

The Vale Primary Academy 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	The Vale Primary Academy
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	8 th September 2021
Date on which it will be reviewed	4 th July 2022
Statement authorised by	Jagvinder Singh
Pupil premium lead	Jagvinder Singh
Governor / Trustee lead	Helen Burton-Laws

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,145
Recovery premium funding allocation this academic year	£0
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	£67,145

Part A: Pupil premium strategy plan

Statement of intent

At The Vale Primary Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

As an academy we have been comprehensive in our approach to analysing the need of our Pupil Premium cohort. The Head of Academy has a specific responsibility for the welfare, learning and progress of all disadvantaged pupils. Through the ongoing Pupil Progress Process and multiple group analysis we forensically identify the barriers to learning and specific needs of our pupil premium children and meticulously plan how to overcome these barriers and meet the identified needs. Following this we engage in rigorous monitoring to ensure that there is significant impact, refining our strategies as required.

The Pupil Premium approach includes a heightened focus on those disadvantaged pupils who have made the least progress from both the previous key stage and during the current academic year.

The multiple group analysis includes a more intensive focus on pupils who fit into several groups. For example, pupil premium, SEND, child protection and persistent absence. The priorities that we have identified for this strategy have been established through these processes with the most pronounced collective needs identified to inform our strategic planning.

The processes operate in a way that enables leaders to carefully triangulate with the outcomes profile of the academy.

Our context:

The Vale Primary Academy has 215 children on roll. 52% of the children are girls and 48% are boys. 6% of our children are classed as EAL, 7% minority ethnic, 8% SEN support and 2% LAC.

17% of our children are classed as Pupil Premium eligible children. Our most recent KS2 data (2019 – due to COVID) was 77% of children reaching age related expectations in Reading, Writing and Maths. The progress measures for this year were -0.9 for Reading, 3.3 for Writing and 2.5 for Maths. For our disadvantaged children the percentage reaching age related expectations in Reading, Writing and Maths was 75%. The progress measures for this year were -1.2 for Reading, 2.9 for Writing and 1.1.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
 - Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
 - Target funding to ensure that all pupils have access to educational visits, residential and first-hand learning experiences
 - Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities (Cultural capital)

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 94% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing training	During KS2, children' progress in writing has been affected by lack of exposure to high quality texts, inconsistent teaching of spelling, children's limited vocabulary and gaps in the phonological knowledge.	2
ELS (Essential Letter and Sounds) CPD	A high percentage of children arrive at school with speech and language issues, presenting challenges with language acquisition and basic decoding. Many children have developmental delay and we have increasing SEND needs. This has led to under achievement at the end of KS1 in reading. This situation has been exacerbated by COVID, we have also supported this area with our robust catch-up strategy.	2 3
ORT (Oxford reading tree) reading scheme and online resources	Provide all disadvantaged children the opportunity to access Oxford Owl (online) and matching books across year groups to increase quality of Phonics delivery, reading fluency and to increase reading for pleasure.	2 3 5
Teaching for Mastery	Progress in mathematics is hindered in arithmetical knowledge, number sense and fluency. The effects of this also present issues with children becoming secure in reasoning and mathematics mastery. This has also been exacerbated by COVID and the lack of opportunity for children to work regularly with manipulatives during lockdown in order to secure understanding of concepts.	2 5

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

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics training for all staff	Historically, children passing PST with 32 marks were not given further phonics teaching or intervention – this led to a deficit in children phonics understanding which ultimately hindered their ability to read fluently and accurately. All staff require training in Phonics and fidelity of ELS.	2
Teachers, Lead TA's and TA's delivering targeted interventions	Some children have gaps in knowledge, this been exacerbated by COVID and the lack of opportunity for children to work regularly in small teacher led groups when learning requires consolidating.	2

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

Budgeted cost: £27, 145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reward system for good attendance and behaviours for learning	Many children displayed poor attitudes to learning and rewards were not fair or abstract. Attendance was not widely praised or rewarded – children could not see the link between good attendance and making progress.	1 4 5
Breakfast Club	Many parents have limited income, and this restricts the quality of nutritional food they are able to offer their children. Children who are hungry do not perform as well	1 4 5
Subsidised visits	Many parents have limited income, and this restricts the experiences they are able to offer their children. This is exacerbated during school holidays when children have little access to fun activities or learning opportunities.	1 4 5

Musical instrument tuition/choir	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	1 5
Thrive	<p>More than two thirds of disadvantaged pupils have had involvement with Social Care. Of these (DV, neglect, drug and alcohol are the primary issues) which can significantly affect the emotional wellbeing the child and ability to fully engage in learning opportunities.</p> <p>During COVID lockdown and bubble collapse these issues have continually been prevalent.</p>	1 3

Total budgeted cost: £67, 145