

Valley View Pupil Premium Report

This report links closely to the SDP and Covid Response Plan including Catch Up funding.

1. Summary information					
School	Valley View Primary School				
Academic Year	2020-21	Total PP budget	£87,215	Date of most recent PP Review	October 2020
Total number of pupils (Sept 19)	241 (206 without nursery)	Number of pupils eligible for PP (Mar 19)	61 whole school (Rec-y6 29%)	Date for next internal review of this strategy:	January 2021
				Date for final review:	July 2021

2. Current attainment 2020		
KS2 - Y6 early PP data	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Number of Pupils	60 (Rec-Y6) Y6- 8 children	
Of which were SEND at additional need plus	25/60 41.6% (Rec-y6) Y6- 50%	
% achieving in reading, writing and maths (National 61)	ARE- 63% HS- 0%	
% achieving in reading	ARE ⁵ / ₈ - 63% HS-0%	

Valley View Pupil Premium Report

% achieving in Writing	ARE 4/8- 50% HS-0%	
% achieving in maths	ARE- 6/8 - 75% HS- 0%	
<p>During school closures, 56% of children accessed online learning in English and 58% of children accessed online learning in maths. This uptake was tracked by teachers electronically. The children who did not have access to any devices were provided with paper packs as well as stationary and resources to be able to complete the work. The lack of support and ICT access has been a significant issue. Pupils have come back to school significantly behind where we would usually expect them to be. This is due to missed content and missed time spent with staff to ensure high quality teaching and learning. The gap between disadvantaged pupils and non disadvantaged pupils was closing rapidly prior to lockdown. In some cohorts and with target children the gap has widened where the % of PP in that class is higher. Each class has varying % amount of pupil premium children.</p>		

3. Barriers to future attainment 2020 / 21 (for pupils eligible for PP, including high ability)

In-school barriers:

A.	<p>The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school. However, early data demonstrates the gap between disadvantaged learners and non- disadvantaged learners has widened in specific cohorts. Analysis of data demonstrates that within Maths the main gaps are those that relate to concepts that were not taught face to face in the summer term due to school closures. Basic skills across both English, phonics and Maths have reduced. A tight recovery curriculum has been planned and implemented to address reading skills, grammar, mathematical operations and times tables</p> <p>Pupil premium children achieving higher standard is low in English and Maths with only 6 children in KS 1 & 2 being identified as being able to achieve higher standard.</p>
B.	<p>Attendance is a barrier for disadvantaged children, although this is sometimes linked to medical needs of children with SEND, this is not always the case. The attendance for disadvantaged children is slightly lower than non- disadvantaged children.</p>
C.	<p>Lack of face to face teaching has limited the curriculum and how we revisit and reinforce key teaching across school. To address this we aim to improve the quality of teaching and learning through developing staff understanding of memory cognition and learning through CPD and to ensure the progression and coverage in the curriculum addresses repetition and storage of key skills and concepts into long term memory.</p>
D.	<p>Pupil premium students with additional SEND needs have specific difficulties in literacy that are a significant barrier for individual children. Early data suggests</p>

Valley View Pupil Premium Report

	that where some children are not reaching ARE, Dyslexia and specific difficulties in literacy are a significant barrier for individual children. This double disadvantage of pupil premium pupils results in specific difficulties, particularly in literacy and language.	
E	Maths strand analysis has identified gaps within mathematical skills and concepts. Times tables knowledge and retention is significantly impacting on children's fluency as are fractions, percentages and decimals, SSM and arithmetic methods. Double disadvantage of specific difficulties in language and literacy affects children's ability to tackle problem solving.	
F	Historically, only senior leaders led on the Pupil Premium strategy across school. This may have created a culture that the plan and interventions are one person is responsible rather than a whole school approach as lack of staff ownership and accountability for the outcomes of Pupil Premium pupils impacts on the progress and attainment of children. Higher expectations for all staff is needed to further ensure the secure accountability of key adults working with children.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
G	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some children. The impact of social and emotional experiences in home life, in addition to the challenges through the COVID, has seen more pupils experiencing emotional well being needs. The wider family is also requiring support from school staff since the return to school.	
H.	Limited external experiences and opportunities outside of the family as a direct result of low income results in a lack of exposure to rich and varied vocabulary in different environments impacts on children's progress and attainment. This is particularly evident in the early years where speech and language is lower than expected on entry. Resources and educational based activities are limited in the home setting and local community for some children and as a school we need to develop cultural capital where pupils gain not only knowledge and skills but nurture talents, develop their character and resilience to be able to succeed in life. Cultural capital will be enhanced through increased experiences such as forest, farm, beach and factory school. This will help to build readiness both in and outside of the classroom.	
I.	Lack of ICT devices and Wifi access at home to support home learning significantly impacts the progress and attainment of disadvantaged children. Parents ability to access and understand home learning is a barrier to children working at home.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

