

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 View Primary School
Number of pupils in school	240 including nursery 206 excluding nursery
Proportion (%) of pupil premium eligible pupils	31% (64/206)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	John Watson
Pupil premium lead	Jane McGurk
Governor / Trustee lead	Barry Larvin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,690

Part A: Pupil premium strategy plan

Statement of intent

By following the key principles below, we believe we can maximise the impact of pupil premium spending.

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. However, pupils eligible for the Pupil Premium are more likely to be lower-attaining than other children. Tackling disadvantage at Valley View is not only about supporting low attainers, just as much emphasis is placed upon middle and high disadvantaged attainers by looking at individual classes and groups.

We aim to ensure that there is a whole school approach and effort to accelerate the progress and attainment of our disadvantaged pupils, supporting them in achieving the best possible outcomes in both learning and in their wider lives.

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies)

School emphasises the importance of 'quality teaching first'. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.

School sees pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Staff focus on providing targeted support for underperforming pupils during curriculum time (as well as providing learning support outside school hours for Y6 pupils).

Staff seek out strategies best suited to addressing individual needs, both socially and academically, rather than simply fitting pupils into their existing support strategies from nursery to Y6. We provide both individual support for pupils that have very specific learning needs and group support for pupils with similar needs, deliberately recruiting and training staff to meet the children's needs.

School builds a culture and a belief that ALL pupils can and WILL achieve through our school values of Respect, Responsibility, Resilience and Engagement and there are "no excuses" made for underperformance. Staff use the school values to support pupils to develop a growth mind-set towards learning whilst nurturing self-confidence, motivation and aspiration.

Challenges

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

Challenge number	Detail of challenge
1	Pupils historically enter school with poor oral language skills and communication skills which are exceptionally low on baseline. Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income. This is particularly evident in the Early Years where speech and language is lower than expected on entry.
2	The ongoing impact of COVID 19 on the academic attainment of pupils across school means pupils still demonstrate that they lack metacognitive approaches and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence. Poor memory skills and the inability to transfer knowledge to long term memory also impacts on pupil progression and attainment in ARE and HS reading, writing, maths and phonics.
3	Resources and educational based activities are limited in the home setting and local community for some pupils. (cultural capital expansion)
4	Limited experiences and opportunities outside of the family home as a direct result of low income results in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment.
5	Up until 2024, the impact of COVID 19 on SEMH in children in school and in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences/ SEMH has seen more pupils experiencing emotional wellbeing needs. The wider family also requires support from school staff.
6	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.

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
To ensure that the cohort attainment gap between disadvantaged and non disadvantaged pupils closes by the end of KS 2 (excluding EHCP).	Gap in reading: Cohort specific ARE/GD gap decreases by the end of the year. Gap in writing: Cohort specific ARE/GD gap decreases by the end of the year. Gap in maths: Cohort specific ARE/GD gap decreases by the end of the year.
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen.	To ensure attainment is inline between PP and non PP PSC results (excluding EHCP)
To ensure attendance for disadvantaged children is inline with others.	To maintain disadvantaged pupils attendance to be inline with non disadvantaged

To diminish the disadvantaged gap in communication, language and learning by the end of Reception by improving the skills in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting points. Build on and develop parental engagement , stay and Play and Family Learning (+4 mths EEF).
To provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Children will be identified based upon SEMH needs. 100% of Healthy Minds referrals will result in active support or therapy for identified children. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (AHT) e.g. Yoga, Relax Kids, Mindfulness, Friends etc.
Increased opportunities for Cultural Capital and curriculum visits / experiences funded by school for PP, impact positively on pupil achievement for this group	Enrichment opportunities (capital culture) across all key stages will be planned across the year to ensure 'wow' trips and four themed school environment experiences for 100% of pupils to increase learning and vocabulary development . (Farm School, Beach School, Industry school, Forest School).

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide quality CPD through The National College and RWI CPD.	Improving the quality of teaching is the strongest lever schools have to improve outcomes, particularly for disadvantaged pupils.	1,2,3,4
To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding.	Good teachers are especially important for pupils from disadvantaged backgrounds. For disadvantaged pupils, the difference between a good and bad teacher is a whole year's learning (Sutton Trust 2011 and social mobility Commission 2014b). Evidence from the EEF suggests that a curriculum embedded consistently	1,2,3,4
Embed the practice that all staff are trained in, and use cognitive and metacognitive practices, particularly	EEF Guide to supporting school planning: a tiered approach to 2021. Quality first teaching is at the heart of all we do. Evidence suggests that a curriculum based on the elements of memory cognition and metacognition results in high levels of	2,4

focussed on supporting children in recalling their previous learning.	impact with pupils making on average 7 months additional progress. (EEF 2018) Worked examples, live modelling, and teacher verbalisation of metacognitive talk support pupils in the process of becoming independent learners. Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 44,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring in school with a TA or teacher to work with identified children.	NFER Report shows a 16% increase in outcomes when one to one tuition. 1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i>	2
Small group tuition target must move pupils identified which is monitored through personalised learning tracking	NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).	2
Phonics and reading based family learning sessions .	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF Parental Engagement)	1,4,6
Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. RWI Lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress. To be addressed through additional small group	Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of an additional four months progress. (EEF 2018). Phonics intervention provides an average impact of 4+ months additional progress. (EEF 2018) Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by DHT, KS Lead and class teacher.	2

