VALENCE PRIMARY SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Valence Primary School
Number of pupils in school (Reception – Year 6)	817
Proportion (%) of pupil premium eligible pupils	27%
Academic year that our current pupil premium strategy plan covers	**2025 - 2026**
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard November HT
Pupil premium lead	Hollie Souris
Governor lead	Avril McIntyre

Funding overview

Detail	Amount
Pupil premium funding this academic year	£328,755
Pupil premium funding carried forward	£0
Total budget for this academic year	£328,755

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We have considered research conducted by EEF to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be:

- less support at home
- weak language and communication skills
- limited access to resources
- attendance and punctuality issues.

There may also be complex family situations that prevent children from progressing.

Our ultimate objectives are:

- to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- for all disadvantaged pupils in school to make or exceed nationally expected progress rates
- to support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- ensuring that high quality teaching and learning opportunities consistently meet the needs of all the pupils
- ensuring 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.
- using Pupil Premium funding to address underlying equalities, ensuring that it reaches those who need it most and that it makes a significant impact on their education.

Our current pupil premium strategy works towards these objectives by:

- Having a clear focus on quality of teaching as the main lever to improve the attainment and progress of disadvantaged children.
- Carefully targeting interventions for disadvantaged children, prioritising language development and reading.
- Offering wellbeing and attendance support to help overcome barriers to learning.
- Ensuring that disadvantaged children access an enriched curriculum that provides a variety of experiences.

When 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' progress and attainment is behind that of their peers.
2	Speech and Language issues impede pupil attainment and progress.
3	Pupils and their families have significant social and emotional needs which impact pupil attainment and progress.
4	Pupils have limited cultural experiences beyond their home life.
5	Poor attendance significantly impacts pupil attainment and progress.

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
1. All eligible pupils with S&L needs will be identified, assessed, and supported accordingly.	SALT assessments show good progress from their starting points.
2. All eligible pupils make expected or better progress in maths, reading and writing.	Summer 2026 data evidence this progress from Summer 2025 in all three areas.
3. Pupils who receive targeted interventions make accelerated progress in maths, reading and writing.	Analysis of interventions show that they have had an impact on accelerating pupil progress.
4. All eligible families and pupils receive the support they need in regard to social, emotional and mental health needs.	Both pupils and families access the support provided by the school.
5. All eligible pupils are able to build cultural capital through attending trips, clubs and residentials with cost not being a limiting factor.	PP attendance on trips, clubs and residentials is consistently good.

6. All eligible pupils will meet national expectations for attendance.	Attendance data shows that the attendance of PP pupils is in line with national expectations for all pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £225,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school ensures consistency in the teaching of phonics in EYFS and KS1 to accelerate pupil progress	Phonics | EEF (educationendowmentfoundation.org.uk) Little Wandle Letters and Sounds is a fully validated SSP. Therefore, it provides a structured route for children to meet or exceed the expected standards for reading in EYFS and Year 1. EEF research shows a high impact of synthetic phonics programmes, with an impact of +5 months. Full CPD is given to teachers and support staff.	1
The mastery approach is embedded in the teaching of maths	Mastery learning | EEF (educationendowmentfoundation.org.uk) Research from the EEF demonstrates that mastery approaches have a high impact, with children making an additional five months progress, on average, over the course of the year. The school is in the process of embedding maths mastery.	1
Working with the Maths Hub to implement a maths mastery approach across the school. This includes CPD for staff and enhancement of teaching and planning.	Research from the EEF Mastery learning | EEF (educationendowmentfoundation.org.uk) demonstrates that mastery approaches have a high impact, with children making an additional five months progress, on average, over the course of the year.	2,3
Speech & Language provision is established on both sites	Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2

Embed the school's approach to feedback	Feedback | EEF (educationendowmentfoundation.org.uk)	1
Whole school approach to improving pupils' attendance	Working together to improve school attendance (publishing.service.gov.uk)	5
Family Support on offer for parents and families to support with mental health and engagement of parents/carers to support with mental health.	Parental engagement | EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer structured reading interventions across the school, including 'keep up' as part of Little Wandle SSP.	Little Wandle Letters and Sounds is a DFE validated SSP and includes structured group and individual keep up sessions for children who fall behind.	1
Continue to embed the *Zones of Regulation* approach across the school	Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4
One to one and small group speech, language and communication groups.	(https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf)	2

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Families are supported at the Roosts by the charity Elevate Together	Parental engagement | EEF (educationendowmentfoundation.org.uk)	4

