



Valley Primary School: Pupil Premium Strategy Statement REVIEW 2020-2021

Summary Information																					
School	Valley Primary School		Academic Year	2020 - 2021																	
Total PP Budget	£103,320		Number of pupils eligible																		
Barrier A																					
Attainment and Progress																					
Intervention	Proposed Impact	Evidence and rationale for this approach	Review of Expenditure																		
<b>Catch Up Reading</b> (Delivered by Learning Mentors)	To accelerate the progress of pupils who are working below ARE in Reading.	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 style="text-align: center;"><b>Impact high approach to continue</b></p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="2">Y1 Phonics Screening Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>(4)</td> <td>100%</td> </tr> </tbody> </table> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="2">% of disadvantaged achieving their <u>EOY target</u></th> </tr> <tr> <th></th> <th style="background-color: #d1c4e9;">Reading</th> </tr> </thead> <tbody> <tr> <td>Year 2 (14)</td> <td>85%</td> </tr> <tr> <td>Year 3 (7)</td> <td>100%</td> </tr> <tr> <td>Year 4 (10)</td> <td>100%</td> </tr> <tr> <td>Year 5 (13)</td> <td>92%</td> </tr> <tr> <td>Year 6 (10)</td> <td>100%</td> </tr> </tbody> </table>	Y1 Phonics Screening Disadvantaged		(4)	100%	% of disadvantaged achieving their <u>EOY target</u>			Reading	Year 2 (14)	85%	Year 3 (7)	100%	Year 4 (10)	100%	Year 5 (13)	92%	Year 6 (10)	100%
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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><b>Electronic Devices for Remote Learning</b></p>	<p>To accelerate the progress of pupils in reading, writing and maths during the school closure/isolation periods.</p>																														
<p><b>Small group/ 1:1 intervention delivered by Learning Mentors. (during school lockdown/isolation periods also)</b></p>	<p>To accelerate the progress of pupils 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>	<table border="1" data-bbox="1429 387 2051 464"> <tr> <th colspan="2">EYFS Disadvantaged Attainment</th> </tr> <tr> <td>GLD (6)</td> <td>67%</td> </tr> </table> <table border="1" data-bbox="1429 531 2051 608"> <tr> <th colspan="2">Y1 Phonics Screening Disadvantaged</th> </tr> <tr> <td>(4)</td> <td>100%</td> </tr> </table>	EYFS Disadvantaged Attainment		GLD (6)	67%	Y1 Phonics Screening Disadvantaged		(4)	100%																				
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<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>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="1429 679 2051 946"> <tr> <th colspan="4">% of disadvantaged achieving their EOY target</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td>Year 2 (13)</td> <td>85%</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>Year 3 (7)</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Year 4 (10)</td> <td>100%</td> <td>100%</td> <td>90%</td> </tr> <tr> <td>Year 5 (13)</td> <td>92%</td> <td>92%</td> <td>85%</td> </tr> <tr> <td>Year 6 (10)</td> <td>100%</td> <td>100%</td> <td>90%</td> </tr> </table>	% of disadvantaged achieving their EOY target					Reading	Writing	Maths	Year 2 (13)	85%	85%	85%	Year 3 (7)	100%	100%	100%	Year 4 (10)	100%	100%	90%	Year 5 (13)	92%	92%	85%	Year 6 (10)	100%	100%	90%
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<p><b>Approximate Total Cost Per Annum</b></p>	<p>£33,000</p>																														
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Intervention	Proposed Impact	Evidence and rationale for this approach	Review of Expenditure
Music Tuition	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)	Did not take place due to pandemic. <b>Approach to continue</b>
Extra - Curricular Activities	To provide pupils with access to clubs that are of interest to them.  To promote confidence, resilience and team building skills.		Due to pandemic extra-curricular activities were only able to take place in the summer term. Only a fraction of the money allocated was spent due to this,  All children who expressed interest had experiences of how to work collaboratively.  Improved behaviour for learning evident in class  <b>Approach to continue</b>
Financial assistance for Y4 and Y6 Residential trips.	To promote confidence, resilience and team building skills.		Residential did not take place due to the pandemic.  <b>Approach to continue</b>
Approximate Total Cost Per Annum	£17,000		