Valley View Pupil Premium Report

<p>A</p>	<p>To reduce the phonics gap between disadvantaged and non- disadvantaged pupils in years R and Y1</p> <p>To increase the % of Pupils reaching ARE in phonics in R, Y1, Y2, & Y3</p>	<p>Rec- Y1- increase ARE by 42% (6PP) Y2- increase ARE by 18% (1PP) Y3 - increase ARE by 26% (4PP)</p>	<p>RWI training days £2,700 LSA KS1 £ £6442 10 hours 1 LSA 0.5 £10,468 Reading leader noncontact: £2340</p>
<p>A</p>	<p>To improve reading fluency and comprehension across all year groups in school through the use of targeted story time and reading plus intervention and high five reading in years 4, 5 and 6.</p>	<p>Y4,5,6- 100% participation in Reading Plus Y4- increase ARE by 36% Y5- increase ARE by 14% Y6- increase ARE by 25%</p>	<p>15 hours LSA support £9,663.23 (5 per class)</p>
<p>A</p>	<p>To ensure target pupils in each cohort close the gap in reading and phonics thorough direct catch up in UKS2</p>	<p>Y4- (36% PP ARE 7/11 / 84% ARE) Increase ARE by 36% 4 children. Other two have SPLD and 1 in ARB</p> <p>Y5 (50% PP ARE/ 82 % ARE increase by 1 child 14%- other 3 are SEND)</p> <p>Y6 (62.5% PP at ARE / 74% ARE Increase by 2PP 25%</p>	<p>VV 25,651 YW</p>
<p>A</p>	<p>To secure the missed learning in maths particularly in ks 1 SSM, ks 2 FDP, calculation methods and problem solving through a bespoke recovery curriculum and focus on basic skills-linked to Covid plan.</p>	<p>Rec- 75% ARE</p> <p><u>Ks 1 & LKS2 -</u> Y1- 71% ARE Y2- 100% ARE (1PP) Y3- 86% (1PP)</p> <p><u>UKS2 increase ARE to</u></p> <p>Y4- 81% (6 PP)</p>	<p>NT £6380 - this is only y6 what about the other yr gps?</p> <p>SF - to complete KS2 interventions daily - 8:30 - 9:00am and 2:30 - 2:55pm.</p>

Valley View Pupil Premium Report

		Y5 75% (2PP/ 2 SEND) Y6 87% (3PP)	
A	To increase attainment in Higher Standard in English and maths across school.	Rec- 25% Exceeding GLOD Y1- increase higher standard from current 7% to 21% Y2- increase higher standard from current 0% to 50% (3 pp) Y3- increase higher standard from current 0% to 28% 2PP) y4- increase higher standard from current 0% to 27% 3PP) y5- increase higher standard from current from 13% to 39% 3PP) Y6- increase higher standard from current 0% to 25%)	Y6 Booster HS group- £
B	To ensure attendance for disadvantaged children is inline with non disadvantaged children through focused tracking and action of attendance in collaboration with LA attendance team to provide effective challenge .Targeted family support to engage parents with school and remove external barriers linked to removing barriers plans. Buy back of attendance team to support with attendance and train team.	Reduce persistent attendance of non disadvantaged Improve the average disadvantaged attendance to 95.6% Reduce persistent attendance of non disadvantage by 2%	Attendance officer £3,177.60 LA attendance buyback £420
C	To improve the quality of teaching and learning through developing staff understanding of memory cognition and learning and ensuring the curriculum is structured and delivered with long term learning in mind.	100% of lessons observed to be at least good or outstanding. 100% work and planning scrutiny to reflect staff training.	Maria Wilson Training £1050 Coaching Cover £5850 Leadership PP lead time £2912

