

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Worth Valley Primary School
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	59.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	06/10/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	
Pupil premium lead	Ceinwen Lodge
Governor / Trustee lead	Sam Quigley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,420
Recovery premium funding allocation this academic year	£19,201
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	£199,621

Part A: Pupil premium strategy plan

Statement of intent

Worth Valley Primary School are determined that all pupils, irrespective of their background or the challenges they face, make good or better 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.

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.

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.	<ul style="list-style-type: none">• 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

<p>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.</p> <p>To also ensure that we provide a range of opportunities that support our cultural aspirations offer to raise the ambition of our children.</p>	<ul style="list-style-type: none"> • Improved provision for <u>all</u> children's social, emotional and mental health needs • Increased parent/carers 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
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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**

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 Oral language interventions Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	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 Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF Teaching assistants Toolkit Strand Education Endowment Foundation EEF	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 Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF	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 Sports participation Toolkit Strand Education Endowment Foundation EEF	1, 6, 7

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

Budgeted cost: **£64,214**

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 £4000	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	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 £1430	Early years interventions Toolkit Strand Education Endowment Foundation EEF Oral language interventions Toolkit Strand Education Endowment Foundation EEF	4
Employment of a Safeguarding and Welfare Officer that focuses on providing support to individuals and small groups in class and outside of class £28,705	Behaviour interventions Toolkit Strand Education Endowment Foundation EEF Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	1, 5, 7, 8
Mental health and wellbeing support worker employed to work alongside Safeguarding and Welfare Officer, in order to increase capacity to provide high-quality pastoral and mental health support to pupils £19,882	Behaviour interventions Toolkit Strand Education Endowment Foundation EEF Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	
National Tutoring Programme – model 3 – class teachers provide small group/1:1 tuition to children £8197	One to one tuition Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Provision of flexible tuition that is targeted at our most vulnerable learners to rapidly fill gaps £2000	One to one tuition Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 7

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

Budgeted cost: **£46,863**

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	2
Provision of school uniform for those disadvantaged by their access to uniform	School uniform Toolkit Strand Education Endowment Foundation EEF	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	5, 6, 8

Total budgeted cost: £199,621

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 2022-2023 academic year.

Early Years GLD

Pupils	% pupil premium	PP GLD	National 2023
28	54% (15/28)	67% (10/15)	65%

Year 1 phonics screening check

Pupils	% pupil premium	PP 32+	National 2023
26	62% (16/26)	88% (14/16)	79%

Additional information:

5/26 (19.2%) year 1 pupils were SEN – above the national average of 15%

3/5 SEND pupils (60%) achieved a score of 32+ (42% national)

16/26 pupils (62%) of year 1 pupils were known to be disadvantaged, almost triple the national year 1 figure of 23%

Year 2 phonics screening check

Pupils	% pupil premium	PP 32+ at end of KS1	National
30	57% (17/30)	82% (14/17)	89%

Additional information:

3/30 pupils (10%) attend the resourced provision

Year 4 Multiplication Tables Check

Pupils	% pupil premium	PP full marks - 25	National
30	70% (21/30)	38%	27%

Additional information:

Of the 10 pupils (33%) who achieved full marks, 8/10 (80% were in receipt of pupil premium)

The average score for year 4 was 18.13 (19.8 national in 2022)

The average score for disadvantaged pupils in year 4 was 18.8 (17.9 nationally in 2022)

Key Stage 2 SATs

	% pupil premium	PP EXS or above	National	National DA
Reading	64% (21/33)	71% (15/21)	73%	60%
Writing	64% (21/33)	67% (14/21)	71%	58%
Maths	64% (21/33)	71% (15/21)	73%	59%
GPS	64% (21/33)	71% (15/21)	72%	
Combined	64% (21/33)	62% (13/21)	59%	44%

Additional information:

2/21 pupils (9.5%) achieved the higher standard in reading, writing and maths combined, compared to the national figure of 3%

21/33 pupils (64%) of year 6 pupils were known to be disadvantaged, more than double the national year 6 figure of 30%

Key Performance Indicators

- 71% of pupils achieved a good level of development (GLD) at the end of Reception – above the national figure of 65%.
- 81% of year 1 pupils passed the phonics screening check, above the national figure of 79%.
- The percentage of year 4 pupils achieving full marks in the multiplication tables check was 33% - above the 2022 national figure of 27%
- KS1 outcomes in reading and science were also above national; English writing was 1% lower and maths was within 5% of national
- KS2 SATs: Reading 6% above national, English grammar, punctuation and spelling 7% above national, maths 3% above national and English writing 5% above national
- Attendance for the academic year 2022-2023 was **93.65% +3.25%** compared to the same time last year which is not only a significant improvement, but brings school within 0.5% of the national figure
- Persistent Absence (children with attendance below 90%) for the academic year 2022-2023 was 21.9% **-18.4%** compared to the same time last year – also a significant reduction and almost half last year's figure
- Severe Absence (children with attendance below 50%) is currently **0%**

Overall attendance in 2022-2023 for FSM pupils was 92.4%. Overall attendance for non-FSM pupils was 94.3% - a difference of 1.9%.

Key performance outcomes in 2022-2023 suggests that the performance of disadvantaged pupils was closely in line with national outcomes:

Summary of findings 2021-2022

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 2021-2022 was also lower than forecast, as was persistent absence. 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 learning behaviours, knowledge retention and language development were also significantly impacted last year. The impact was particularly acute amongst disadvantaged pupils. We used pupil premium funding to provide speech and language intervention, research-based support and inspiring activities for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
PiXL	The PiXL Club
Launchpad for Literacy	Kirstie Page
Wellcomm	GL Assessment
Reciprocal Reading trial	Fisher Family Trust