



Pupil premium strategy statement (Year 1 of 3)



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	180
Proportion (%) of pupil premium eligible pupils	61% (109 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Brown
Pupil premium lead	Lisa Sprigmore
Governor / Trustee lead	Kirsty Meakings

Funding overview

Detail	Amount 2024-2025
Pupil premium funding allocation this academic year	£158 700.00
Early Years Pupil Premium	£5 746.68
Pupil Premium+ funding (CiC)	£800.00
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	£165 246.68

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding.

At Vale View Primary School we draw on research evidence (such as the EEF toolkit and Sutton Trust - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>) and evidence from our own experience to ensure we allocate funding to activities that are most likely to maximise potential. In June 2019, the Education Endowment Foundation published their guide to Pupil Premium with the aim of helping schools maximise the benefits of funding for their students. They identified a number of key principles and dispelled some myths around PP. These included:

- Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
- The Pupil Premium is designed to support schools raise the attainment of disadvantaged children. However, many of the most effective ways of doing this- including improving the quality of teaching- will benefit other groups.
- Spending on improving teaching might include professional development, training and support for early career teachers, recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should right be the top priority for Pupil Premium spending.

At Vale View Primary School, we endeavour to use this research to ensure our Pupil Premium funding maximises children's potential.

At Vale View Primary School we have adopted a 3-tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

1. Teaching: Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.

2. Targeted academic support: We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

3. Wider strategies: Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

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"> Children starting school with weaker oral language skills; lack of a broad vocabulary and the inability to express ideas and feelings - baseline assessment data for our current reception cohort showed that 0% (0 out of 10) Pupil Premium children started school without age-related Communication, Language and Literacy skills. 83% of children on our SEND register have Communication and Interaction as their primary area of need – of these 88% are Pupil Premium. Baseline data shows that the securing of early mathematical facts hinder fluency as the curriculum becomes more complex. Baseline assessment data for our current reception cohort showed that 0% (0 out of 10) Pupil Premium children started school without age-related number knowledge. Lack of secure transcription skills – Grammar, Punctuation, Spelling and Handwriting continues to impact outcomes in writing, particularly for Pupil Premium children.
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 94.6% and attendance of our Pupil Premium cohort is 92.1% (December 2024) – this impacts on daily learning for this group of pupils. Cultural barriers impact on the attendance of our EAL and GRT pupils.
3	<p>Socio-Economic Factors</p> <ul style="list-style-type: none"> Housing conditions, home learning environments and social, emotional and mental health issues impact the progress of this particular group of pupils.
4	<p>Behaviour, Physical Health and Well-Being</p> <ul style="list-style-type: none"> Pupil Premium children are often presenting 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 impacts on their ability to access education.
5	Equal Opportunities and Cultural Capital <ul style="list-style-type: none"> Gaps in on entry subject knowledge linked to limited experiences and parental capacity.

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>PP children make rapid progress in early communication and reading skills in order to support their progress as they move into KS2 (1)</p> <p>July 2024 GLD PP 50% NPP 55% Year 1 phonics PP 75% NPP 78% Year 2 phonics PP 29% NPP 60%</p>	<p>The achievement of Pupil Premium children in EYFS meeting GLD will match or exceed expected levels by July 2025. 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>Increased percentages of children leave KS1 with age-appropriate speech and language skills, as evidenced through the Speech and Language Link programme.</p> <p>The number of pupils passing the phonics screening check in Years 1 and 2 will meet national expectations, and the attainment gap between Pupil Premium and non-Pupil Premium will close.</p>
<p>Improved outcomes for PP children at the end of Key Stage 1 with more children working at the expected level; showing that they match or exceed their peers (1)</p> <p>KS1 2024 results – PP / Non-PP: Reading 26% PP / 64% NPP Writing 16% PP / 36% NPP Maths 21% PP / 64% NPP</p>	<p>The attainment gap will narrow between PP and non-PP children working at the expected standard in reading, writing and mathematics at the end of KS1 and will close by 2027.</p>
<p>Improved outcomes for PP children at the end of Key Stage 2 with more children working at the expected level; showing that they match or exceed their peers (1)</p> <p>KS2 2024 results – PP / Non-PP Reading 37% PP / 80% NPP Writing 42% PP / 80% NPP Maths 42% PP / 80% NPP</p>	<p>The attainment gap will narrow between PP and non-PP children working at the expected standard in reading, writing and mathematics at the end of KS2 and will close by 2027.</p>

<p>PP children enjoy coming to school, are ready to learn and have strong self-efficacy (2,4,5)</p> <p>Attendance 2023 2024 91.3% - PP 93.8% - NPP</p>	<p>Improved attendance and punctuality for PP children – remove the gap which currently exists between the attendance of PP children and NPP children.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils (3,4,5)</p>	<p>Prompt identification, referral and access to relevant services for pupils and their families. Positive home learning environments developed for vulnerable children where parents feel empowered to support their children’s learning. Children and families to access support that is needed.</p> <p>A whole school Nurture approach will be implemented with the Boxall Profile being used as a tool to identify gaps in emotional and social development.</p>
<p>To continue to ensure PP children have access to all curriculum enrichment that is on offer at Vale View, including outdoors and adventurous activities (5)</p>	<p>Our programme of curriculum enrichment can be accessed by all PP children, which develops their cultural capital, engagement and wellbeing.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost - £82,623.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Trust School Improvement Lead to provide high-quality CPD in order to ensure that pedagogy is a strength and leads to quality first teaching for all, in line with the expectations of the school’s Teaching and Learning Strategy and adopted schemes used.</p> <p><i>(There are currently 2 teachers in the school who are engaging with the ECF who will also receive skilled mentoring).</i></p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF).</p> <p>Education Endowment Foundation EEF</p> <p>High-quality CPD for teachers and teaching assistants has a significant effect on pupils’ learning outcomes (Education Policy Institute).</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute</p>	1
<p>Subscription to the National College to bolster the CPD offer for staff, which has a positive and direct impact on teaching</p>	<p>Teachers’ professional development is crucial to a high-quality education system. When teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated</p>	1