Valley View Pupil Premium Report

	Larger SDP priority- pre and post tuition for disadvantaged pupils, training for staff, curriculum review and implementation. 9th November 2020-	100% of PP children receiving pre or post tuition as part of their specifically planned interventions. Class targets: ARE 85% HS 20 %	
D	To provide effective teaching and support for pupils with specific literacy difficulties and therefore a double disadvantaged. Access to effective assessments- non class based senco- to ensure a learning need and not just a side effect of a disadvantaged start, ict access, interventions on specific programmes, removing barriers plans for these children etc.	85% of DD pupils make better than expected progress with short term interventions. Removing barriers plan complete and actioned for children identified on RAG rated PP response plan. Clear assessment pathways with clear identification of needs. 100% of children identified receiving appropriate interventions which have proven impact.	NT £3,190 MH £6,380 KW 6,380
E	To ensure all pupils in years 4,5and 6 are fluent in multiplication tables through the detailed scrutiny of assessments in order to drill down to individual needs. The MATHs lead will support each teacher to plan interventions with the RTP's (ready to progress criteria). Targeted interventions delivered daily	85% of pupils demonstrate fluency on tables for year groups.	Cost? TTRS/ Maths Rocks TTRS £94.90 Maths rocks? IXL £99 White Rose premium package
F	To develop a culture of ownership of disadvantaged progression amongst staff.	100% disadvantaged reviews complete termly. 95% of all actions complete termly. Present termly to Governors	HOS Leadership of PP £16,229.50 Cover £7605 Staff training: Leading Change
G	To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child.	100% Healthy minds team referrals result in active therapy for each child	Inclusion lead/ Senco NCB £12, 760 COVID response plan

Valley View Pupil Premium Report

		<p>Monitor interventions for impact e.g. assess before and after interventions</p> <p>Ensure 100% of disadvantaged children have emotional needs met following covid.</p> <p>Develop a Mental Health Action plan which includes support for the wider family via sharing of resources online and signposting different services.</p>	<p>Anna Freud training: 5 steps to well being: Leading Change</p>
H	<p>Children lack the experiences and vocabulary required of current expectations. To improve the experiences, opportunities and vocabulary of Pupil Premium pupils and low income families</p> <p>To close the disadvantaged gap in communication, language and learning by the end of reception.</p>	<p>100% of children access enrichment activities and trips to aid real life experiences.</p> <p>100% of children engage with Forest school, Beach school, farm school and factory school to secure wider life experiences.</p> <p>87% (7/8 PP) to be ARE in communication and language by the end of the Reception year</p>	<p>Beach school £2000</p> <p>Farm school £7000</p> <p>Forest school Staff JT £61330.90</p>
I	<p>To ensure all children have access to appropriate ICT in order to support home learning fully and access to home interventions.</p>	<p>100% of disadvantaged pupils have access to appropriate ICT technology</p>	<p>£2000 for KS 1 to top up The DFE allocation of laptops (8 needed)</p>

Valley View Pupil Premium Report

5. Planned expenditure

**Academic
year**

2020-21

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

Valley View Pupil Premium Report

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
<p>To reduce the phonics gap between disadvantaged and non-disadvantaged pupils in years R, 1, 2 and 3.</p> <p>To increase the % of Pupils reaching ARE in phonics</p>	<p>Daily quality first phonics teaching through the implementation of RWI scheme.</p> <p>Intervention groups delivered through highly skilled LSA.</p> <p>COVID response phonics programme</p>	<p>After analysis of September assessments it is apparent that each cohort will need a target approach for pupil premium children as individuals. Of the children not achieving ARE at this point in English (reading/ phonics)</p> <p>Rec- 86% to achieve GLOD</p> <p>Y1- 71% of disadvantaged pupils against 27% non disadvantaged are not at ARE. (29% PP ARE against 73% Non PP ARE).</p> <p>Y2- 18% of disadvantaged pupils against 66% non dis are not ARE (82% PP ARE against 34% non ARE)</p> <p>Y3- 43% of disadvantaged pupils against 59 % non disadvantaged are not ARE (57% PP ARE against 41% Non PP ARE).</p> <p>Basic skills and retention of phonetic knowledge has reduced. A tight recovery curriculum has been planned and implemented to address reading skills. Quality first teaching using the RWI phonics scheme is delivered daily. Teachers subject knowledge and delivery is being enhanced by a newly appointed reading lead.</p>	<p>Termly assessments and regrouping of pupils to maximise progress by Reading lead.</p> <p>To increase ARE in Y1 will close the gap and improve PP attainment .</p> <p>1 child in Y2- attendance and S&E/ EH issues-individ barriers</p> <p>Y3- (1 SEMH and 2x SPLD not at ARE) individ barriers plan.</p> <p>Monitoring of observations to ensure quality first teaching.</p> <p>RWI Development days led externally.</p> <p>Baseline assessments and regrouping of pupils to maximise progress by Reading Lead by October</p>	<p>L Spence Reading lead</p>	<p>Termly progress monitoring</p> <p>Intervention summary.</p> <p>Phonics baseline completed 18.9.20</p> <p>Tracking and teacher assessment for reading each half term. 18.12.20 12.2.21 20.5.21 16.7.21</p> <p>RWI development day 20.11.20</p> <p>End of year data analysis July 2021</p>	<p>RWI training days £2,700 LSA KS1 £ £6442 10 hours 1 LSA 0.5 £10,468 Reading leader noncontact: £2340</p>

