

Pupil Premium Strategy Statement 2019-20

1. Summary Information

| | | | | | |
|------------------------|---------------------------------|----------------------------------|--------|--|-------------|
| School | Vale View Primary School | | | | |
| Academic Year | 2019-2020 | Total PP Budget | £97680 | Date of Most Recent PP Review | Summer 2019 |
| Total Number of Pupils | 197 | Number of Pupils eligible for PP | 84 | Date for Next Internal review of this strategy | Autumn 2020 |

2. 2018 attainment

| Yr 6 | <i>All Pupils</i> | <i>Pupils eligible for PP (VV Pupils)</i> | <i>Pupils not eligible for PP (national average)</i> |
|---|-------------------|---|--|
| % achieving in reading, writing and maths (expected+) | 14/24=58% | 5/11=45% | 65% |
| % achieving expected (+) in Reading | 15/24=63% | 6/11=55% | 73% |
| % achieving expected (+) in Writing | 18/24=75% | 8/11=73% | 78% |
| % achieving expected (+) in Maths | 16/24=71%* | 6/11=55% | 79% |
| % achieving expected (+) in GPS | 16/24=67% | 8/11=73% | |
| Yr 2 | | | |
| % achieving expected (+) in Reading | 16/30=53% | 3/6=50% | 75% |
| % achieving expected (+) in Writing | 15/30=50% | 2/6=33% | 70% |
| % achieving expected (+) in Maths | 18/30=60% | 4/6=67% | 66% |
| EYFS | | | |
| GLD | 71% | 62% | 72% |

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

| | |
|---------------------------|--|
| In-school barriers | |
| A. | New or inexperienced teachers in some year groups |
| B. | Lack of aspiration, resilience and emotional attitudes to learning |
| C. | Communication and language skills of pupils, including vocabulary |

4. External barriers

| | |
|-----------|---|
| D. | Attendance levels for pupils eligible for PP are 93.64% - below the expected level of 96% |
| E. | Higher number of pupils who are persistent absentees and are eligible for PP - 12 compared to 8 non PP pupils |
| F. | Support for children's learning from parents |
| G. | Deprivation – home conditions, routines, basic needs being met, parent mental health, CS/EH involvement |

| | |
|-----------|---|
| H. | Disadvantage beyond Pupil Premium – parents on ‘zero-hour’ contracts, reduced benefits, poor budgeting skills etc, EAL families unable to access benefits |
|-----------|---|

| 5. Desired Outcomes | |
|----------------------------|--|
| A. | Consistently effective teaching in all classes and support for teachers in continual reflection and improvement. |
| B. | Improved communication and language skills across the school, transferable into English skills to promote good learning across the curriculum- leading to confident readers and writers. |
| C | Children who are not making good progress have access to high quality targeted academic support. |
| D | At least 96% attendance levels across the school, with the same expectations for PP pupils to Non PP pupils and a reduction in the percentage of pupils who are persistently absent (90%) enabling them to maximise learning time and to make good progress in line with all pupils. |
| E. | Effective emotional and behaviour support enables children to maximise learning opportunities. |
| F | A wide range of real-life, engaging experiences are available and accessible to all. |

| Planned Expenditure | | | | | | |
|---|---|---|---|--------------------------|--------|------------------------------------|
| Academic Year | | 2019-2020 | | | | |
| 1. Quality teaching for all | | | | | | |
| Desired Outcome | Action/Approach | Evidence & Rationale | Implementation | Staff Lead | Cost | Review and Date |
| Consistently effective teaching in all classes, leading to best outcomes for all children | Teaching and Learning strategy CPD Ongoing research | The best provision for all children is consistent QFT. Ensuring a good T&L strategy is in place will give teachers a framework to work towards, ensuring consistent approaches, leading to better outcomes. | Develop T&L Strategy Invest in IRIS and disseminate CPD to enable it to be used as a reflective and improvement tool Attend KMA Journal Club sessions to expand access to/knowledge of research | EHT HOS AHT | £3000 | Monitoring – Aut/Spr/Sum |
| Newly and recently qualified teachers are supported to ensure teaching is consistently good | Support programme Mentoring/coaching sessions Extra release time Joint planning sessions | Training and support for new teachers is important to ensure continued effective teaching across the school. | Ensure relevant staff are signed up to the KMA NQT and RQT programmes Enable RQT to have extra release time Evaluate other CPD needs and ensure provision where necessary | AHT | £1000 | Monitoring – Aut/Spr/Sum |
| An effective leadership team that has the knowledge and motivation to drive improvement at Vale View and across the academy | NPQSL for two members of staff Moderation Training Appoint a KS1 and KS2 Leader of Learning to work across the academy to drive improvement and ensure the best outcomes for all pupils | CPD for the next generation leaders shows our investment in their future and is likely to improve retention of effective staff The Leader of Learning role in EYFS is proven to be successful and we want to emulate that across the other Key Stages. | Identified staff to complete NPQSL Advertise and appoint a Leader of Learning for KS1 and KS2 | HOS EHT | £30000 | Review July 2020 |
| The teaching of reading is effective and consistent throughout | Implement training in the early stages of reading for all teaching staff – | Getting early reading right will transfer into | Whole staff academy training Follow-up training and action planning in school. | English Lead KS1 Lead | £3000 | Outcomes 2020 |