Young Carers is run by dedicated staff.	Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	4
Pupils are enabled to access a wide range of cultural experiences	Arts participation | EEF (educationendowmentfoundation.org.uk)	5
Pupils have access to trained counsellors	Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	4
The school employs an experienced attendance team to improve the attendance of PP pupils	Parental engagement | EEF (educationendowmentfoundation.org.uk)	6

Total budgeted cost: £330,000

Funded cost: £328,755

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of outcomes 2024- 2025

- **Outcome 1:** All eligible pupils with S&L needs will be identified, assessed, and supported accordingly. All eligible pupils have accessed Speech, Language and Communication session according to their needs. Identification is made initially by the class teacher via an advice and support form or via previous setting.
  Assessments to baseline need have been completed using Language and Speech Link, Talk About or a report from a SALT Therapist. Pupils have a range of needs including speech articulation, difficulties with understanding and using language, attention and listening, use of key vocabulary, accessing vocabulary within the classroom and being able to communicate with those around them. This includes social and interaction skills. Pupils have accessed one to one sessions or group sessions depending on need. Class Teachers and support staff have been invited to observe sessions to develop good practise within the classroom and CPD has been completed to highlight how quality first teaching and whole class strategies can impact on pupils SLCN. Language link assessments show starting points- EYFS- progress being made- 80% of the pupils who were red/blue have made progress. Progress against SALT Programmes- 4 pupils have been discharged. Internal data shows all PP have made expected progress or above expected progress in Reading, writing and maths. This indicates PP with a SEND need are making progress.
  PP access Talk About Groups- progress shown S&D questionnaire and pupils views

- **Outcome 2:** All eligible pupils will make progress in Reading, Writing and Maths at the end of KS1 and KS2.

Phonics Data
Year 1: 66% of pupils have met threshold for phonics screening.

- Yr 1 Reading: 50% PP have made expected or higher progress
- Yr 1 Writing: 50% PP have made expected or higher progress
- Yr 1 Maths: 50% PP have made expected or higher progress

- Yr 2 Reading: 57% PP have made expected or higher progress
- Yr 2 Writing: 48% PP have made expected or higher progress
- Yr 2 Maths: 63% PP have made expected or higher progress

- Yr 3 Reading: 46% PP have made expected or higher progress
- Yr 3 Writing: 40% PP have made expected or higher progress
- Yr 3 Maths: 47% PP have made expected or higher progress

- Yr 4 Reading: 62% PP have made expected or higher progress
- Yr 4 Writing: 54% PP have made expected or higher progress
- Yr 4 Maths: 59% PP have made expected or higher progress

- Yr 5 Reading:73% PP have made expected or higher progress
- Yr 5 Writing: 63% PP have made expected or higher progress
- Yr 5 Maths: 69%PP have made expected or higher progress

- Yr 6 Reading: 34% PP have made expected or higher progress
- Yr 6 Writing: 22% PP have made expected or higher progress
- Yr 6 Maths: 29% PP have made expected or higher progress

- **Outcome 3:** Analysis of interventions show that they have had an impact on accelerating pupil progress. Reviews using provision map show an average progress of 11% across interventions.

- **Outcome 4:** All eligible families and pupils receive the support they need in regard to social, emotional and mental health needs. Parent and pupils have been accessing the Roost on both sites. Referrals to Early Help Team have been made for families in needs. Referral to outside professionals have been made for pupils and families to access additional support. Parents access the below sessions: 13 singing, 13 parents to residential home, 8 crochet, 10 stay and play, 12 keep fit, 12 mindfulness, Hackathon – 6 parents, CIC Core Group Meeting – 5. 42 young carers access support within the Roost. Hackathon – LBBD community event – 6 parents attended. Winners of Community Group of The Year for Elevate Together Keep Kit Parent Group – Event Celebration Event at Barking Town Hall. Women's International Day Celebration – in The Roost. Elevate Together Core Group Meeting 3 Parents have now registered Elevate Together to become a Community Interest Company. They are now the directors and will apply for funding to expand and support local parents/residents to help reduce social isolation and improve fitness and well-being.

- **Outcome 5:** All eligible pupils are able to build cultural capital through attending trips, clubs and residentials with cost not being a limiting factor. All PP have accessed trips with reduce or no cost to families. This includes Residentials in year 5 and 6 and where a number of pupils were able to access free of charge. A total of 42 PP pupils attended clubs within school. 24% of pupils attending Residentials are PP. Clubs- 57% PP and Competitions – 16% PP

- **Outcome 6:** Achieve the school attendance target of 97%. Analysis of internal data showed that the gap is closing. PP average attendance is 96% which is in line with the whole school average. This is a key priority for the coming academic year.