Valley View Pupil Premium Report

		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)	2020 Termly monitoring of phonics progression. Assessment 2 - 19.10.20 18.12.20 12.2.21 20.5.21 16.7.21 Year 2 phonics screening W/C 18/2/20 LA data collection 22.1.21			
To improve reading fluency and comprehension across all year groups in school through the use of targeted story time and reading plus intervention and high five reading in years 4, 5 and 6.	Whole school targeted story/class novel time allocated on timetable. Reading Plus and High 5 reading intervention in Y 4,5,6.	After analysis of September assessments it is apparent that each cohort will need a target approach for pupil premium children as individuals. Of the children not achieving ARE at this point in English (reading/ phonics: Y4- 63.6% of the PP group not ARE or 9% of the whole class. Y5- 50% of the PP group not ARE or 14% of the whole class Y6- 38% of the PP group not ARE or 11% of the whole class. Research shows that on average comprehension approaches deliver an additional 6 months progress. There is also evidence that indicates computer based tutoring approaches can be successful in	Reading Plus computer programme accessed by all Y4,5,&6 Teachers to plan and/or deliver interventions/ guided reading. Half termly monitoring of intervention programmes and data reviews to monitor progress.	J Colborn H Bowens	Termly monitoring of phonics progression. Assessment 2 - 19.10.20 Dec 2020 Feb 2020 April 2020 June 2020 End of year data analysis - July 2020 Half termly monitoring of	15 hours LSA support £9,663.23 (5 per class)

Valley View Pupil Premium Report

		improving reading comprehension particularly when they focus on development of strategies and self-questioning. (EEF 2018) .			internal Reading Plus data	
To ensure target pupils in each cohort close the gap in reading and phonics through direct catch up in UKS2	<p>Covid response team to identify must move premium pupils for intervention</p> <p>Part time teacher to deliver 1:1 reading and phonics tuition.</p>	<p>Y4- (36% PP ARE 7/11 / 84% ARE) Increase ARE by 36% 4 children. Other two have SPLD and 1 in ARB</p> <p>Y5 (50% PP ARE/ 82 % ARE increase by 1 child 14%- other 3 are SEND)</p> <p>Y6 (62.5% PP at ARE / 74% ARE- dil. logan/lillyJ not. Increase by 2PP 25%)</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as means to support those working at higher standard. Small group tuition can result in 4 months progress which will support the closing of the gap from COVID.</p> <p>Alongside targeted interventions, improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students</p>	<p>Targeted pupils through effective data analysis. Pre-planning sessions with the class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified. .</p> <p>1:1 tuition delivered by a highly skilled experienced teacher.</p>	L Spence H Bowens	<p>Half termly reviews of attainment.</p> <p>Termly reviews of progress</p> <p>Dec 2020 Feb 2020 April 2020 June 2020</p>	
To secure the missed learning in maths particularly in fraction and problem solving	<p>Tuition programme for individuals with maths specialists.</p> <p>Bespoke recovery</p>	Evidence suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. . The EEF estimates that the average impact of	<p>Performance Management targets</p> <p>Targeted pupils through effective data analysis.</p>	R Parkin N Tait M Horlock	<p>Half termly reviews of attainment.</p> <p>Termly reviews</p>	<p>In class action.</p> <p>Tuition £6830</p>

