

Pupil Premium Plan Review of Academic Year 2024 / 2025

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using the end of Key stage 2 statutory and teacher assessment data, end of Key Stage 1 teacher assessment data, phonics and multiplication check results, the end of EYFS Good Level of Development framework and results and our own internal assessments. 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. In some areas an attainment gap between our disadvantaged pupils and non-disadvantaged pupils is still evident but the gap is continuing to narrow.

The review information below outlines how our Pupil Premium funding of £158 700.00 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 (£82,623)

- School Leaders and the Trust School Improvement Lead have ensured that quality first teaching for all is the expectation across all classes and reflects the Trust Teaching and Learning Strategy.
- The Trust School Improvement Lead has led the implementation of the White Rose Maths Scheme across the school – this has included CPD for both teachers and support staff, regular monitoring of books, data analysis, pupil and staff voice.
- School Leaders have ensured that ECTs are engaging with the ECF and are receiving skilled mentoring with the Trust School Improvement Lead.
- Ongoing 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 and spaced practice. The ongoing review has also ensured that the opportunities for quality writing are maximized across the curriculum.
- Through the use of National College in addition to CPD delivered by School Leaders and the Trust School Improvement Lead, there has been a continuous drive to develop key areas of practice including Scaffolding, Questioning and Feedback and Marking. Coaching through the use of Iris has ensured that this CPD is having the desired impact on practice and in maximising children's learning.
- The Trust EYFS Lead Practitioner has led the implementation of the White Rose Maths Scheme in EYFS - this has included CPD for both teachers and support staff, regular monitoring of Maths sessions, data, pupil and staff voice.
- The Trust EYFS Lead Practitioner has led the implementation of the Curious Quest approach to writing in Year 1 and the ongoing implementation of Drawing Club in Reception – focusing on early transcription skills and the foundational knowledge of writing.

Outcomes

Year 6 – Statutory Assessment

Year 6	Exp + (All)	PP	Non-PP	PP Non-SEN
Reading	64% 16/25	50% 8/16	70% 7/10	75% 6/8
Writing	68% 17/25	50% 8/16	90% 9/10	63% 6/8
Maths	64% 16/25	50% 7/16	80% 8/10	63% 5/3
GPS	52% 13/25	50% 6/16	70% 7/10	75% 6/8
Combined	60% 15/25	53% 9/16	70% 7/10	75% 6/8

Year 4 – Multiplication Check

100% (15/25)	25 Marks	20-24 Marks	15-19 Marks
All	18%	61%	21%
PP	17%	72%	28%
PP Non-SEND	11%	32%	20%
Non-PP	20%	40%	10%

Key Stage 1 Assessments

	Reading	Writing	Maths	Combined
All	67%	48%	63%	48%
PP	67%	39%	56%	33%
PP Non-SEND	75%	50%	67%	42%
Non-PP	66%	67%	78%	67%

Phonics Screening Check

	Pass (all)	PP	PP Non-SEND	Non-PP
Year 1	59%	50%	83%	73%
Year 2	50% (4/8)	50% (3/6)	100% (2/2)	50% (1/2)

Reception Good Level of Development

	All	PP	PP Non-SEND	Non-PP
GLD	50% (9/18)	55%	50%	45%

Targeted Academic Support (£71, 311)

Class TAs have supported small intervention groups in order to maximise the progress for vulnerable children who may be at risk of falling behind, this has included Speech and Language Support, pre and post teaching groups and small group support within the classroom.

In year progress data is seen below for PP children across year groups. Data demonstrates that increased support is needed for the children with multi-vulnerabilities such as those who are PP and SEND:

Year 1	Reading	Writing	Maths
PP	88% EXP+ (44% accelerated)	88% EXP+ (13% accelerated)	75% EXP
PP-Non-SEND	100% EXP+ (67% accelerated)	82% EXP	83% EXP
Non-PP	82% EXP+ (27% accelerated)	88% EXP+ (18% accelerated)	72% EXP+ (9% accelerated)

Year 2	Reading	Writing	Maths
PP	100% EXP+ (28% accelerated)	94% EXP+ (22% accelerated)	89% EXP+ (39% accelerated)
PP-Non-SEND	100% EXP+ (83% accelerated)	92% EXP+ (17% accelerated)	91% EXP+ (33% accelerated)
Non-PP	89% EXP+ (33% accelerated)	88% EXP+ (18% accelerated)	72% EXP+ (9% accelerated)

