

Valley View Pupil Premium Report
Strategic Review



Due to the Corona virus outbreak, it has not always been possible to deliver, target or track actions on this plan. The report below will evaluate the progress made towards the plan and set out the aims and intentions of school about how best to assess, target, plan and support the needs of our most disadvantaged children.

The evaluation of this report has been carried out during the COVID-19 pandemic and is based upon the last analysis of formal data in the Spring term, prior to lockdown and school closure.

1. Summary information					
School	Valley View Primary School				
Academic Year	2019-20	Total PP budget	£79,660	Date of most recent PP Review	September 2019
Total number of pupils (Sept 19)	209 without nursery	Number of pupils eligible for PP (Mar 19)	56 whole school (Rec-y6)	Date for next internal review of this strategy:	January 2020

			/27%)	Date for final review:	July 2020
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2. Current attainment 2019		
KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Number of Pupils	13	16
Of which were SEND at additional need plus	2	6
% achieving in reading, writing and maths (National 61)	81.8	77.8
% achieving in reading	85	83.3
% achieving in Writing	85	100
% achieving in maths	85	88.9
<p>Out of the three pupils who did not reach ARE combined, one had an EHCP and is working significantly below the test. One attained ARE in reading and has an ASD diagnosis and is undergoing EHCP process- deferred by LA to see how he copes in secondary provision and the third attained ARE in maths but came to school at the end of year 5.</p> <p>HS combined for disadvantaged pupils was 18.2. Disadvantaged pupils outperform non- disadvantaged pupils at the higher standards.</p>		

3. Barriers to future attainment 2020 (for pupils eligible for PP, including high ability)

In-school barriers:

A.	<p>SEND. There are 12 PP pupils in school not reaching ARE currently. Out of this 12 2 have an EHCP for ASD/ADHD, 7 have a learning difficulty supported at additional needs plus at range 3.ii or greater, two have ongoing DV, three are SEND at school action and have speech and language input.</p> <p>Year Group break Down:</p> <p>Rec- 12 PP (50% of those are SEND) Y1- 6 PP (17% SEND) Y2- 8 PP (43% SEND) Y3- 6 PP (33% SEND) Y4- 6 PP (33% SEND) Y5- 8 PP (50% SEND) Y6- 10PP (20% SEND)</p> <p>These SEND figures are significantly high and there is a pattern of children who are disadvantaged and are identified as SEND do not achieve ARE.</p>
B.	<p>Only 12 pupils out of 56 are currently identified as being HS across school.</p>
C.	<p>Funding challenges make it more challenging to ensure pupil premium funding is directed only at those pupils who are eligible for the grant. Actions must be taken to support all children as a result of the funding.</p>

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	<p>Experiences, vocabulary and opportunities afforded to pupil premium and low income families. Children lack the experiences and vocabulary required of current expectations.</p>
E.	<p>Social and emotional experience in home life impact significantly on family input into the education of child.</p>
F.	<p>Attendance continues to be a focus despite improvements last year.</p>

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the % of disadvantaged pupils reaching a GLD by 8%	The disadvantaged gap in EYFS closes by 8%
B.	To increase the % of Pupils reaching ARE in reading	90% of disadvantaged pupils reach ARE in Reading
C.	To increase the progress of 6 disadvantaged pupil across school to close the disadvantaged gap in reading.	100% of targeted pupil access interventions to close the learning gap in reading with at least a 80% success rate
E.	To increase the % of pupils reaching a combined ARE at KS2, including the targeting of those pupils who are at risk of falling behind.	8 pupil access 1:1 tuition and intervention 100% of pupils without EHCP attain ARE. Additional support allocated to provide intervention and support.
F.	To increase the % of pupils attaining HS in reading by 10%	Targeted HS potential pupils. Focus interventions.
G.	To improve attendance of disadvantaged pupils towards a target of 96%	96% of disadvantaged pupils attend regularly Where attendance falls below this- action is taken and recorded. .