Valley View Pupil Premium Report

<p>through a bespoke recovery curriculum and focus on basic skills</p>	<p>curriculum to embed missed learning and revision of key concepts. SDP.</p> <p>Planned what to cover daily in a 'Fluent in 5' intervention. There is an expectation to teach 5 questions, taught daily, for 15 mins daily on a targeted area of need for the group/ individual e.g recap operation methods, targeted arithmetic questions, number and place value Intervention, number operations target group</p> <p>TTRS times table recap (5 x 30mins), Guided problem solving (3 x 20 mins).</p> <p>Staff training on planning and progression in maths with the Ready to Progress steps to support intervention planning.</p> <p>Individual progress and class progress will be recorded, reported and rewarded to boost self</p>	<p>one-to-one tuition is five additional months' progress (EEF, 2020b). Maths lead will monitor the impact of interventions</p> <p>The gaps in the maths curriculum have been identified by the Maths Lead, who has identified gaps in each cohort through a gap analysis in September. We are confident these gaps can be addressed through quality first teaching. The main gaps are those that relate to concepts that were not taught face to face in the summer term due to school closures, specifically:.</p> <p>Y4,5,6- gaps in Fractions, decimals and percentages through lack of face to face teaching. 85% to be at ARE by the end of the year</p> <p>Y2,3- gaps in Shape, space and measure through lack of face to face teaching. 80% to be at ARE by the end of the year</p> <p>All- recap fluency and consolidation of formal methods needs to be covered.</p> <p>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.</p> <p>Each cohort has a challenging specific target to reach ARE in all areas taking into account double disadvantage and additional need. This ensures all lost teaching is caught up and children have a secure coverage and</p>	<p>Pre planning sessions with the class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified.</p> <p>1:1 tuition delivered by a highly skilled maths specialist.</p> <p>Rec- 75% ARE</p> <p>Ks 1 & LKS2 - Y1- 71% ARE Y2- 100% ARE (1PP) Y3- 86% (1PP)</p> <p>UKS2 increase ARE to Y4- 81% (6 PP) Y5 75% (2PP/ 2 SEND) Y6 87% (3PP)</p> <p>Monitoring: Dec 2020 Feb 2020 April 2020 June 2020</p>		<p>of progress: Dec 2020 Feb 2020 April 2020 June 2020</p> <p>Gap analysis for each cohort</p> <p>Planning</p>	
--	---	---	---	--	--	--

Valley View Pupil Premium Report

	esteem and create a competitive culture amongst the children	understanding of their year group curriculum.				
To increase attainment in Higher Standard in English and maths across school.	Targeted teacher led boosters in upper KS2 1:2 Tuition sessions. SDP	<p>Rec- 25% Exceeding GLOD (RL, ET)</p> <p>Y1- increase higher standard from current 7% to 21% (2 PP)</p> <p>Y2- increase higher standard from current 0% to 50% (3 pp)</p> <p>Y3- increase higher standard from current 0% to 28% 2PP)</p> <p>y4- increase higher standard from current 0% to 27% 3PP)</p> <p>y5- increase higher standard from current from 13% to 39% 3PP)</p> <p>Y6- increase higher standard from current 0% to 25%).</p> <p>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)PP children achieving HS in reading, writing and maths is historically generally low in comparison with non PP children from internal data. This year there is a current prediction of 6 children across school achieving HS which will mean some children would not meet expected progress if that were accepted.</p> <p>We have set challenging targets for each teacher , taking into account KS 1 attainment to set individual cohort targets.</p>	<p>Boosters will be tested/ measured through data analysis and performance in Mock tests and final results.</p> <p>Monitoring will be undertaken.</p> <p>Mixed groups will include target HS pupils to secure peer learning.</p> <p>Performance management targets/ must move children identified will include PP higher standard children.</p>	J McGurk H Bowens R Parkin	<p>Half Termly attainment data</p> <p>Termly progress data</p> <p>Dec 2020</p> <p>Feb 2020</p> <p>April 2020</p> <p>June 2020</p>	<p>In house booster cover for LA/ W2 pupils releases class teacher for targeted HS support/ boosters.</p>

Valley View Pupil Premium Report

<p>To improve the experiences, opportunities and vocabulary of Pupil Premium pupils and low income families</p>	<p>Pupils to engage in enrichment activity through trips, visitors and experiences.</p> <p>All pupils to access Forest, Beach, Farm and Factory school during their school life.</p>	<p>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity. EEF 2018 found that where collaborative learning opportunities were provided a gain of 4 months in learning was evident.</p> <p>Reducing the cost of educational visits in school to allow greater opportunities to engage learners.</p> <p>SMT learning walks to have a focus on language rich environments.</p> <p>To provide cultural/trips/visits and opportunities to develop the cultural capital, expectations and self belief of children in and beyond the classroom through beach, forest, farm and factory schools as well as planned in WOW experiences that link to topic/ themed collaborative learning.</p>	<p>100% of children access enrichment activities and trips to aid real life experiences.</p> <p>100% of children engage with Forest school, Beach school, farm school and factory.</p> <p>Feedback will be taken from learners.</p> <p>Monitoring will look at the impact on reading and writing.</p>	<p>Curriculum Team</p>	<p>Curriculum monitoring Dec 2020 April 2020 June 2020</p> <p>Pupil voice in coordinator reports monitoring Curriculum monitoring : Dec 2020 April 2020 June 2020</p> <p>Work and planning monitoring with a focus of high quality feedback. Dec 2020 Feb 2020 April 2020 June 2020</p>	<p>Beach school £2000 Farm school £7000 Forest school- no cost established resource.</p>
<p>Total budgeted cost</p>						<p>£47,443</p>