<p>and learning and the wider support that pupils may require.</p>	<p>professional knowledge base, this can lead to improvements in pupils' learning outcomes.</p> <p>Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK</p>	
<p>Employment of a Trust EYFS Lead Practitioner to ensure high quality CPD based around developing interactions, communication, language and literacy skills and early maths in EYFS and KS1.</p> <p><i>(Continuing to develop the use of Drawing Club in Reception and supporting the implementation of Curious Quests in Year 1 and the implementation of White Rose Maths).</i></p>	<p>The Early Years Toolkit (EEF) suggests that early literacy programmes can add 4+ months of additional progress to children's learning and early numeracy programmes an additional 7+ months.</p> <p>Early literacy approaches EEF</p> <p>Early numeracy approaches EEF</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills.</p> <p>Communication and language approaches EEF</p>	1, 4
<p>Purchasing and implementing a revised whole school Maths programme (White Rose / Mastery Approach).</p> <p><i>(Engagement in Maths Mastery CPD with the Kent Maths Hub).</i></p> <p><i>(Implementation supported by the employment of a trust / school improvement).</i></p>	<p>The Teaching and Learning Toolkit (EEF) suggests that mastery learning approaches can add 5+ months of progress to children's learning - White Rose teaches mathematical concepts through pictorial, practical and written methods in order to develop a deep understanding, confidence and competence in Maths and to improve fluency.</p> <p>Mastery learning EEF</p> <p>Improving Mathematics in Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 EEF</p> <p><i>Maths attainment (statutory and teacher assessments) across all year groups July 2024</i></p> <p>Year 1 50% PP, 67% NPP Year 2 21% PP, 64% NPP Year 3 75% PP, 70% NPP Year 4 53% PP, 55% NPP Year 5 25% PP, 78% NPP Year 6 37% PP, 80% NPP</p>	1
<p>Develop a clear and robust feedback and marking policy and ensure that it is implemented effectively for maximum impact.</p>	<p>The Teaching and Learning Toolkit (EEF) suggests that Effective Feedback provides high impact on learners' abilities and may add an addition 6+ months to children's progress.</p>	1

<i>(Implementation supported by the employment of the trust school improvement lead).</i>	<i>Evidence from staff voice suggests that a more clear and prescriptive policy would be welcomed.</i>	
Continuing to embed the systematic teaching of phonics. <i>(Implementation supported by the employment of the trust EYFS lead practitioner).</i>	The Teaching and Learning Toolkit (EEF) suggests that the teaching of phonics provides high impact on learners' abilities and may add an additional 5+ months to children's progress and is an important component in the development of early reading, particularly for children from disadvantaged backgrounds. Year 1 phonics PP 75% NPP 78% Year 2 phonics PP 29% NPP 60%	1

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

Budgeted Cost - £71, 311.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of class TAs to deliver targeted small group interventions – which are designed to close gaps in learning. <ul style="list-style-type: none"> Pre / post teaching in writing and maths Phonics catch up aligned to the Little Wandle scheme 	The Teaching and Learning Toolkit (EEF) suggests that small group intervention has a positive impact on learners' abilities and may add an additional 5+ months to their progress.	1
Employment of a specialist SLCN TA to support the implementation a whole school approach to the development of speech, language and communication skills. <i>(Implementation supported by EYFS lead practitioner, SENCo and SLCN TA).</i> EYFS – SIP focus on quality interactions / SHREC approach / Intensive interaction KS1 / KS2 – use of speech and language link assessments and interventions	Language provides the foundation of thinking and learning and should be prioritised. High quality adult/child interactions are important. Improving Literacy in Key Stage 1 EEF On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions EEF	1,3,4
Employ an Emotional Literacy Support Assistant	Research from EEF states that social and emotional learning approaches have a	3,4

(ELSA) to implement small group and individual sessions for children with SEMH needs.	positive impact, on average 4 months' additional progress in academic outcomes. Improving Social and Emotional Learning in Primary Schools EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost - £11, 311.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice as set out in the DfE's Working Together to Improve School Attendance (2024).</p> <p>Ensuring that attendance is embedded in the culture of the school and is the responsibility of all staff.</p> <p>Strengthen the attendance team through the recruitment of a HLTA (Inclusion).</p> <p>Implement focus groups, mentoring for individuals and small groups of children.</p>	<p>Poor school attendance is directly linked to lower-than-expected academic outcomes for pupils at the end of KS2; good attendance is <i>'essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances'</i>. (DfE 2024)</p>	2,3
<p>Provision of specialist music tuition from a Specialist teacher.</p> <p>Accessing professional performances which have been planned by Deal Music and Arts</p> <p>Provision of instruments for year 5 and year 6</p>	<p>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.</p>	3,4,5
<p>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.</p>	<p>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.</p> <p>(Social Mobility Commission (2019).</p>	3,4,5

<p>Continue to provide a programme of workshops and information sessions for parents to improve engagement and confidence to support children's learning at home.</p> <p>Implementation of homework club.</p>	<p>Research from EEF states that homework activities can have a positive impact, on average 5 months' additional progress in academic outcomes and that positive parental engagement can, add an additional 4 months of progress to pupil outcomes.</p> <p>Parental engagement EEF</p> <p>Homework EEF</p>	<p>1,3,5</p>

Total budgeted cost: £165 246.68