Pupil premium strategy statement - September 2024

Before completing this template, you should read the guidance on [using pupil premium].

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	The Valley Community School
Number of pupils in school	533 (99 Pupil Premium)
Proportion (%) of pupil premium eligible pupils	19% (23% Y1+)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	K Naughton
Pupil premium lead	J Leonard
Governor / Trustee lead	Mrs A Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,360
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£124,260

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Objectives

The spending of the Pupil Premium funding is based on the individual needs of our pupils, within our school context. Additonally it is based on research by the EEF. We have adopted a tiered model, incorporating: High-quality teaching and targeted academic support to close the gap between between disadvantaged children and their peers (NPPG). The school location and pupil base deprivation indicator is in quintile 5 (average) of all schools. The use of wider strategies spending enables our disadvantaged childen to broaden their life experiences by removing financial barriers to allow access the wider curriculum through visits and visitors. Additionally the spending enables us to provide pastoral support through the use of key workers and nurture groups for those disadvantaged children who less support at home, weak language and communication skills or lack of confidence. The school works closely with the school social worker to support attendance and punctuality issues. The challenges for our disadvanted children are varied and we consider the specific needs of each individual.

Meeting our objectives

- Our spending strategy is research driven (Ofsted/DFE/Education Endowment Foundation - EEF)
- Addresses a wide range of needs, and take group and individual needs into account
- Select interventions that are practical
- Regularly review need of individual pupils at pupil progress meetings
- Follow a wave 1 – 3 approach (RAPs)
- We support families at multiple levels (pastoral/academic/attendance)
- Supplementary teaching to address gaps in learning
- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Providing extra tuition where needed (for example, ahead of national assessments (SATs)
- Funding educational trips and visits

  Funding English classes for children who speak another language

Challenges

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

Challenge number	Detail of challenge
1	Some PP premium children have low prior attainment, in some cases resulting from gaps in schooling.
2	Specific additional needs including those being supported as SEN.
3	Some PP children have attendance issues.
4	Social, emotional and behavioural problems affecting wellbeing and progress.
5	Lack of first-hand experiences

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
Good progress.	All pupil premium children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.
Additional needs are supported effectively.	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face.
Improved attendance	Improved attendance of pupil premium children, reducing the numbers of persistent absence.
More first-hand experiences.	Pupil premium children targeted to access 'wow' experiences, supported by funding from the PPG budget and evidenced through pupil discussions, attendance rates for visits and 'wow experiences' for PPG 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: £62,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contiue to develop high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils EEF Tiered model and menu of approaches KS2 Data (4 year trend) shows disadvantaged pupils consistently perform inline or above the national averages. Progress indicators demonstrate progress measures above/ well above what is nationally achieved. This shows how effective this is and an essential part of the spending.	1,2
Staffing to support effective implementation in supporting students with collaborative learning. CPD for staff	Education, Endowment Foundation (EEF) Pupil Premium Guide as an effective tool (Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.)	1,2
Additional staff support	The extra staffing will ensure that the children receive support which will have a positive impact on their learning.	1,2

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

Budgeted cost: £31,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition	Small group/1:1 support given to pupils to address gaps in learning, including PPG variation GDS EEF Tiered model and menu of approaches	1,2 ½ hr x 4 TS3 x 38 Weeks = £2,280
Saturday/holiday clubs	Continue to support disadvantaged children to achieve attainment in-line with their peers EEF Pupil Premium guide	1 4 Saturdays x 3 hours 1 teacher, 1 TA3 =£1,000
SALT early intervention	Evidence shows if SALT is given early the child will have a greater chance of achieving their goals	2 SLA = £3500
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources EEF Tiered model and menu of approaches	2 TA 27.5 hrs = £19,500
Teaching assistant deployment and interventions	High quality interventions and effective deployment of teaching assistents results ineffective academic support, as demonstrated through pupil outcomes. EEF Tiered model and menu of approaches	1,2 £4,785

