



Valley Primary School: Pupil Premium Strategy Statement REVIEW 2017-2018

Summary Information			
School	Valley Primary School	Academic Year	2017 - 2018
Total PP Budget	£120,120	Number of pupils eligible	80

Barrier A  
Attainment and Progress

Intervention	Proposed Impact	Evidence and rationale for this approach	Review of Expenditure				
<p style="color: red;">Catch Up Reading and Catch Up Maths (Delivered by Learning Mentors)</p>	<p>To accelerate the progress of pupils who are working below ARE in Reading and Maths.</p>	<p>Learners (nationally) who received Catch Up® Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months.</p> <p>Learners (nationally) aged 6 - 11 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 11 months</p> <p>Learners (nationally) who received Catch Up® Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months.</p> <p>Learners (nationally) aged 6 - 11 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 11 months</p> <p>92% of children (nationally) who received Catch Up® Literacy support at age seven continue to be able to participate fully in the curriculum, along with their peers, at age fourteen.</p>	<p style="text-align: center;"><b>Impact high approach to continue</b></p>				
			Year Group	Duration of Intervention (academic year 2017 - 2018)	Average Reading Accuracy Increase	Average Reading Comprehension Age Increase	
			Y2 CHILD	4 MONTHS	+46 MONTHS	+41 MONTHS	
			Y2 CHILD	6 MONTHS	+30 MONTHS	+20 MONTHS	
			Y2 CHILD	6 MONTHS	+25 MONTHS	+11 MONTHS	
			Y2 CHILD	6 MONTHS	+12 MONTHS	+4 MONTHS	
			Y3 CHILD	12 MONTHS	+15 MONTHS	+18 MONTHS	
			<p>In 2 years: 2 years 5 months progress in Reading Age. 2 Years 3 months in Comprehension Age</p>				
			Y3 CHILD	6 MONTHS	+12 MONTHS	+10 MONTHS	
			Y4 CHILD	3 MONTHS	+11 MONTHS	+11 MONTHS	
			Y4 CHILD	3 MONTHS	+12 MONTHS	+10 MONTHS	
			Y5 CHILD	12 MONTHS	+ 5 MONTHS	+11 MONTHS	
			<p>In 18 Months: 2 Years progress in Reading Age 1 Year and 11 Months in Comprehension Age.</p>				
			Y5 CHILD	12 MONTHS	+24 MONTHS	+25 MONTHS	
			<p>In 16 Months: 2 Years and 6 Months progress in Reading Age 2 Years and 8 Months in Comprehension Age.</p>				
			Y5 CHILD	12 MONTHS	+16 MONTHS	+26 MONTHS	
			<p>In 2 Years: 2 Years 5 Months progress in Reading Age. 3 Years 7 Months progress in Comprehension Age.</p>				
			Y5 CHILD	12 MONTHS	+10 MONTHS	+20 MONTHS	
			<p>In 16 Months: 1 Year 9 Months progress in Reading Age.</p>				
			Y5 CHILD	12 MONTHS	+11 MONTHS	+14 MONTHS	