5. Planned expenditure							
Academic year	2019-20						
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.							
i. Quality of teaching for all							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	Monitoring <i>Internal spring data 2020</i>
To increase the % of pupils reaching a combined ARE at KS2 by 11%, including the targeting of those pupils who are at risk of falling behind.	Additional teacher allocated 0.6 to upper KS2	Reduction of class size in upper KS2 through employment of an additional teacher. Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF	Timetable additional teacher and ensure grouping focuses teacher time at target pupils within the smaller teaching groups.	J. Mc.Gurk	End of year	£20,235.60	<u>Reading:</u> 89% at or above expected progress 80% ARE/ 40% HS <u>Writing:</u> 100% at or above expected progress. 80% ARE/ 30% HS <u>Maths</u> 97% at or above expected progress.

							<p>80% ARE/ 30% HS</p> <p><u>Combined</u> at 80% ARE in Spring</p> <p>Excellent progress has been made towards the Summer for dis pupils of:</p> <p>predictions</p> <p>R: 89% (8/9 children)ARE/ 55% (5/9 children) HS.</p> <p>W- 89% ARE/ 44% HS</p> <p>M- 89% ARE/ 55% HS</p>
<p>To increase the % of pupils attaining HS by 10%</p> <p>R: 27%</p> <p>W:</p> <p>M: 36%</p> <p>C: 18%</p>	<p>Targeted teacher led boosters in upper KS2</p>	<p>Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF</p>	<p>Boosters will be tested/ measured through data analysis and performance in Mock tests and final results. Monitoring will be undertaken. Mixed groups will include target HS pupils to secure peer learning.</p>	J.McGurk	End of year	£7,000	<p>Due to covid mock tests did not take place. Spring data:</p> <p>R: 40%</p> <p>W: 30%</p> <p>M: 30%</p> <p>C: 33%</p>

To improve the opportunities and experiences of all children by removing the social and financial barrier of trips and visits.	Reducing the cost of educational visits in school to allow greater opportunities to engage learners.	Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity. CC case study.	Feedback will be taken from learners. Monitoring will look at the impact of educational visits on reading and writing.	G. Jeynes	Termly monitoring.	£3000	Due to school closure from 24 th March 2020 this target is unable to be evaluated.
To increase the % of Pupils reaching ARE in reading by 11%	TA per class in KS2 y3 and 4 full time rather than part time and ensure the delivery of daily reading interventions in KS2	Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF	FT support in Years 3/4	G.Jeynes		£25,410	Spring data Reading: Y3 increase of 7% sept- Mar Y4 decrease Sept - Mar due to SEND in cohort and SEMH (home related) Y5- increase of 25% set- Mar Y6- increase of 3% sep- Mar
Total budgeted cost						£55,645.60	
ii. Targeted support							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementa	Cost	Monitoring

					tion?		
To increase the % of Pupils reaching ARE in reading by 8%	1:1 tuition for target individuals (2 pupils in 2019-20)	1:1 tuition gain of +5 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. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Targeted pupils through effective data analysis. Pre planning sessions with class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified. .	J. McGurk	Start and end of 10 week block assessment data on itrack.	£1,500	Spring data sept-Mar: Y6 ARE R: 77%- 80% + Excellent progress towards target and on track for Summer term.
To increase the % of pupils reaching a combined ARE at KS2 by 12%, including the targeting of those pupils who are at risk of falling behind.	1:1 tuition for target individuals (6 in 2019-20)	1:1 tuition gain of +5 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. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Targeted pupils through effective data analysis. Pre planning sessions with class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified. .	J. McGurk	Start and end of 10 week block assessment data on itrack.	£3,500	Pupils were targeted and 1:1 tuition had started before COVID-19 pandemic. Sept- March save combined data at ARE rise from 18% to 33% for dis children. On track to meet the target.
To increase the % of Pupils reaching ARE in reading by 8%	Targeted individual reading programmes focusing on	On average, reading comprehension approaches improve learning by an additional five months'	Wednesday 3.00-3.30 Y6 readers engage with younger targeted pupils to secure reading-	A Newbrook	Tracking and teacher assessment	£0 existing staff	No phonic screen test due to COVID-19