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

Budgeted cost: £31,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider support – Pastoral Key Workers and Homework	Key Worker support ensures that the needs of individuals' are met pastorally and academically.	1,4 All TA's weekly 15 mins. X 38 weeks x 22 TA 2 4 TA 3 2 TA4 = **£3, 232**
Extended school time, including before school lessons and Saturday clubs	This will enable the children to achieve their full potential. [EEF Tiered model and menu of approaches]()	1,2 4 Saturdays x 3 hours = **£2,160**
Wider support - Bereavement counselling/mental health and well-being support.	Counselling and support improves mental health and well-being.	4 1 hours x 2 teachers x 38 weeks = **£3,420**
Clothing & kit	Pupil's well-being and achievements improve if they are not worrying about uniform. Currently there are 5 families who are accessing this support.	4,5 Smart clothing **£2,283**
WOW experiences school subsidies/residential subsidies	Evidence shows that children benefit from these opportunities.	1,5 **£3,000**
Attendance lead and School Social Worker to deliver targeted intervention and support to pupils and families.	Attendance rates: pupil premium 94%, whole school 96%,broadly in line, however, persistant absence rates are proportionaltly significantly higher that their NPPG peers. 2023 – 24 (18 x PPG pupils, however 3 of these pupils have now left). Persistant absence will decrease as a result if successful.	3 Anne MacDonald **£3,444**

Young carers'/nurture Club Sunflower Club	12 pupils (PPG) have been identified as those who will benefit from Young carers' club. This club provides the pupils the opportunity to engage in fun activities and time to enjoy with their peers.	4 Nurture club 1 hr x 38 x TA3 x 2 **= £1,100**
Additional Sports Provision Access to extra-curricular activities, holiday clubs and sports competitions.	Enable our disadvantaged pupils to access additional sports provision at, boosting self-confidence and social interaction with peers.	1,5 **= £12,424**

Total budgeted cost: £124,260

Version 2: Figures are accurate based on revised Autumn Spending plan affected by reduction in overall pupil premium figures

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.

GLD 67%, GLD Disadvantaged pupils 44%
GLD 58%, GLD Disadvantaged pupils 56%

KS1 Phonics screening 88%, Disadvantaged pupils 92%
KS1 Phonics screening 82%, Disadvantaged pupils 78% (7 out of 9 pupils)

KS2 Disadvantaged pupil scores 2023 (July '24 – unvalidated data)

	EXS	EXS		GDS	GDS
Reading	71%	76%	Reading	24%	35%
Writing	71%	76%	Writing	24%	12%
Maths	94%	88%	Maths	29%	47%
Science	76%	76%	Science	24%	29%
Combined EXS	65%	76%	Combined GDS	6%	12%

28% of the cohort (17 pupils) were identified as disadvantaged.
Pupil premium children have performed above their national peers and national averages. Non pupil premium have performed above their national averages and peers
Whilst there is a school variation between PPG and NPPG this can partly be explained by numbers on the SEN register (7% of NPPG compared to 29% of PPG)
Other factors can also affect performance such as bereavement, housing etc.
These high attainment measures reflect the strong 4 year trend of validated data.
These measures demonstrate the effective use of the pupil premium strategy spending.

Pupil Premium attendance (Sept. '23 to July '24) 94%. There is little variation with the whole school attendance figure.

Externally provided programmes

Programme	Provider
Reading tutor	Independent provider

Further information (optional)1

Review of outcomes 2023 - 2024

- 55 x PPG pupils have an allocated key worker
- 8 x PPG pupils have benefitted from weekly intervention from Mrs Hedgecock (reading tutor)
- 5 x PPG/SEND – full access to the curriculum. Adaptations being made to support these pupils. Clear evidence of inclusion.
- 1 x family have been supported financially to access a bus pass and food
- Current PPG attendance:94.4% (top 10 – 20% of schools)
- 18 x PPG pupils below 90%. Targeted support is taking place: individuals discussed as part of our vulnerable pupil meeting and home visits carried out by Anne MacDonald (school social worker).
- 50 x PPG pupils have accessed at least 1 club during the academic year.
- 11 x PPG pupils currently attending nurture/young carers' club
- 5 x PPG pupils have been identified with mental health needs and have access to a keworker.

Pupil Premium distribution

Year	Number	Male	Female	% of year
Rec.	9	2	7	15%
Y1	9	2	7	15%
Y2	14	6	8	23%
Y3	13	6	7	21%
Y4	14	4	10	23%
Y5	17	9	8	28%
Y6	17	10	7	28%