# 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

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| Detail | Data |
| School name | Worth Valley Primary School |
| Number of pupils in school | 239 |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 20/12/2021 |
| Date on which it will be reviewed | 20/12/2022 |
| Statement authorised by |  |
| Pupil premium lead | Ceinwen Lodge |
| Governor / Trustee lead | Sam Quigley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £147,950 |
| Recovery premium funding allocation this academic year | £16,582 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £164,532 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Worth Valley Primary School are determined that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Regardless of starting point, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or whose family receive support from wider external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Persistent absence and/or frequent lateness; resulting in a reduction in the impact of learning and sequential skills acquisition than that of their peers |
| 2 | Social, emotional and mental health needs that impact on learning and development |
| 3 | Less advanced early development; particularly with regard to speech, language and social skills that impact their future years |
| 4 | Historical gaps in learning that require addressing so children can access the curriculum and achieve as well as their peers |
| 5 | Challenging out of school environments/situations that mean children are less ready to learn when in school |
| 6 | Limited engagement of some parents/carers in children’s learning and the wider academy life and opportunities on offer |
| 7 | Less opportunities outside of school for enrichment activities such as trips and music tuition |
| 8 | Lack of equipment and uniform that promotes a feeling of being disadvantaged |

## 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.

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| Intended outcome | Success criteria |
| To provide the highest levels of learning support that make sure children are not disadvantaged in their ability to make excellent progress and achieve strong outcomes. | * Accelerated progress of disadvantaged pupils in receipt of additional support staff * Accelerated progress of pupils targeted (and in receipt of) 1:1 tuition * High quality, bespoke intervention provision for those pupils most in need of focused support * Staff have an increased confidence in addressing barriers to learning for vulnerable groups and deploy a range of strategies to overcome them. * EEF recommendations that focus staff support on early intervention, phonics and outdoor adventure learning result in accelerating progress for disadvantaged pupils |
| To have the highest level of community and pastoral support that ensures the mental and physical wellbeing needs of our children are met in school and at home.  To also ensure that we provide a range of opportunities that support our cultural aspirations offer to raise the ambition of our children. | * Improved provision for all children’s social, emotional and mental health needs * Increased parent/carer engagement and involvement in order to support learning * Improved attendance, punctuality and reduced persistent absence across all vulnerable groups which contribute to a rise in the whole school attendance figure * No child is disadvantaged by the need for quality uniform * Breakfast club is available to every pupil, free of charge. This promotes good attendance and punctuality, a nutritious start to the day, positive interactions and extra-curricular opportunities * Trips and educational visits are substantially subsidised by school wherever possible; ensuring no child is disadvantaged by being unable to afford trips |
| To utilise the expertise of external professionals to ensure that our children and families benefit from the professional involvement that ensures their needs are met.  To also ensure professionals contribute to the upskilling and training of our staff so that they are well equipped to meet the needs of our children and families. | * Accelerated progress of disadvantaged pupils in receipt of support from external professionals * Improved intervention and support from staff as a result of working with external professionals and receiving their training and support * Improved attendance, punctuality and reduced persistent absence across all vulnerable groups which contribute to a rise in the whole school attendance figure |

## 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: £88,544

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of proven resources that increase the rates of progress of disadvantaged children across the school; namely PIXL and Launchpad for Literacy | [Early years interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/)  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 2, 3, 4 |
| Provision of additional classroom support for greater adult to child contact with a focus on small group intervention and collaborative learning | [Collaborative learning | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/)  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  [Teaching assistants | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/) | 1, 3, 4, 7 |
| Provision of external and internal training for staff that focusses on addressing children’s barriers to learning; specifically feedback, phonics and metacognition | [Feedback | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/)  [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/)  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3, 4, 7 |
| Employment of an additional member of staff to focus on self-regulation through increased sports participation; specifically kickboxing & clubs | [Behaviour interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/)  [Sports participation | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/) | 1, 6, 7 |

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

Budgeted cost: £46,887

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of an Educational Psychologist on a weekly basis to target support for specific children and upskill staff and leaders in school wide provision | [Social and emotional learning | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/) | 1, 4 |
| Provision of a Speech & Language Therapist on a weekly basis to target support for specific children and upskill staff and leaders in school wide provision | [Early years interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/)  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 4 |
| Employment of a Pupil Welfare Officer that focusses on providing support to individuals and small groups in class and outside of class | [Behaviour interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/)  [Social and emotional learning | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/) | 1, 5, 7, 8 |
| National Tutoring Programme – model 3 – class teachers provide small group/1:1 tuition to children | [One to one tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/)  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
| Delivery of the Nuffield Early Language Intervention (NELI) that is a 20 week intervention for reception age pupils | [Early years interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/)  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 3, 4 |
| Provision of flexible tuition that is targeted at our most vulnerable learners to rapidly fill gaps | [One to one tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/)  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 3, 7 |
| Training and using of remote education environments, supported by the purchase of hardware, such as Chromebooks, to ensure no technology disadvantage for our most vulnerable pupils. | [Digital technology | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/) | 2, 3, 5, 8 |

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

Budgeted cost: £29,101

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of a parental involvement worker to lead attendance; provides support to our families in ensuring children attend school, as well as upskill our own staff. | [Parental engagement | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/) | 2 |
| Provision of school uniform for those disadvantaged by their access to uniform | [School uniform | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/school-uniform/) | 8 |
| Provision of additional trips and enrichment that raise cultural capital and ensure children have the same opportunities as their peers, including raising their ambition, including provision of transport where needed so no child is disadvantaged by their inability to attend | [Aspiration interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/) | 5, 6, 8 |

**Total budgeted cost: £164,532**

# 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum and a vast range of targeted support to individual families.  Overall attendance in 2020/21 was lower than in the preceding 4 years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers, as was persistent absence. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## Externally provided programmes

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| Programme | Provider |
| PiXL | The PiXL Club |
| Launchpad for Literacy | Kirstie Page |
| Wellcomm | GL Assessment |