Including phonic screen.	teaching comprehension, phonics interventions . and peer to peer reader in breakfast club and story time.	progress over the course of a school year.	monitored by Literacy Lead.		each half term. Intervention summary.		Pandemic however cohort data suggests 86% (5%) of disadvantaged pupils would pass phonic screen this year compared to 57% (4/7 previous year. Current cohort will be tested in Autumn term 2020 when in Y2.
To close the disadvantaged gap in communication, language and learning by the end of reception	Speech and language therapist (not linked to language unit) provides targeted support to pupils with a priority on disadvantaged pupils. 1 day per week. contribution	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	EYFS monitoring specific focus S&L	L.Spence	Data tracking and improved outcomes for pupils. % of pupils reaching GLD.	£1690	Due to COVID-19 not GLD assessment took place. Internal tracking: Baseline: Autumn GLD:11% Spring GLD: 40% High level of SEND in cohort. 40% of class is on SEND register. DA boys- 4 out of 6 boys(66.6%) have PPP or EHC

							pending compared to 1 out of 4 girls (25%)
Total budgeted cost						£6690	
iii. Other approaches							
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost	Monitoring
Support vulnerable families to ensure high engagement and support and remove social influences on pupils attainment.	Inclusion manager 2 days per week targeted family support and targeted social and emotional interventions. Crisis management.	In a study produced by professor Charles Deforges for the DFE it was found that 'The most important finding from' is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the	Bi-weekly reports to senior leaders and regular performance reviews. Early help data and family support impact to be reported to governors termly via the HT report.	G.JEYNES	Termly review.	£5,582	The whole SLT have been redirected to support the more vulnerable and disadvantaged children during COVID-19 outbreak. Weekly welfare calls, support, advice, food parcels have been allocated to each family and a robust tracking and recording system is in place to monitor engagement in

		impact is evident across all social classes and all ethnic groups.					home learning. SEND packs and extra support sent when necessary.
Improve attendance so disadvantaged attendance is in line with non disadvantaged and above 96%	Inclusion manager per week will monitor attendance, send out reminder letters, liaise with the LA attendance team for fines and enforcement. Call and collect service. £6000	Children need to be in school to learn and achieve. In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage 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.	Attendance monitoring termly.	Kelly Hair	December March June	£3000	Dis attendance Sept: 95.26% Dis attendance Mar: 93.33% (dip in the Spring term with increased coughs and flu symptoms reported) Due to COVID-19 schools have been open to vulnerable children but attendance has not been compulsory.
	Reward pupils for 100% attendance and most improved attendance . £10 vouchers for 100% attendance		Attendance monitoring termly.	Kelly Hair	December March June	£1659	Autumn and Spring term attendance rewarded.

	and most improved attendance						
	Use of external agencies to support persistent absenteeism. Outreach support. Attendance at review meetings.		Attendance monitoring termly.	Kelly Hair	December March June	£183.40 yearly fee pre paid	Autumn and Spring term attendance monitored Dec and March. June -m attendance not compulsory due to global pandemic.
Total budgeted cost						£10,424.40	
Total pupils premium spend						£72,760	

How have we ensured our most disadvantaged children have been supported during these unprecedented times?

During school closure for most, we have remained open for those children of key worker parents and those children from the most vulnerable families. The vulnerable and disadvantaged families were contacted directly by senior leaders in school to offer a place. All offers of places and uptake of placements in school have been carefully recorded and tracked in our school designed 'Vulnerable children tracker'. Senior managers from school immediately formed a rota of attendance at school ensuring that a DSL was present in school every single day during lockdown. All tracker documents are available for perusal.

The disadvantaged children who did not choose to attend school received: weekly wellbeing checks which were recorded on the tracker, food parcels delivered to their doors, home school learning paper packs provided, an application for laptops to both the LA and government (neither bids were successful to date) and in some cases home visits to ensure face to face contact. All pupil progress plans were updated to take into account children's

area of need and adapted so that parents could support their children from home. The PPP's and parent friendly packs were delivered to disadvantaged families in a bid to limit and manage any possible gap growing between disadvantaged and non disadvantaged pupils.

