

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 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	Vale School
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	David Tow Headteacher
Pupil premium lead	Clare Collins Deputy Headteacher
Governor lead	Beci Fisher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,890
Recovery premium funding allocation this academic year	£ 2,972
Pupil premium funding carried forward from previous years	£ 1,388
<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	£79,250

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils will be successful learners, irrespective of their background or the challenges they face, get equitable access and make at least good progress across the core subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We have undertaken a comprehensive review of the challenges faced by vulnerable pupils to identify the key objectives of our strategy plan. We have gathered the voice of various stakeholders to identify the specific needs of pupils considering the whole child. We have also considered the disproportionate impact that Covid-19 has had on these pupils. We have carefully reviewed the data and narrowed the objectives to ensure that pupils over time have the opportunity to succeed.

A combined approach of Quality First Teaching and targeted interventions (informed by the OAIP) will focus on those areas disadvantaged pupils require the most support. We adopt 'First and Best' principles: this means teachers giving the first and best of themselves to the most vulnerable children. We maximise the impact of teaching assistants through training and careful deployment and direction. These elements have shown to have significant impact on closing the disadvantage attainment gap.

External providers together with targeted in house intervention will be used to support identified SEMH and pastoral needs. We aim to develop responsible citizens by providing pupils with opportunities to play a significant role in their classes, year groups, whole school and the wider community.

This work will be a whole school led initiative, based on robust assessments that identifies need and evaluates impact. Ensuring collective responsibility for raising the outcomes of our disadvantaged children by raising all staff's expectations for these children.

## Challenges

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

Challenge number	Detail of challenge																
1	<p>Assessments, observations, staff and pupil voice indicate pupils have generally less opportunities to read and consequently reduced exposure to quality texts.This impacts on their ability to develop reading skills, oral language skills and vocabulary as well as accessing the wider curriculum. This is particularly evident across all our year groups for disadvantaged children. Reading underpins the development of all curriculum subjects.</p> <p><u>2023/2024 Reading Attainment Outcomes: Working At +</u></p> <table><tr><th>Year group</th><th>Pupil Premium Working at +</th><th>Not Pupil Premium Working at +</th><th>Gap +/ -</th></tr><tr><td>Reception</td><td>40%</td><td>80%</td><td>-40%</td></tr><tr><td>Year 2</td><td>75%</td><td>90%</td><td>-15%</td></tr><tr><td>Year 6</td><td>67%</td><td>88%</td><td>-21%</td></tr></table> <p><u>Closing the gap:</u> Year 4 Expected Progress in Reading: Pupil Premium 100% All Pupils 95%</p> <p>Year 5 Expected Progress in Reading: Pupil Premium 100% All Pupils 94%</p>	Year group	Pupil Premium Working at +	Not Pupil Premium Working at +	Gap +/ -	Reception	40%	80%	-40%	Year 2	75%	90%	-15%	Year 6	67%	88%	-21%
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Year 6	67%	88%	-21%														
2	<p>Assessments and observations highlight that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Reception ELG data showed that word reading was lower than other areas for all pupils: 77.8% but the gap was wider for pupil premium at 40%</p> <p>In 23/24 Phonics screening: Working at 100% Pupil Premium compared to 92% for the cohort</p>																
3	<p>Internal assessments indicate that maths and writing attainment among disadvantaged pupils is often below that of non-disadvantaged pupils but the gap is closing in some year groups.</p> <p><u>2023/2024 Maths Attainment Outcomes: Working At +</u></p>																

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4	Our pupil and teacher voice surveys have identified social and emotional needs which in some cases have been heightened since the pandemic alongside the need to support resilience and provide aspirational enrichment opportunities.																																
5	There are many disadvantaged families across the key stages who find it difficult to engage with the school. This impacts on the child's academic development and can have a detrimental impact on their self esteem and approach to learning.																																
6	Attendance data is lower for our disadvantaged pupil group Autumn 2024: 94.2% PP compared to 96.2% for all pupils Academic year 2023-2024: 94.5% PP compared to 95.8% for all pupils																																

## 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
Improved reading attainment among disadvantaged pupils	Disadvantaged pupils ( without identified DSEN) are achieving in line with their peers at age related expectation and greater depth from 2024/25  Disadvantage pupils with identified DSEN are making similar progress to their peers
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations show significant improvement among disadvantaged pupils. This will be evaluated via teacher observations, written work and reading conferences.
Improved phonic attainment among disadvantaged attainment	Disadvantaged pupils ( without identified DSEN) are achieving in line with their peers from 2024/25  Disadvantage pupils with identified DSEN are making similar progress to their peers
To improve maths attainment at KS1 and within KS2 for disadvantaged attainment	Disadvantaged pupils ( without identified DSEN) are achieving in line with their peers at age related expectation and greater depth from 2024/25  Disadvantage pupils with identified DSEN are making similar progress to their peers
To achieve and maintain improved well being for our disadvantaged pupils	High levels of wellbeing from 2024/25, shown by: <ul style="list-style-type: none"> <li>- Qualitative data from all stakeholders</li> <li>- Increased access to enrichment activities</li> <li>- Improved attendance</li> </ul>