<p><b>Homework Club</b> (Delivered by Learning Mentors)</p>	<p>To motivate pupils to complete their homework and to accelerate progress in Reading, Writing and Maths.</p>	<p>Early intervention has the most impact (EEF Toolkit)</p> <p>Evidence from the Education Endowment Fund Pupil Premium toolkit says that small class teaching has between +3- and +5- months impact.</p> <p>Pupil Premium funding focuses on all abilities not just lower ability - The Pupil Premium - An update (July 2014)</p> <p>Effective teaching recognises the impact of using AFL to 'close the gap' in what children don't know to ensure that they make progress in line with their peers.</p>	<table border="1" data-bbox="1431 210 2027 363"> <thead> <tr> <th colspan="4">Lower KS2 Attainment Disadvantaged</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y3 (8)</td> <td>75%</td> <td>75%</td> <td>88%</td> </tr> <tr> <td>Y4 (10)</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table> <p>Y3 each child worth 12.5% Y4 each child worth 10%</p>	Lower KS2 Attainment Disadvantaged					Reading	Writing	Maths	Y3 (8)	75%	75%	88%	Y4 (10)	70%	70%	70%
Lower KS2 Attainment Disadvantaged																			
	Reading		Writing	Maths															
Y3 (8)	75%		75%	88%															
Y4 (10)	70%	70%	70%																
<p><b>Small group intervention</b> (Delivered by Learning Mentors)</p>	<p>To accelerate the progress of pupils in reading, writing and maths.</p>	<table border="1" data-bbox="1424 529 2049 719"> <thead> <tr> <th colspan="2">EYFS Disadvantaged Attainment (5)</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>60%</td> </tr> <tr> <td>Reading</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>60%</td> </tr> <tr> <td>Maths</td> <td>100%</td> </tr> </tbody> </table> <table border="1" data-bbox="1424 719 2049 799"> <thead> <tr> <th colspan="2">Y1 Phonics Screening Disadvantaged (7)</th> </tr> </thead> <tbody> <tr> <td colspan="2">43%</td> </tr> </tbody> </table> <p>Reception each child worth 20% Y1 each child worth 14.2%</p>	EYFS Disadvantaged Attainment (5)		GLD	60%	Reading	60%	Writing	60%	Maths	100%	Y1 Phonics Screening Disadvantaged (7)		43%				
EYFS Disadvantaged Attainment (5)																			
GLD	60%																		
Reading	60%																		
Writing	60%																		
Maths	100%																		
Y1 Phonics Screening Disadvantaged (7)																			
43%																			
<p><b>EYFS and Y1 HLTA</b> Daily small group interventions (Maths, Writing, Phonics or PSED)</p>	<p>To accelerate the progress of pupils in phonics, PSED, reading, writing and maths.</p>	<table border="1" data-bbox="1395 909 2049 1136"> <thead> <tr> <th colspan="3">KS2 (Y5) Disadvantaged Attainment (24)</th> </tr> <tr> <th></th> <th>Expected</th> <th>Greater Depth/High Score</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>38%</td> </tr> <tr> <td>SPAG</td> <td>83%</td> <td>50%</td> </tr> </tbody> </table> <p>Y5 each child worth 4.1%</p>	KS2 (Y5) Disadvantaged Attainment (24)				Expected	Greater Depth/High Score	Reading	88%	50%	Maths	83%	38%	SPAG	83%	50%		
KS2 (Y5) Disadvantaged Attainment (24)																			
	Expected	Greater Depth/High Score																	
Reading	88%	50%																	
Maths	83%	38%																	
SPAG	83%	50%																	
<p><b>Y5 Learning Mentor</b> The highest proportion of PP pupils are in Y5. (27% of the year group)</p> <p>Daily small group interventions (Maths, Writing and Reading) based on use of effective assessment for learning to close gaps in pupils' learning.</p>	<p>To accelerate the progress of pupils in reading, writing and maths.</p>	<p><b>Approximate Total Cost Per Annum</b></p>																	
<p><b>Approximate Total Cost Per Annum</b></p>		<p><b>£51,500</b></p>																	