Valley View Pupil Premium Report

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 implementation?	Cost
<p>To improve the quality of teaching and learning through developing staff understanding of memory cognition and learning and ensuring the curriculum is structured and delivered with long term learning in mind.</p>	<p>Staff training from Maria Wilson (Educational Psychologist team) on memory and cognition followed by lesson study of disadvantaged pupils.</p> <p>High quality feedback to children</p>	<p>Our ethos is to deliver quality first teaching in every lesson for every child. Part of the teaching needs to incorporate the pedagogy around memory, cognition and the curriculum offer. We aim to redevelop how we teach and the coverage of the content in the curriculum to ensure repetition and storage in long term memory. Memory Retrieval and interleaving professional development for all staff working with children will be delivered by the psychology department and will develop understanding of child development and the workings of the memory.</p> <p>Evidence from the EEF (2018) suggests that a curriculum mindful of metacognition and self regulation embedded consistently results in high levels of impact with pupils making an average of seven months additional progress. Our curriculum has been redeveloped to ensure coverage in the curriculum addresses repetition and storage of key skills and concepts into long term memory.</p>	<p>The research of how a child stores and retrieves information will be fed into school expectations of the curriculum, planning and delivery of lessons by teaching children specific strategies for planning, monitoring and evaluating their learning.</p> <p>Curriculum to repeat key learning objectives, skills and knowledge using newly developed passports (knowledge organisers) to ensure learning is embedded into long term memory.</p> <p>Pre and post tuition of all subject areas for disadvantaged pupils.</p>	G Jeynes	<p>Training 9th November 2021</p> <p>November 2020 April 2021 June 2021</p> <p>Project Review: lesson study of disadvantaged pupils. teacher to teach one direct skill 3 times per week with a pre and post assessment, lesson study based on curriculum planning to recover learning periodically and monitor impact, monitoring passport use.</p>	<p>Maria Wilson Training £1050</p> <p>Coaching Cover £3000</p> <p>Leadership PP lead time £2912</p>

Valley View Pupil Premium Report

					December 2020 April 2020 July 2020	
To provide effective teaching and support for pupils with specific literacy difficulties (SEND & Disadvantaged)	<p>Effective and accurate assessments of individual children by Educational psychology tem.</p> <p>Specific programmes linked to need.</p> <p>Removing barriers plan for individuals.</p> <p>Esure ICT access for all Disadvantaged pupils.</p>	<p>Data suggests that some disadvantaged children at school also suffer a 'double disadvantage' as they also have additional needs. There are a number of double disadvantaged children in each cohort where children have special educational needs alongside being disadvantaged.</p> <p>Rec- 12% Y1- 42% Y2- 0% Y3- 38% Y4- 36% Y5-50% Y6- 50%</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Evidence suggests that individualised instruction has a positive effect on learners. Some recent studies have found higher impacts of projects have tended to employ Digital technology to individualise</p>	<p>Individualised learning plans (PPP)</p> <p>Use of digital SPLD packages eg Lexia and I pads purchased</p> <p>Target pupils through effective data analysis.</p> <p>Educational psychologist to observe and assess pupils to ensure academic difficulty is SEND and not just a direct result of a disadvantaged start.</p> <p>Pre planning sessions with the class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified.</p> <p>85% of DD pupils make better than expected progress with short term</p>	A Newbrook	<p>Termly reviews of PPP</p> <p>October 2020 March 2021 July 2021</p>	<p>See ICT spend EP in house budget</p>

