



## Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Vale View Primary School				
Academic Year	2020-2021	Total PP budget	£126,430	Date of most recent Strategy Statement	September 2020
Total number of pupils	187	Number of pupils eligible for PP	94	Date for next review of this strategy	September 2021

2. 2019 attainment			
	<i>All Pupils</i>	<i>Pupils eligible for PP (PF Pupils)</i>	<i>National (all)</i>
Yr 6			
% achieving in reading, writing and maths (expected+)	<b>14/24=58%</b>	<b>5/11=45%</b>	<b>65%</b>
% achieving expected (+) in Reading	<b>15/24=63%</b>	<b>6/11=55%</b>	<b>73%</b>
% achieving expected (+) in Writing	<b>18/24=75%</b>	<b>8/11=73%</b>	<b>78%</b>
% achieving expected (+) in Maths	<b>16/24=71%*</b>	<b>6/11=55%</b>	<b>79%</b>
Yr 2			
% achieving expected (+) in reading	<b>16/30=53%</b>	<b>3/6=50%</b>	<b>75%</b>
% achieving expected (+) in writing	<b>15/30=50%</b>	<b>2/6=33%</b>	<b>70%</b>
% achieving expected (+) in Maths	<b>18/30=60%</b>	<b>4/6=67%</b>	<b>66%</b>
EYFS			
GLD	<b>71%</b>	<b>62%</b>	<b>72%</b>

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b>	
<b>A</b>	Following COVID lockdown ensuring the provision of high quality, structured, targeted interventions are in place.
<b>B</b>	Ensuring the taught curriculum is relevant and engaging, with strong cross curricular links to engage learning.
<b>C</b>	Pedagogical understanding of strategies to ensure all learning is thoroughly embedded in pupil understanding.
<b>D</b>	Pupils anxiety and well-being levels low following the impact of lockdown due to Covid 19.
<b>E</b>	Child SEMH issues and lack of resilience; sometimes resulting in poor engagement and attitudes to learning.

<b>4. External barriers</b>	
<b>F</b>	Language barriers - lack of literacy and spoken English amongst EAL pupils and a lack of exposure to enriched vocabulary (EAL and native English speaking children).
<b>G</b>	Attendance levels and persistent absence.
<b>H</b>	Lack of aspiration in some children
<b>I</b>	Home environmental factors, including financial difficulties, late nights, disorganisation and susceptibility to illness due to poor accommodation and hygiene routines.

<b>5. Desired Outcomes</b>	
<b>A.</b>	Management of interventions enable pupils to access the lost learning due to COVID lockdown. Pupils make the required progress to reach at least their previous expected levels.
<b>B</b>	Learning tasks and activities are explicitly linked to the skills, knowledge and understanding required for pupils to make the progress enabling them to build upon and prepare for the next steps of learning. Tasks are engaging and meaningful.
<b>C.</b>	Improved pedagogy enables pupils to become confident, independent learners who are engaged and excited to learn. Teachers are able to use a range of strategies to ensure concepts are thoroughly learned. Teachers to be able to use explicit instruction, flexible grouping and other elements of the T&L Strategy.
<b>D</b>	Pupils have a range of outlets to discuss, share and explore feelings of anxiety due to impact of Covid 19 and the lockdown.
<b>E</b>	Early intervention for pupils who have child SEMH issues achieved through high quality SEMH training for all Teaching assistants enabling them to support pupils. This includes being able to use the required language and tones to support pupils in ways that provide them with strategies to overcome their own barriers.
<b>F</b>	For all staff to be use the Vocabulary section of the Teaching and Learning Strategy training to ensure that pupils are immersed in quality language, every classroom is language enriched, and there is an emphasis on both the spoken and written word. Encouraging children to use ambitious and appropriate word choice across the curriculum. Improved language acquisition resulting in improved speaking and listening skills and writing.
<b>G</b>	<b>At least 96% attendance levels across the school and good punctuality, with the same expectations for PP pupils to Non PP pupils. Reduction in the percentage of pupils who are persistently absent, enabling them to maximise learning time and to make good progress in line with all pupils (This will be Covid Reliant.)</b>
<b>H</b>	Higher ability pupils fully engaged and excited by learning. They understand that they are able to aim high in their future both academically and in work choices. Pupils are socially well equipped to transition to secondary school.
<b>I</b>	Parents well supported and signposted to ensure environmental factors do not affect pupils learning. External support around routines, hygiene, healthy living and supporting their child to learn accessed and successful.