<p><b>Y6 and Y2 After School and Easter Tutoring.</b> Teacher and HLTA led extra tuition for children to narrow the gap in attainment for disadvantaged pupils in Reading, Maths and SPAG as appropriate.</p>	<p>To accelerate the progress of pupils in reading, writing and maths and SPAG.</p>	<p>Early intervention has the most impact (EEF Toolkit)</p> <p>Evidence from the Education Endowment Fund Pupil Premium toolkit says that small class teaching has between +3 and +5 months impact.</p> <p>Pupil Premium funding focuses on all abilities not just lower ability - The Pupil Premium - An update (July 2014)</p> <p>Effective teaching recognises the impact of using AFL to 'close the gap' in what children don't know to ensure that they make progress in line with their peers.</p>	<table border="1" data-bbox="1397 210 2047 402"> <thead> <tr> <th colspan="3">KS1 (Y2) Disadvantaged Attainment</th> </tr> <tr> <th></th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>88%</td> <td>22%</td> </tr> <tr> <td>Maths</td> <td>88%</td> <td>22%</td> </tr> </tbody> </table> <table border="1" data-bbox="1397 438 2047 703"> <thead> <tr> <th colspan="3">KS2 (Y6) Disadvantaged Attainment</th> </tr> <tr> <th></th> <th>Expected</th> <th>Greater Depth/High Score</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>94%</td> <td>44%</td> </tr> <tr> <td>Maths</td> <td>94%</td> <td>44%</td> </tr> <tr> <td>SPAG</td> <td>88%</td> <td>63%</td> </tr> </tbody> </table> <table border="1" data-bbox="1397 740 2047 1115"> <thead> <tr> <th colspan="3">KS2 (Y6) Progress Scores</th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5.07 (Top 5% Nationally)</td> <td>+3.26</td> </tr> <tr> <td>Writing</td> <td>+5.34 (Top 5% Nationally)</td> <td>+3.19</td> </tr> <tr> <td>Maths</td> <td>+4.64 (Top 5% Nationally)</td> <td>+4.22</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Impact high approach to continue</b></p>	KS1 (Y2) Disadvantaged Attainment				Expected	Greater Depth	Reading	88%	44%	Writing	88%	22%	Maths	88%	22%	KS2 (Y6) Disadvantaged Attainment				Expected	Greater Depth/High Score	Reading	88%	44%	Writing	94%	44%	Maths	94%	44%	SPAG	88%	63%	KS2 (Y6) Progress Scores				Pupil Premium	Non-Pupil Premium	Reading	5.07 (Top 5% Nationally)	+3.26	Writing	+5.34 (Top 5% Nationally)	+3.19	Maths	+4.64 (Top 5% Nationally)	+4.22
KS1 (Y2) Disadvantaged Attainment																																																			
	Expected	Greater Depth																																																	
Reading	88%	44%																																																	
Writing	88%	22%																																																	
Maths	88%	22%																																																	
KS2 (Y6) Disadvantaged Attainment																																																			
	Expected	Greater Depth/High Score																																																	
Reading	88%	44%																																																	
Writing	94%	44%																																																	
Maths	94%	44%																																																	
SPAG	88%	63%																																																	
KS2 (Y6) Progress Scores																																																			
	Pupil Premium	Non-Pupil Premium																																																	
Reading	5.07 (Top 5% Nationally)	+3.26																																																	
Writing	+5.34 (Top 5% Nationally)	+3.19																																																	
Maths	+4.64 (Top 5% Nationally)	+4.22																																																	
<p>Approximate Total Cost Per Annum</p>	<p style="text-align: center;">£11,000</p>																																																		

Barrier B			
Lack of exposure to enrichment activities			
Intervention	Proposed Impact	Evidence and rationale for this approach	Review of Expenditure
<b>Music Tuition</b>	To provide pupils with the opportunities to learn a new skill.	Social and emotional learning can have an impact of up to +4 months (EEF Toolkit)	All children who expressed interest had the opportunity to learn an instrument in school. Improved behaviour for learning evident in class 72% of children are either preparing for graded musical examinations or have successfully achieved graded musical qualifications. 1 PP child as successfully secured a music scholarship. <b>Approach to continue</b>
<b>Approximate Total Cost Per Annum</b>	£5000		
<b>Extra - Curricular Activities</b>	To provide pupils with access to clubs that are of interest to them.  To promote confidence, resilience and team building skills.	Social and emotional learning can have an impact of up to +4 months (EEF Toolkit)	All children who expressed interest had experiences of how to work collaboratively.  Improved behaviour for learning evident in class  <u>Pass Assessment Results:</u> 86% of children who received access to a free club were <u>happy</u> with themselves and school when surveyed in the PASS Assessment.  64% of children who received access to a free club were <u>very happy</u> with themselves and school when surveyed in the PASS Assessment. <b>Approach to continue but to be limited to one free club per PP child.</b>
<b>Approximate Total Cost Per Annum</b>	£8,000		
<b>Financial assistance for Y4, Y5 and Y6 Residential trips.</b>	To promote confidence, resilience and team building skills.		All children who chose to attend the school residential experienced how to work collaboratively.  Improved behaviour for learning evident in class <b>Approach to continue</b>
<b>Approximate Total Cost Per Annum</b>	£6000		
<b>Breakfast and After School Club</b>	To promote confidence, resilience and team building skills.		Intervention to be withdrawn as the promotion of pupil confidence and overall wellbeing is now achieved through funding extra-curricular clubs. Funding will be reallocated to the academic interventions. <b>Approach to be discontinued</b>

Approximate Total Cost Per Annum	£6000
-------------------------------------	-------