| | | | | | | |
|--|--|-------------------------------|--|-----------|--------|------------------------------------|
| the school and enables children to make good progress in all areas of the curriculum | EYFS/KS1/KS2 and ensure consistent approach throughout school, including for early readers in KS2 Purchase books to ensure consistency with the phonics scheme, and to allow access to appropriate readers for lower attaining KS2 pupils | other areas of the curriculum | Establish reading section of the T&L strategy Roll out phonics training to all staff to ensure consistent approach and effective provision in KS2 where needed Purchase books and establish scheme | EYFS Lead | | Monitoring – Aut/Spr/Sum |
| PLAN Cost | | | | | £37000 | |

| ii Targeted Support | | | | | | |
|---|---|--|---|------------------------|-------------|--|
| Desired Outcome | Action/Approach | Evidence & Rationale | Implementation | Staff Lead | Cost | Review and Date |
| Improved achievement for targeted pupils working just below the expected levels in Y6. | 1-1 or 1 – to small group support outside of usual curriculum time. Revision of concepts that have left gaps to diminish the difference and enabling pupils to access appropriate learning for year group. | 1-1 or 1 to small group support allows for more individualised approach to filling gaps, resulting in pupils reaching expected standards by the end of the year. | 1-1 and 1 - small group learning with teachers. | HOS AHT KS2 Lead | £2000 | Monitoring – Aut/Spr/Sum Outcomes - July 2020 Weekly Y6 meetings - ongoing |
| Pupils finding writing challenging have access to a laptop with Clicker 7 to support learning and ensure good outcomes. | Purchase Clicker 7 and associated training package for use across the school for children requiring extra support with writing. Use of this to be actively planned into lessons, and used as part of keep up catch up sessions as needed. | Children who struggle physically with writing can show better outcomes when using Clicker to support. | Use of Clicker 7 as part of lessons and as part of keep up catch up programmes as appropriate. Training for staff to ensure optimum use. | SENCO | £3000 | Book looks Progress meetings Checking sessions TERMLY |
| SALT needs quickly identified and effective | SALT specialist TA to screen and identify children with C&L | 52% of SEN children last year had C&L as a primary need with a further 32% | SALT TA and SENCO to ensure children are screened using Speech and Language Link in Reception | SENCO and SALT TA | £5000 | SALT records and intervention evaluations |

| | | | | | | |
|--|---|---------------------------------|---|--|---------|---|
| provision put in place to support the needs. | concerns and ensure appropriate plan is put into place quickly. Regularly review progress and make referrals as needed. | with C&L as their primary need. | and identify children with needs; put provision into place and regularly review and revisit to ensure progress. Provide training to class TAs where needed to be able to support C&L needs. | | | Reviewed provision maps PPMs AUT/SPR/SUM |
| Plan Cost | | | | | £10,000 | |

| Wider Approaches | | | | | | |
|---|---|---|--|-------------------|-------------|---|
| Desired Outcome | Action/Approach | Evidence & Rationale | Implementation | Staff Lead | Cost | Review and Date |
| Improved attendance and punctuality across the school | <p>FLO to follow up on all absences and make home calls where necessary.</p> <p>Work with SEAAS to reduce absence and ensure a rigorous procedure in applying for penalty notices.</p> <p>Robust weekly tracking to identify and address areas of concern.</p> <p>Weekly attendance derby led and promoted by the FLO, leading to class rewards.</p> <p>Attendance and punctuality days featuring Snowy the Dog.</p> <p>Introduction of the new merit system to include attendance and punctuality.</p> | High absence impacts on learning. For children to reach their potential, good attendance at school is required. | <p>Home visits</p> <p>Daily/weekly monitoring</p> <p>Leaflets about good attendance, attendance myths, lost learning etc.</p> <p>Regularly sharing of attendance with parents and pupils</p> <p>Merit system introduced</p> <p>Weekly Attendance Derby in assembly, promoting the best attenders</p> | HOS AHT FLO | £15000 | <p>Daily monitoring - ongoing</p> <p>Census data – Spring 2020.</p> <p>SEAAS reports- ongoing</p> <p>LGB meetings/HOS Reports – Aut/Spr/Sum</p> |