Academic Year 2020 - 21		Planned Expenditure				
i Quality teaching for all						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Pupils make the required progress to reach at least their previous expected outcomes for the end of the current year.	Range of focussed and timetabled interventions, with a focus on phonics, reading and mathematics, dependent upon individual need. Pupils build upon and extend learning. Programmes delivered by teachers and support staff.	All children have experienced lockdown and review of previous learning to establish next steps to be undertaken. Pupils to make good progress towards 'lost' learning opportunities, extending to new learning.	In-school tutoring programme for pupils after school led by teachers. In class support provided by support staff – leading interventions and supporting QFT.	TLRs	£34000	Assessments Milestones Monitoring/moderation
EYFS pupils make a strong start; making good progress from baseline to gain a solid foundation for future learning	Strong EYFS provision ensures make a good start to their school career. They engage in learning and learning within all the EYFS areas is maximised. Strong assessment and next-steps learning leads to good progress towards Early learning Goals	Pupils starting in YR have low starting points compared to national. Some have limited pre-school experience and/or have EAL.	Additional TA support ensures children make a strong start to their school learning journey. They access additional adult support across all areas of learning to ensure they meet early learning goals or make good progress towards these. Good assessments ensure gaps in development/learning are addressed. Investigation into the implementation of the Nuffield Early Language Intervention.	EYFS Lead practitioner	£20000	EYFS data milestones Intervention analysis Monitoring schedule
Improved language skills for all pupils, improving outcomes. Learning opportunities more accessible particularly for EAL pupils and pupils with particular needs.	Vocabulary development through the teaching and learning strategy. Good use of high quality texts to expose pupils to enriched vocabulary opportunities to explore.	Not all pupils are exposed to higher level spoken and written English in their daily lives. The development of a broad vocabulary will support their academic progress across all subjects.	Language enriched environments that explore use and play with words and their meanings across the curriculum. High quality, structured, targeted intervention programmes which support whole class teaching delivered by well-trained practitioners. Whole school initiatives to support age appropriate language development. Ongoing professional development workshops to support resourcing and implementation of the programme	TLRs HLTAs	£10000	Visible language rich environment (Class and wider areas) displays, corridors, dining room, playground Monitoring schedule – pupil voice, book monitoring LGB monitoring visits
Pupils' learning is thoroughly embedded at each stage, with new learning building upon prior knowledge sequentially. Teachers are accountable and check learning effectively	Teaching and learning strategies are effective in ensuring that learning is embedded. Teachers are confident in trying new approaches to ensure learning time in class is not wasted and that pupils have plentiful opportunity to work independent of adults Planning matches expected learning.	Evidence that pupils do not retain concepts taught and that work completed in books is not learned as it is not committed to long-term memory.	WDAT Leaders of Learning for KS1 and KS2 ensure teaching and learning strategies used by teachers allow learning to be embedded. Teachers' professional development is supported. Regular checking of learning identifies gaps and areas where improvement is required. Support packages ensure there is consistent good quality of education.	WDAT Leader of learning	£25000	Assessment data Pupil's work Pupil voice LGB monitoring
<b>PLAN Cost</b>					<b>£89000</b>	