Year 3	Reading	Writing	Maths
PP	95% EXP+ (21% accelerated)	95% EXP	95% EXP
PP-Non-SEND	88% EXP+ (25% accelerated)	88% EXP	88% EXP
Non-PP	90% EXP+ (50% accelerated)	90% EXP+ (20% accelerated)	90% EXP+ (10% accelerated)

Year 4	Reading	Writing	Maths
PP	100% EXP+ (11% accelerated)	100% EXP+ (28% accelerated)	100% EXP+ (11% accelerated)
PP-Non-SEND	100% EXP	100% EXP+ (10% accelerated)	100% EXP
Non-PP	100% EXP+ (10% accelerated)	100% EXP+ (40% accelerated)	100% EXP+ (10% accelerated)

Year 5	Reading	Writing	Maths
PP	94% EXP+ (33% accelerated)	95% EXP+ (67% accelerated)	94% EXP+ (33% accelerated)
PP-Non-SEND	91% EXP+ (36% accelerated)	91% EXP+ (64% accelerated)	91% EXP+ (36% accelerated)
Non-PP	100% EXP+ (63% accelerated)	100% EXP+ (38% accelerated)	72% EXP+ (9% accelerated)

Year 6	Reading	Writing	Maths
PP	100% EXP+ (27% accelerated)	100% EXP+ (60% accelerated)	100% EXP+ (27% accelerated)
PP-Non-SEND	100% EXP+ (13% accelerated)	100% EXP+ (63% accelerated)	100% EXP+ (25% accelerated)
Non-PP	81% EXP+ (36% accelerated)	81% EXP+ (36% accelerated)	82% EXP+ (27% accelerated)

Wider Strategies (£11, 311)

Group and Individual ELSA and Thrive provision

- 23 children (17 PP) have received individual and/or small group Thrive intervention.
- 75% of children have shown an improvement on their profiles with 25% staying at the current level.
- Less than 65% of planned sessions have taken place due to a number of children with significant SEMH needs requiring individualised support. However, two of these children have now moved on to specialist placements, demonstrating that the high level of support was necessary in order to support their engagement and progress.
- 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.

Attendance Team – areas of focus:

- Embedding principles of good practice as set out in the DFE's Working Together to Improve School Attendance (2024).
- Ensuring that attendance is embedded in the culture of the school and is the responsibility of all staff.
- Implement focus groups, mentoring for individuals and small groups of children.

Attendance Leadership and Improvement

The Headteacher, Assistant Headteacher, and Senior Administrator continue to take a lead role in championing and improving attendance across the school. All staff recognise the strong link between good attendance and positive pupil outcomes, and understand that persistent non-attendance is a safeguarding concern. Staff have undertaken professional development through the National College, focusing on attendance and the importance of working collaboratively with families.

The school's attendance team meets weekly to review actions and plan targeted interventions for the coming week. Vale View also works closely with the Local Authority's School Liaison Officer (SLO), with formal review meetings conducted each half term to evaluate progress and plan further support.

Currently, Vale View's attendance is ranked in decile 10 nationally, placing it within the bottom 0–10% of schools. Within the local authority, Vale View is ranked 381st out of 460 schools. Despite this, the most recent Department for Education data shows that national attendance stands at 93.3%. Over the 2024–2025 academic year, Vale View's attendance is beginning to improve, showing progress towards national figures. Overall attendance is now higher than pre-COVID levels, reflecting the impact of targeted leadership, monitoring, and intervention strategies.

Current attendance comparison data is detailed below:

Attendance	Whole School %	PP (110)	Non-PP (77)	PA (Number)	PA- PP	PA Concerns	PA Concerns - PP
Term 1 2024	93.4%	91.4 %	96.3 %	38	29	20	19
Term 1 2025	93.4%	92.1%	95.7	40	35	18	16
Term 2 2024	91.4%	88.9 %	94.7%	33	24	17	15
Term 2 2025	93.2 %	91.9%	95.6%	39	34	26	25
Term 3 2024	91.2%	88.7%	94.6 %	47	35	13	11
Term 3 2025	92.5%	91.3%	94.5%	42	35	29	27
Term 4 2024	92.1%	91.6%	92.9%	48	32	28	20
Term 4 2025	93.3%	92.1%	95.2%	40	34	33	30
Term 5 2024	92.0%	91.3%	93.2%	48	30	36	22
Term 5 2025	93.3%	92.2%	95.1%	36	30	29	27
Term 6 2024	91.9%	88.5%	93.3%	48	30	36	22
Term 6 2025	93.3%	92.2%	95.2%	37	31	30	28