Valley View Pupil Premium Report

		<p>instruction. (EEF individualised instruction +3 months)</p> <p>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).</p> <p>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</p>	interventions.			
To ensure all pupils in years 4,5and 6 are fluent in multiplication tables	Implementation of TT Rockstars/ Maths Rocks	<p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. (+4 months gains EEF)</p> <p>There is clear evidence that digital technology approaches are more beneficial for d mathematics practice than problem solving, and there is some evidence that they are more effective with young learners.</p> <p>Effective use of digital technology is driven by learning and teaching goals rather than a specific technology, therefore teachers will be given challenging targets for their cohorts to achieve in time table fluency.</p>	<p>Fluency and recall of multiplication factors secure and support mental arithmetic and problem solving</p> <p>85% of pupils demonstrate fluency on tables for year groups 4, 5 and 6 .</p>	R Parkin	<p>Termly progress data check:</p> <p>December 2020 April 2021 July 2021</p> <p>Formal Y4 times table check June 2021</p>	<p>TTRS £94.90</p>
To close the disadvantaged gap in communication, language and	Speech and language therapists (not linked to language units) provide targeted support to pupils with a priority on	DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development.	87 % (PP) to be ARE in communication and language by the end of the Reception year.	K.Hair	Data tracking and improved outcomes for pupils. Registration for	<p>£5850 S&L therapy</p> <p>5 Covered sessions</p>

Valley View Pupil Premium Report

<p>learning by the end of reception</p>	<p>disadvantaged pupils. 1 day per week. Delivery Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills.</p> <p>BookStart treasure packs in collaboration with Book Trust.</p>	<p>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.</p>	<p>70 % of all pupils reach GLD.</p> <p>100% of pupils to be gifted with a book start treasure pack and have parent engagement activities shared to support basic skills.</p> <p>EYFS monitoring specific focus C&L</p> <p>SDP</p>		<p>NELI. September Nov- Dec Language screening assessment Dec - Staff online training Jan/Feb - July - 2021 week intervention programme July 2021 - follow up screening programme</p> <p>Book start - December 2020</p>	<p>for Nuffield training/ implementation. £975</p>
<p>To develop a culture of ownership and accountability of disadvantaged progression amongst staff.</p>	<p>CPD in staff training to ensure class teachers have a secure understanding of their disadvantaged pupils, backgrounds and characteristics of learning.</p> <p>Disad focus on performance management targets with a 'digging deeper' approach to data analysis to close the gaps.</p>	<p>Action research has found that PP role has been to top heavy with a senior leadership lead. This may have created a culture where one person is responsible for the plan. Evidence suggests that the most effective plans are those where all professionals have ownership for the teaching, interventions and progress of PP students. (NYCC 2017)</p> <p>Evidence also suggests that class teachers must understand the barriers of learning for pupils and their future vision in order to enable</p>	<p>Termly pupil data and progress interviews in collaboration with CT, PP lead & Subject leaders were strategic thinking and strategies for closing the gaps will be discussed.</p> <p>The joint data and progress reviews with a disadvantage focus will include monitoring books,</p>	<p>J McGurk</p>	<p>Book/ work review, pupil voice and joint planning around removing barriers document to secure CT responsibility.</p> <p>Performance Management</p>	<p>Staff Cover to plan response and develop leadership. £4121.08 (*will be subsidised by school budget).</p>

Valley View Pupil Premium Report

	<p>We aim to develop a culture of ownership for all staff by extending professionalism to ensure commitment by all staff to the progression for pupil premium /disadvantaged children . This will be achieved through creating a culture in school of shared responsibility and accountability through regular and more child centred focused reviews with teachers where data will be unpicked and solutions identified together.</p>	<p>them to succeed. This will be tackled through pre and post tuition and the impact measured.</p>	<p>work review, pupil voice and joint planning around removing barriers to secure Class Teachers' responsibility</p> <p>Termly updates to governors</p> <p>Review performance management mid year.</p> <p>100% disadvantaged reviews complete termly. Monitor individual barriers to learning documents</p> <p>95% of all actions complete termly</p>		<p>setting, mid point and final review</p> <p>October 2020 Feb 2021 July 2021</p> <p>Monitoring the impact of interventions and pre and post tuition.</p> <p>Dec2020 Feb 2021 April 2021 July 2021</p>	
Total budgeted cost						£18,002.98
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

Valley View Pupil Premium Report

<p>Reduce persistent attendance of non disadvantaged</p> <p>Improve the average disadvantaged attendance to 95.6%</p> <p>Reduce persistent attendance of non disadvantaged by 2%</p>	<p>Through a focused tracking method Attendance Team to monitor attendance weekly , send out reminder letters. Call and collect service.</p> <p>Collaboration with the LA attendance team for fines and enforcement to provide an effective challenge.</p> <p>Targeted family support to engage parents with school and remove external barriers.</p> <p>Reward pupils for 100% attendance and most improved attendance . £10 vouchers for 100% attendance and most improved attendance.</p> <p>Use of external agencies to support persistent absenteeism. Outreach support. Attendance at review meetings.</p>	<p>Children need to be in school to learn and achieve.</p> <p>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</p>	<p>Monitor attendance, send out reminder letters, liaise with the LA attendance team for fines and enforcement. Call and collect service.</p>	<p>Attendance Team</p>	<p>Termly monitoring with LA:</p> <p>Dec 2020 March 2021 June 2021</p> <p>Half termly internal monitoring:</p> <p>14.10.20 Dec 2020 Feb 2021 May 2021 July 2021</p>	<p>Attendance officer £3,177.60 1dpw LA attendance buyback £420</p>
--	--	--	---	------------------------	---	---