ii Targeted Support for improved outcomes for Pupil Premium pupils						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
All targeted pupils make the required progress to meet their individual expected levels by the end of the year. This supports the potential learning loss due to COVID 19 lockdown.	Use 1-1 or small group support to focus on specific learning needs ensuring pupils that have gaps in the knowledge, skills and understanding addressed and ready for the learning that is taking place in class.	Assessments identify pupils that have lost learning over lockdown and have not retained previous learning – This needs intervention to bring pupils back to at least their own expected levels.	Season 1 programme of small group after school provision with teachers.  Season 1 programme of small group work with TA/HLTAs	UKS2 TLR	£2000	Seasonally assessment Dec 2020.
Pupils with SEMH needs are able to fully access the taught curriculum.	Use Thrive and SEMH Champions to support highlighted children with SEMH needs, to enable pupils to access the curriculum and build resilience. <b>Employ Educational/Play therapist</b>	Emotionally unsettled behaviour and mental health (some due to lockdown) issues prevent some pupils to fully access the curriculum.	Use Thrive to support emotional needs using SEND Assistant. TAs to be trained by SEMH lead to understand strategies to support SEMH pupils.	SENCo	£19000	Pupils demonstrating more resilience (shown through soft data such as out of class records/merit system) July 2021
<b>Plan Cost</b>					£21000	

ii Other Approaches						
Desired Outcome	Action/Approach	Evidence & Rationale	Implementation	Staff Lead	Cost	Review and Date
Continued learning in case of local/national lockdown Provision of electronic devices	Parental survey of electronic devices. Access new devices from DFE scheme Explore businesses/families that may be able to donate obsolete devices. Purchase new machines for class use and utilise older machines to loan to families.	Parent survey to demonstrate which pupils would not be able to access on-line learning. Provide where possible devices. PP pupils have devices to use for home learning.	ICT tech to support programme – laptop ready maintenance. Access National Oak Academy programmes Access on-line digital services for pupils.	HOS/ICT Tech		Pupils having access to devices if lockdown occurs.
Ensure attendance remains high – Reduce the effect of COVID 19 lockdown with a firm but supportive approach to ensure good attendance.	School attendance team along with SEAAS offer families support and guidance to ensure attendance remains high – ensure registers are marked properly when COVID related absence occurs and tracking system implemented.	Attendance data historically highlights the need for a strategic and ongoing programme for some pupil premium families.	Home visits Daily monitoring Employ attendance company that completes all paperwork and liaises with the LA	HOS	£5000	Daily monitoring Census dates LGB meetings – seasonally
Reduce lateness to ensure learning time is not lost at the beginning of the school day	Closely monitor and track lateness. and work with identified families to affect change.	Children arriving late in school miss learning and can be embarrassed and feel stigmatised.	Publicise the importance of good punctuality in newsletters etc. Meet with parents and agree actions to improve punctuality	HOS	£5000	Monitoring records Attendance data
Provision of Milk	Provide milk across the school to pupils.	Food Standards guidance	Milk provided at lunchtimes and at playtimes for EYFS	FPA	£5000	Ongoing – July 21
Provide School uniform and shoes to ensure self-esteem is promoted.	Identified pupils provided with uniform/shoes as required and in liaison with parents	Support to families that at times are finding life tough.	All pupils with correct uniform which supports their feeling of belonging.	SLT	£500	On-going – July 21 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  Terms 2/4/6
Provide extra-curricular activities enabling pupils to access external competitions. Provide a comprehensive before and after school club provision	High quality and exciting clubs provided enabling pupils at Vale View to have access which may otherwise not be accessible to them. Good quality sports provision in place.	Pupils engagement in extra-curricular activities supports learning in the classroom and strengthens relationships.	Sports coaches supporting quality clubs leading to success in competitions. TAs providing a comprehensive and diverse range of clubs for children to enjoy and support learning.	HOS/HLTA	£500	On-going – seasonally (end of term 2, 4 and 6) Pupil Premium attendance. LGB
<b>Plan Cost</b>					£15500	