As school closure continued, class teachers maintained weekly contact with all families to offer support and guidance for home / blended learning or any other questions families had. This contact and needs of the families has been recorded on a school designed tracking system.

A home school learning tracker has also been used to monitor and track engagement in home/ blended learning. Where disadvantaged children were found not to be engaging in the work set by the teachers, extra phone calls home were made and support packs made to ensure families had accessibility to home learning. Support has been given where applicable.

Moving forward to the opening of school in September, how does school intend to support disadvantaged families and children in our community?

In order to additional Pupil Premium funding is allocated and utilised wisely we have set out a robust plan for the return to school in September.

- The reconnect curriculum will be delivered in the first three days back in September.
- From the Monday of week 2 there will be a merging of the reconnect curriculum and baseline assessments.
- From week 3 the recovery curriculum will begin to be established and planned from with family groups weekly continuing the reconnect curriculum themes. The intention is to 'quick fix' any gaps that may have appeared during lockdown.
- From week 3 any concerns regarding individual children and their social and emotional wellbeing will be identified with the AHT- **this can be carried out via a pupil wellbeing referral form.**
- Analysis of assessments will take place in week 3 by SMT.
- **As a result of assessments and getting whole school picture of wellbeing and attainment, the pupil premium plan will not be published on the website until 1st October 2020.**
- A plan of action for target children will be implemented and the recovery curriculum fully implemented following discussion of needs. From data and class teacher assessment, we will identify any pupils who have had a significant fall back in their ability

- SMT will implement tuition/ resources utilising the funding available. This will be reviewed and coordinated between the AHT and CT
- Key learning experiences such as forest school, beach school and farm school have been pre planned and will be delivered in the early Autumn term. This is to engage children in learning and recover some lost learning processes and knowledge from the summer term. The outdoor element to these experiences will allow for greater social distancing also.
- Reading and phonics will be a key priority in EYFS, KS1 and lower KS2 and will replace the usual curriculum in the Autumn term. Read Write Inc Phonics and word time will be taught daily in Rec,1 and 2 to replace the literacy lesson (potentially year 3 and 4 also). The objectives from the units missed will be taught through a weekly writing session linked to the curriculum and the genre coverage across the rest of the academic year. The idea is to secure basic skills early in the term. Focus on basic grammar, spelling and punctuation whilst really focusing on reading skills. **This will begin to address closing the gap between disadvantaged and non disadvantaged pupils**
- We will complete a very early maths assessment based upon the whole year. We will then spend some time teaching to the gaps and will then pick up and follow the recovery maths curriculum. The maths lead has mapped this out using white rose maths resources.
- Daily mental maths 15 minutes should be implemented to support children in fluency and mental calculation. Times tables, number bonds, division facts should all be focused upon.
- Because of additional funding from the government, those disadvantaged pupils who struggle greatly will have access to specialist provision. We have allocated an extra teacher in Upper KS 2 and an extra additional support in KS1. Where there is a further need identified through assessments in EYFS or Lower KS2, funding and resources will be directed there.
- From data and class teacher assessment, we will identify any pupils who have had a significant fall back in their ability and will implement tuition/ resources utilising the funding available. This will be reviewed and coordinated between the DHT, AHT and CT.

We are working as a reactive team and we will not know the whole extent of individuals needs post lockdown for our disadvantaged pupils immediately. As outlined by the above strategic review, as well as academic assessments, we will look at the individual child , their SEMH needs, their family circumstances and any other pressures around the family and map out the barriers to learning. We intend to create, where needed, an individual plan to remove barriers to attainment and progress. The findings of these robust assessments of the whole child and their families during the first half of the autumn term will inform the production of a 5 year Pupil Premium plan for 20-21, which will be published online by December 2020. We intend that the plan will be cohort specific and we intend to map the plan out for the following 5 academic years.