Valley View Pupil Premium Report

<p>To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child.</p>	<p>Staff to be aware through staff training on the individual needs of their class and to complete a RAG rating of need for SEMH. Complete tracker of needs.</p> <p>Staff to compose removing the barriers plan for target pupils.</p> <p>Targeted family support and targeted social and emotional interventions supported by AHT.</p> <p>Crisis management</p> <p>South Tyneside and Sunderland NHS Healthy minds team Wellbeing</p> <p>Support vulnerable families through Early Help/ Cp/ CIN plans to ensure high engagement and support and remove social influences on pupils attainment</p>	<p>A targeted approach from an in house referral based approach will be used to identify children and their extended family as all families have had very different experiences throughout the COVID-19 Pandemic.</p> <p>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.</p> <p>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 impact is evident across all social classes and all ethnic groups.</p> <p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages (EEF, 2020b)</p>	<p>Bi-weekly reports to senior leaders and regular performance reviews.</p> <p>Early help/ CP/ CIN data and family support impact to be reported to governors termly via the HT report.</p> <p>100% of pupil referrals to Healthy Minds Team to have 1:1 support from NHS Primary Mental Health Worker</p>	<p>J McGurk A Newbrook</p>	<p>COVID response review October 2020</p> <p>Dec 2020 April 2021 July 2021</p> <p>Termly report to Governors</p> <p>Oct 2020 March 2021 July 2021</p>	<p>Inclusion/S enco NCB £12, 760 2d</p>
---	---	--	--	------------------------------------	---	---

Valley View Pupil Premium Report

<p>To ensure all children have access to appropriate ICT in order to support home learning fully and access to home interventions.</p>		<p>It is very hard to use technology to replace the learning relationships that exist between teachers and pupils in the classroom. However, providing access to teaching via technology has the potential to make a small-to-moderate positive impact on learning during school closures.</p> <p>A key challenge is ensuring that access to teaching is provided to all pupils. There is a significant risk that disadvantaged children have less access to teaching than their peers, in part due to having reduced access to technology, exacerbating the impact of school closures on the attainment gap.</p> <p>A rapid evidence assessment on remote learning conducted by the EEF also emphasised that the pedagogical quality of remote learning is more important than how lessons are delivered. Ensuring the elements of effective teaching are present – for example; clear explanations, scaffolding and feedback – is more important than how or when they are provided (EEF, 2020a). It's Unlikely that providing pupils with access to resources without support will improve learning.</p> <p>Supporting effective remote learning will mitigate the extent to Pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present – for example through clear explanations, scaffolding and feedback – is more important</p>	<p>Work with Local Authority and the DfE to ensure children who have no access to any electronic devices are identified which will be recorded and updated termly on a spreadsheet.</p> <p>Target the children and provide a laptop/ Ipad to work from home on.</p> <p>Teach the children how to use the devices in school incase of another lockdown/</p> <p>Involve Parents through online guides how to use the online learning platforms provided by schools.</p> <p>Ensure online learning incorporates some face to face teaching and opportunities to provide individual feedback. This will be outlined in a new remote learning policy Sept 2020.</p>	<p>G Jeynes J McGurk M. Hamilton</p>	<p>Initial assessment of needs; Sept 2020</p> <p>Referral for devices: Oct 2020</p> <p>Review of need Jan 2020 April 2020</p>	<p>£ 3,500 plus Covid catch up funding to support</p>
--	--	---	--	--	---	---

Valley View Pupil Premium Report

		<p>than how or when lessons or support are provided.</p> <p>A recent review of remote teaching conducted by the EEF found that remote learning can be effective, given the right conditions (EEF, 2020a).</p>				
To respond to the needs of children and families	Funds allocated for food parcels, uniform, housing support such as beds, LAC packs,	The school budget is tight and does not always allow for flexible spending to respond to the needs of our vulnerable children.	As needed by families.	AHT	As needed	£1912.02
Total budgeted cost						£21769.02
Total pupils premium spend						£87215