| | | | | | | |
|--|--|---|---|---|--|---|
| All pupils are supported in managing their mental health. | <p>Arrange training for all staff to improve knowledge and to ensure a range of effective strategies are in place for in school support.</p> <p>Implement mindfulness and wellness approaches in school to support self-regulation, concentration and emotional wellbeing.</p> | <p>Learning can only happen effectively when children have good mental health and well-being. Mindfulness encourages independence in children recognising what they need and knowing how to achieve it.</p> | <p>Academy training from Mental Health professional. Follow up meeting to discuss, plan and implement actions at Vale View.</p> <p>Introduce mindfulness times into class – using the Calm app; 60 mindful minutes;</p> | <p>SENCo KS2 Lead HOS AHT</p> | <p>£500 (Training)</p> | <p>Evaluations of training and identified next steps– AUT</p> <p>Pupil conference AUT/SPR/SUM</p> |
| Pupils with SEMH needs are able to fully access the curriculum. The learning of all pupils is not disrupted by behaviour. | <p>Implement a Thrive scheme for highlighted children with SEMH needs to enable pupils to access the curriculum building resilience.</p> | <p>Emotionally unsettled behaviour and Mental Health issues prevent some pupils fully accessing the curriculum.</p> | <p>A structured approach to addressing need using the Thrive model (using fully trained staff.) Updates as needed.</p> | <p>SENCO Pastoral Mentor</p> | <p>£20000 (Contribution to salary and Thrive Updates/Subs)</p> | <p>THRIVE assessments Behaviour incidents Individual behaviour plans AUT/SPR/SUM</p> |
| Children come to school ready to learn and families feel able to support their child's education, engaging with the school and accessing support where required. | <p>FLO to support pastoral needs of children and families and encourage good attendance, parental engagement and signposting to further help if required.</p> | <p>School IMD rank of 35 (out of 454) suggests a high level of deprivation and so need for support for families is higher.</p> | <p>FLO to arrange drop-in/coffee mornings to encourage parent engagement. For parents seeking support, ensure the correct signposts are given where needed, and liaise with other school staff to ensure best outcomes for the child. Keep records of key families showing support given and impact of the support to able analysis and the identification of next steps.</p> | <p>FLO</p> | <p>£10000 (Contribution to FLO salary)</p> | <p>Review of support given and outcomes/impact. AUT/SPR/SUM</p> |
| Transition | <p>Ensure successful transitions for children to secondary school.</p> | <p>Smooth transition to secondary will improve pupil wellbeing and therefore reduce lost progress through ensuring children are ready to learn.</p> | <p>Run academy transition events to give the children opportunity to work in groups with the pupils attending their secondary school. Identify vulnerable pupils and liaise and enrol them for the extra transition programmes.</p> | <p>KS2 Lead</p> | <p>£500</p> | <p>Review of programme SUMMER 2020</p> |

| | | | | | | |
|---|--|--|---|--------------------------|---------------------|--|
| | | | Develop project with secondary schools where teachers visit across schools to gain knowledge of how key subjects are taught in Year 6 and Year 7. | | | |
| Citizenship | Implement a citizenship reward programme in Y5. | Encouraging children to be good citizens and teaching them how to be a good citizen will improve their life chances, particularly with a view to their value in the community. | Develop a programme of actions for children to complete to work towards a Bronze, Silver and Gold reward. Investigate and purchase rewards. Implement programme. | HOS AHT Y5 Teacher | £500 (Resources) | Pupil conference AUT/SPR/SUM |
| Parenting Circle | Identify families and invite them to participate in the 'Parenting Circle' programme | Support for families will improve pupil wellbeing and ultimately outcomes. | Pastoral Support Mentor to work with PFS FLO to deliver the programme | PSM | £500 | Evaluations of programme June 2020 |
| Provision of Milk | Provide milk across the school to pupils. | Food Standards guidance | Milk provided at lunchtimes for all, and at playtime for EYFS | SBM | £1000 | Ongoing – June 2020 LGB |
| All children have school uniform and shoes to ensure self-esteem is high. | Identified pupils provided with uniform/shoes as required and in liaison with parents | Support to families that are struggling financially, and ensuring the children have access to quality school uniform. | All pupils with correct uniform which supports their feeling of belonging. | FLO | £1000 | Ongoing – June 2020 LGB |
| All children are able to attend trips and visits to enhance learning opportunities; improve real-life experiences and improve outcomes. | Subsidise trips to make them more affordable for all (and free for those eligible for PP if required.) | Access to real-life experiences supports children's learning by giving them first-hand knowledge to draw on in their learning and increases enthusiasm. | Teachers to liaise with HOS regarding trips and cost. Try to work to the "one trip per topic" theory to maximise enhanced experiences for children. Ensure they form part of learning, e.g. A planned scheme of work based on the trip. | Curriculum Leads | £4000 | Book looks Pupil conference DEC/APR/JUL |
| Plan Cost | | | | | £53000 | |