and listened and responded to feedback at every stage.

It was very evident that building and maintaining parent partnerships is at the core of what the school is about and values and that all staff understand their role.

Communication between home and school is highly effective and valued by both sides. There are a wide range of channels used including a coordinated and thoughtful use of electronic communication including Facebook, regular newsletters, clear information on the website, direct emails to teachers

and regular face to face contact at pick up and drop off despite the physical challenges presented by the site.

School staff provide highly effective support to parents and students in preparing for the transition into the school and when they leave.

The school's commitment to effective parental engagement is deeply rooted in the school's ethos and culture and this is set by senior leaders both of whom have driven the awards process. Staff are fully on board and embrace this sense of community recognising how it supports children, parents and themselves.

The school actively welcome parents into school at every opportunity and in addition to formal events like the family picnic, celebration assemblies and learning events there is a real warmth and connection between parents and staff whenever parents come onto site. This is a school where everyone knows everyone and welcomes them with warmth.

Achieving the award has enabled the school to make connections with an increased number of families, many of whom have children in receipt of Pupil Premium and have been previously hard to reach.

Curly's Farm

2 children (both PP) attended the Curly's Farm provision. Both with significant Social, Emotional and Mental Health Needs and were at risk of suspension. The Farm supported the children's attendance and engagement in school whilst also providing an alternative curriculum experience, and supported the children to modify their behaviour, therefore limiting suspension, particularly for one of the pupils

Specialist Music Provision

The provision consists of a specialist music teacher who works at Vale View for one day teaching singing, choir, year 6 band, year 5 brass and woodwind and year 3 ukulele. In addition to this he provides links with Deal Music and Arts which allows the children to develop their performing skills through the 'Bold as Brass' project, culminating in a summer concert. Instruments are loaned to the school through Kent Music which allows each pupil in Year 5 to be allocated either a clarinet or a brass instrument and also an instrument for Year 6 children who choose to continue with their instrument by joining the year 6 band. Qualitative data collected through pupil voice has demonstrated the value of the 'Bold as Brass' project and the music provision that is delivered by the specialist.

Strengths

'I loved the band'
'I found it fun'
'I was able to make a good sound on my clarinet'
'I love playing'
'I liked coming together to perform'
'Being able to make notes'
'Hearing the musicians was amazing'
'I love the sound'

Weaknesses

'Being able to remember the notes'
'Changing from one note to another'
'I made some squeaking to begin with'
'Trying to play quietly'
'Getting used to the feeling of the reed'
'Playing the high notes well'

'It de-stresses me' 'I loved performing'	
Opportunities 'Would like to continue in high school' 'Being an artist or a musician' 'Given me an interest in learning piano, drums or guitar' 'Continuing in the band next year' 'I love music now'	Threats 'Being able to afford my own instrument' 'Being criticised by others' 'Being shy at first' 'Neighbours complain about the noise'

Externally provided programmes

Programme	Provider
Thrive	Thriveapproach.com
Speech and Language Link	Multi Media Ltd
Little Wandle Letters and Sounds Revised	LittleWandleLettersandSounds.org

Further information (optional)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:</p> <ul style="list-style-type: none"> • Embedding our Teaching and Learning Strategy to ensure high quality delivery of learning through effective explanations, modelling, questioning, metacognitive strategies, retrieval and spaced practice • Ensuring that our curriculum is not narrowed for children who are vulnerable or children with SEND. • Ensuring that feedback and marking is effective; ensuring that progress is evident and that learning is imbedded. • Ensuring that adaptive teaching is enabling children to access a high-quality curriculum and to demonstrate what they know and can do. • Increasing our engagement with parents. • Utilising a DfE grant to train a Senior Mental Health Lead (SMHL) and an Emotional Literacy Support Assistant (ELSA). The training will develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. • Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

- Utilising speech and Language Link as an early intervention and screening tool for children with sound production / speech / developmental language difficulties and to identify where referral to a speech and language therapist is required.

We have used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.