targeted support, provided by the class teacher.		
Speech and language therapists (Metis Therapy) provide targeted support to pupils with a priority on disadvantaged pupils. 1:1 target personalised sessions linked to Launchpad for Literacy assessments. 1 session per week for 1:1 /small group intervention - Cohort dependent speech and language delivery booster sessions across EYFS. This may be individual support or as part of a small group session depending on the need of the individual - Little Orchard Children, iCAN Talk Boost and individual targets as prescribed by Metis Therapy (private speech and language support within school). Little Orchard Children to focus on targeting prelinguistic skills , METIS to focus on bespoke targets individual to the unique child and the iCAN Early Talk Boost targets impoverished language.	Research into Communication and language approaches which work- proven to be high impact/ low cost and add a positive 6 months to children (EEF) . Language is the medium through which all other learning occurs. Language rich education settings are vital for the development of speech, language and communication skills. (Lively Project 2022). The Early Talk Boost programme aims to accelerate children's progress in communication and language by an average of 6 months, after a nine week intervention' (iCAN). Specific interventions such as 'Nuffield Early Language Intervention' (+ve 4 month impact). Lively Project with North Tyneside NHS. <u>Launchpad for Literacy</u>- promises systematic approach to close gaps, early identification is paramount linked to early childhood development provided by a developmental screen tool which identifies gaps.	1,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital- wider curriculum experiences planned into the year including Forest School, Beach School, Farm School and Factory School.	The term 'cultural capital', is defined as: " the essential knowledge that children need to be educated citizens " (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success	3, 4
Universal free breakfast club	Running free of charge, the universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools	6

	also saw an improvement in pupil behaviour and attendance.	
Target family learning	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF Parental Engagement)	4,6
Social and emotional support for identified disadvantaged individuals and their families	Self regulation strategies and social and emotional learning can be consistently linked with successful learning, or the contribution of in school gaps. Secure knowledge and curriculum can support this and create a +3 month (EEF).	5
Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	6
To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund -uniform, furniture acquisition, food parcel,	Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education ¹⁸ . Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides "cumulative advantage" throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE	2,5,6

Total budgeted cost: £ 69,690

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Disadvantaged pupils usually perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by DHT, KS Lead, RWI Lead and class teacher. The groups are targeted through performance management targets. Further specific RWI training has been obtained this year to ensure current and new staff are trained and highly skilled, leading them to be effective practitioners. This has resulted in the PP group achieving a 100% pass rate in the phonic re sit (without SEND)and 100% in the phonic screen test (without SEND).

Whole school gaps have been analysed in reading, writing and maths. The data has been used to develop this academic year's Pupil Premium School Improvement Plan which has clearly measurable targets. In some individual cohorts the gap widened slightly especially where the % of PP in that class is higher, or where children were double disadvantaged. Each class has varying % of pupil premium pupils making the data look distorted in some year groups. This is addressed by analysis of data and identifying individual target children in each cohort as 'must moves'. These target children form the basis of performance management targets.

Disadvantaged children with specific literacy difficulties or SEND have an impact on attainment. The impact of SEND alongside pupil premium (double disadvantaged) learning is being addressed through this plan and the SEND plan.

Children have made good or better progress and gaps in knowledge were addressed through effective and robust systems that are well embedded across school such as interventions and high quality teaching.

Exit 2025 Whole School Summary (31% PP at time of data analysis with each child equal to 1.3%):

Reading:

	PP 2023	Non PP 23	Gap 23	PP 2024	Non PP 24	Gap 24	PP 2025	Non PP 25	Gap 25
ARE	75	75	0	71	80	-9	60	84	-24
GD	17	18	-1	18	23	-5	11	31	-20

Writing:

	PP 2023	Non PP 23	Gap 23	PP 2024	Non PP 24	Gap 24	PP 2025	Non PP 25	Gap 25
ARE	73	73	0	70	78	-8	55	79	-24
GD	11	19	-8	20	16	+4	10	21	-11

Maths:

	PP 23	non PP 23	Gap 23	PP 24	non PP 24	Gap 24	PP 2025	Non PP 25	Gap 25
ARE	73	77	-4	67	70	-3	61	81	-20
GD	15	18	-3	16	18	-2	11	27	-16

End of EYFS: Only 7 children are PP in reception this year, therefore data is **not viable** for comparison.

	PP Expected 23	Non PP Expected 23	Gap 23	PP Expected 24	Non PP Expected 24	Gap 24	PP 2025	Non PP 25	Gap 25
Reading	75%	72%	+8	60	80	-20	85	78	+7
Writing	75%	72%	+8	60	72	-12	85	78	+7
Maths	75%	76%	-1	60	92	-32	85	74	+11
ELG	75%	72%	+8	60	67	-7	71 (5/7)	72	-1

Attendance Whole Year 2024-25

The overall attendance for disadvantaged pupils was slightly lower than the non disadvantaged group. Individual children are tracked and actions towards improving attendance of PP groups are logged.

All - 95.7%

Dis - 93.2%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Relax Kids	Private-Claire Grabham
Tranquil Treehouse	Private- Nadia McSheffrey
Lexia	Core 5 Lexia Learning Systems LLC
IXL	IXL Learning
Reading Plus	Reading Plus LLC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group interventions
What was the impact of that spending on service pupil premium eligible pupils?	Pupils reached ARE at the end of 2024/25

