

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Valley Primary School
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	Year 1: December 2021 Year 2: December 2022 Year 3: December 2023
Date on which it will be reviewed	July 2024 (annually)
Statement authorised by	Stephen Jackson Headteacher
Pupil premium lead	Yesim Mulla Deputy Headteacher
Governor / Trustee lead	Robert Girling

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,665
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,365

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, we carefully considered the context of the school and the challenges we face whilst also looking at the research conducted by the EEF. Common barriers to learning for our disadvantaged pupils is less support at home, limited access to rich cultural experiences, weak language and communication skills and occasionally attendance and punctuality issues. At times, there are also complex family situations that prevent disadvantaged children from flourishing.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including for those who are already high attainers. Our intention is to also ensure that disadvantaged pupils have full access to rich cultural, team building and sporting experiences.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worse affected, including non-disadvantaged pupils.

As a school, we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. At times, it may be necessary to use Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps in Reception and Key Stage 1.
2	Assessments, observations and discussions highlight that many disadvantaged pupils do not read regularly at home and this impacts their development as readers.
3	Assessments, observations and discussions suggest that disadvantaged pupils have a lack of enrichment opportunities outside of school.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations.

## 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.

Intended outcome	Success criteria
Improve oral and language skills through small groups and the NELI programme.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is still evident when triangulated with other sources of evidence.
Improved reading attainment and progress among disadvantaged pupils.	Children's reading age match or exceed their chronological age. KS2 outcomes in 2022/2023 show that more than 90% of disadvantaged pupils met their EOY targets.
Improve the cultural capital of disadvantaged pupils.	90% of all disadvantaged children are attending an extra-curricular activity and a residential if in Year 4 or Year 6.
To accelerate the progress of pupils who are working below ARE in reading, writing and maths.	For the reading age of pupils who have fallen behind to exceed or match their chronological age.  For 90% of disadvantaged children to achieve their EOY targets in 2022/2023.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments. (NTS termly tests for KS2)</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	2,4
<i>Purchase reading resources to support small group and 1:1 interventions.</i>	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge	2,4
<i>Fund release and training for training for staff who are delivering specific and targeted interventions.</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to deliver the 1:1 Catch Up Literacy programme.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	2,4

	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Learners who received Catch Up Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months.</p> <p>92% of children nationally who received Catch Up Literacy support at age 7 continue to be able to fully participate in their curriculum, along with their peers at the age of fourteen.</p>	
	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	2,4
Engage in the National Tutoring Programme to provide school- led tutoring for pupils whose education has been most impacted by the pandemic.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4
Fund small group tutoring for disadvantaged children who have fallen behind.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide 1 funded extra-curricular club per term for disadvantaged pupils.</i>	NHS physical activity guidelines recommend that children do 2 types of physical activity each week and to reduce the time spent sitting or lying down.	2
<i>Partially fund residential for disadvantaged children in Year 4 and Year 6.</i>	Social and emotional learning can have an impact of up to +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
<i>Fund the lessons for 1 musical instrument per term for disadvantaged pupils.</i>	Social and emotional learning can have an impact of up to +4 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2
<i>Contingency fund for acute issues.</i>		