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide teachers with CPD to ensure QFT where all pupils have the opportunity to succeed in their learning.	Strong evidence shows that quality first class teaching raises standards <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?</a> Participation in 'Everyone Achieves' project WSCC Use of First and Best principles and Maximising the use of Teaching Assistants Sue Arnold ( Education Coach WSCC)	1,2,3
To ensure children have access to pastoral support and emotional/social interventions. To provide training for staff in the areas of SEMH to enable them to support pupils effectively.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) <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>	4,5, 6
Deploy teaching assistants effectively to ensure individual needs are met and to support QFT and the implementation of OAIP.	Strong evidence shows that quality first class teaching raises standards <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback?</a> Participation in 'Everyone Achieves' project WSCC Use of First and Best principles and Maximising the use of Teaching Assistants Sue Arnold ( Education Coach WSCC)	1,2,3

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy experienced staff to provide 1-1 /small group interventions that are timely and targeted according to progress tracking data and the individual needs of the child. Barriers to learning will be identified using our analysis tool.	<p>Strong evidence shows that 1 to 1 tuition is effective at improving pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3
Deploy experienced staff to provide additional intensive individual support for phonics	<p>Strong evidence shows that by providing small group tuition, this enables teaching to focus exclusively on a small group of learners in a separate working area</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2

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

Budgeted cost: £ 19,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide key pupils with SEMH and wellbeing support through tailored interventions to support resilience and specific needs.</p> <p>To provide key pupils with enrichment opportunities to develop self confidence and aspirational goals.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><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></p>	4
Engagement with parents through parent voice, meetings and workshops	<p>Previous online training for parents has shown greater participation by those attending with greater engagement with the school</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	4,5,6
Stakeholder consultations to obtain pupil voice e.g. pupil conferencing		5, 6

## **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 2023 to 2024 academic year.

#### **Teaching**

Staff training has continued throughout the year to focus on principles of QFT, tracking progress and analysing gaps in learning for all pupils and groups. High expectations have been maintained for pupil outcomes with the mantra of 'No child left behind'. Learning walks, data and work scrutinies provide evidence to show how pupils are supported in their learning, including disadvantaged and the success of this support.

#### **Targeted academic support**

Staff were deployed effectively to provide targeted interventions based on gap analysis from our half termly data. This has included First and Best principles where TAs work with larger groups to enable teachers to work with vulnerable children in small groups and 1-1.

Vale is part of the WSCC 'Everyone Achieves' Project - true disadvantaged pupils identified and receive targeted interventions to ensure at least expected progress is made and where possible, accelerated progress to close the attainment gap.

Internal data shows that we are beginning to close this gap:

Pupil Premium Group reading data over two terms (23-24):

- 13 more children are on track at age related expectations or above (31/47) (45% moved to 66%)
- 13 more children made expected or better progress (42/47) (73% moved to 89%)
- 17 more children made accelerated progress (24/47) (18% moved to 51%)

Yr 5 and 6 Identified Disadvantaged attainment over two terms:

- Reading - an increase of 35.7% at age related expectations - 14 more children on track (34.3% moved to 70%)
- Maths - an increase of 19% at age related expectations - 13 more children on track (36% moved to 55%)
- Writing - an increase of 25% at age related expectations - 17 more children on track (6% moved to 31%)

### Attainment evidence 23/24:

	Pupil Premium	All Pupils	National PP 2024
EYFS GLD	20%	72%	51.5%
Year 1 Phonics	100%	92%	68%
Year 2 Phonics retakes	100%	100%	-
KS1 Reading Expected	75%	85%	54% (2023)
KS1 Writing Expected	25%	73%	44% (2023)
KS1 Maths Expected	50%	79.8%	56% (2023)
KS2 Reading Expected	67%	86%	64%
KS2 Writing Expected	67%	81%	60%
KS2 Maths Expected	67%	87%	61%
KS2 combined Expected	67%	75%	47%

KS2 and phonics outcomes were higher than national for disadvantaged.

### **Wider Strategies**

We have continued our focus on wellbeing and promoting good mental health. One of our Deputy Heads is a trained Senior Mental Health Lead and also leads on Disadvantaged pupils. SEMH provision has included interventions such as lego therapy, Drawing and Talking therapy, Sandplay and play therapy as well as quality first provision for these pupils in the classroom through training on zones of regulation and therapeutic/restorative practice. We have also engaged with outside agencies to support families e.g. Neighbourhood Youth Officer, DST link worker, Early Help, Children's services and Single Point of Access referrals. Children and families have successfully accessed these services for support in the year 23/24. We run an after school 'prep club' to support children with their home learning.

## **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