Specialist Music Provision

Our specialist music provision is led by a dedicated music teacher who works at Vale View one day each week. During this time, pupils across the school engage in a wide range of musical experiences, including singing, choir, Year 6 band, Year 5 brass and woodwind, Year 3 ukulele, and EYFS listening and engagement activities. This ensures that all children, regardless of age or starting point, have meaningful access to music-making.

In addition, the specialist teacher fosters strong links with Deal Music and Arts, enabling pupils to further develop their performance skills through the *Bold as Brass* project. This inclusive programme culminates in a summer concert, giving children the opportunity to perform together and celebrate their achievements as a community.

Instruments are loaned to the school through Kent Music, allowing every pupil in Year 5 to access either a clarinet or a brass instrument. Pupils who wish to continue their musical journey in Year 6 are also supported with an instrument as part of the Year 6 band. This approach removes financial barriers and promotes sustained participation in music.

Feedback gathered through pupil voice highlights the significant value of the *Bold as Brass* project and the wider specialist music provision. This impact is particularly positive for the current Year 5 cohort, where 73.1% of pupils are eligible for Pupil Premium, demonstrating how the provision supports inclusion, confidence, and engagement for all learners.

Strengths	Challenges
'Hearing the musicians was amazing' 'I loved playing alongside the professional musicians' 'I am proud of my achievements, especially being able to read music' 'I love the performances, especially the one at Duke of Yorks'	'Getting used to the feeling of the reed' 'Playing the high notes so that I don't make it squeak' 'Being tempted to blow my instrument when I'm not supposed to'

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

Additional activity

The school's Pupil Premium strategy is supported by a range of additional activities that are not funded through Pupil Premium. These actions are designed to strengthen whole-school practice, secure consistently high-quality provision, and improve outcomes for all pupils, with particular consideration given to disadvantaged pupils and those with Special Educational Needs and Disabilities (SEND). This includes:

- Embedding the school's Teaching and Learning Strategy to ensure consistently high-quality classroom practice, with a clear focus on effective explanation, modelling, questioning, metacognitive strategies, retrieval practice, and spaced learning, in line with evidence-informed approaches.
- Ensuring that the curriculum is ambitious, inclusive, and not narrowed for disadvantaged pupils or those with SEND, enabling all pupils to access a broad and balanced curriculum that supports progression, achievement, and preparation for future learning.
- Ensuring that feedback and marking are purposeful and effective in supporting pupil progress, enabling pupils to identify next steps, address misconceptions, and embed learning over time.
- Ensuring that adaptive teaching is consistently implemented so that all pupils can access high-quality teaching and demonstrate what they know and can do, while maintaining high expectations for all.
- Strengthening engagement with parents and carers to support pupils' learning, attendance, behaviour, and wellbeing, recognising the importance of effective home-school partnerships.
- Utilising a Department for Education (DfE) grant to train a Senior Mental Health Lead (SMHL) and an Emotional Literacy Support Assistant (ELSA). This training will develop whole-school capacity to identify and respond to pupils' mental health and wellbeing needs, ensure that pupil voice informs provision, and support effective collaboration with parents and external agencies.
- Providing a wide range of high-quality extracurricular activities to support pupils' personal development, wellbeing, behaviour, attendance, and aspirations, in line with Ofsted's focus on personal development.
- Using Speech and Language Link as an early identification and intervention tool to support pupils with sound production, speech, and developmental language difficulties, and to identify where timely referral to a speech and language therapist is required.

The strategy has been informed by the Education Endowment Foundation's (EEF) implementation guidance, particularly the *Explore* phase, to ensure that identified actions are closely matched to pupils' needs and the school's context. This guidance will continue to inform implementation and review. A robust evaluation framework has been established across the three-year strategy period to monitor impact, ensure accountability, and enable the strategy to be refined over time to secure improved outcomes for pupils.