



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Valence Primary School
Number of pupils in school (Reception – Year 6)	894
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Richard November HT
Pupil premium lead	Beth Vines
Governor lead	Avril McIntyre

Funding overview

Detail	Amount
Pupil premium funding this academic year	£380 635
Recovery premium funding this academic year	£41 823
School-led tutoring funding this academic year	£32 321
Pupil premium funding carried forward	£0
Total budget for this academic year	£454 779

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 teaching and learning opportunities 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.

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	Lack of access to technology can significantly impact pupil attainment and progress.
4	Pupils and their families have significant social and emotional needs which impact pupil attainment and progress.
5	Pupils have limited cultural experiences beyond their home life.
6	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
All eligible pupils with S&L needs will be identified, assessed and supported accordingly.	SALT assessments show good progress from their starting points.
All eligible pupils make expected or better progress in maths, reading and writing.	Summer 2022 data evidences this progress from Summer 2021 in all three areas.
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.
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.
All eligible pupils are able to build cultural capital through attending trips, clubs and residential with cost not being a limiting factor.	PP attendance on trips, clubs and residential is consistently good.
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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £275,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school adopts the <i>Lexonik</i> approach in KS2 to the teaching of spelling and vocabulary to accelerate pupil progress	Literacy at the speed of sound Literacy programme schools, adult training providers, parents A Sound Training product (lexonik.co.uk)	1
The school ensures consistency in the teaching of phonics in EYFS and KS1 to accelerate pupil progress	Phonics EEF (educationendowmentfoundation.org.uk)	1
The mastery approach is embedded in the teaching of maths	Mastery learning EEF (educationendowmentfoundation.org.uk)	1
Speech & Language provision is established on both sites	Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Deliver the Early Literacy Skills Programme using trained TAs	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1
Embed the <i>Zones of Regulation</i> approach across the school	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Improve the school's approach to feedback	Feedback EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition (1:3) is in place for eligible pupils	Small group tuition EEF (educationendowmentfoundation.org.uk)	1
1:1 tuition is in place for targeted pupils in Y2	One to one tuition EEF (educationendowmentfoundation.org.uk)	1
Maths tutors support eligible pupils	Small group tuition EEF (educationendowmentfoundation.org.uk)	1
Technology is made available to families who need better access to the internet		3
Support staff set up reading groups according to the Laurel Trust recommended approach	TLT-Research-That-Gets-Results.pdf (laureltrust.org.uk)	1

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Families are supported at the Roosts by experienced Parent Support Advisers	Parental engagement 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: £ 455,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The academic year 2020 – 2021 was severely impacted by COVID-19 with rates of infection leading to successive class bubbles working remotely in the autumn term, all pupils working remotely in the spring term and all pupils returning to face-to-face learning in the summer term. This interrupted teaching and learning for all pupils, and the end-of-year data highlights the challenges faced by all pupils.

<i>Summer 2021</i>	Y1	Y2	Y3	Y4	Y5	Y6
Overall	62	69	60	78	74	75
National TT	67	69	68	70	70	77
Reading PP	38	56	46	64	74	71
Reading non-PP	65	73	65	83	74	76
Difference	-27	-17	-19	-19	0	-5
Overall	55	69	52	71	66	70
National TT	61	61	57	60	60	69
Writing PP	42	53	21	49	51	63
Writing non-PP	57	74	61	78	72	73
Difference	-15	-21	-40	-29	-21	-10
Overall	64	70	60	79	70	76
National TT	69	69	66	68	67	73
Maths PP	46	53	30	61	63	63
Maths non-PP	66	76	69	85	73	81
Difference	-20	-23	-39	-24	-10	-18
Overall	51	64	44	70	61	66
National TT	57	56	53	54	54	63
Combined PP	42	47	9	46	49	55
Combined non-PP	52	70	56	78	65	70
Difference	-10	-23	-47	-32	-16	-15

Externally provided programmes

Programme	Provider