

The Vale Primary Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	215
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 -2023, 2023-2024 & 2024-2025
Date this statement was published	7 th September 2023
Date on which it will be reviewed	4 th July 2024
Statement authorised by	Jagvinder Singh
Pupil premium lead	Jagvinder Singh
Governor / Trustee lead	Lasse Tonnesen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
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	£65,475

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 2022 was 77% of children reaching age related expectations in Reading, Writing and Maths, with 13% reaching the greater depth standard. The progress measures for this year were 2.7 for Reading, 5.6 for Writing and 0.1 for Maths.

For our disadvantaged children the percentage reaching age related expectations in Reading, Writing and Maths was 63%.

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, residentials and first-hand learning experiences
 - Provide opportunities for all pupils to participate in enrichment activities including sport, music and forest schools
- 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	Communication, interaction and Oracy.
4	Attendance and punctuality
5	Access to wider opportunities (Cultural capital)
6	Greater depth outcomes

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
Continued improvement in outcomes for Reading, Writing and Maths across the academy.	Outcomes in RWM will be well above the national average for all pupils, including disadvantaged. GD outcomes in KS1 and KS2 will be above national average. Percentage of pupils achieving GLD will be above national.
Further development of the Essential Letters and Sounds shows an increase in pupils passing the Phonics Screening Test in Y1.	Phonics outcomes for the Y1 cohort will remain above the national average. Phonics outcomes for disadvantaged Y1 pupils will be above the national average.
A significant improvement in pupils communication interaction and oracy skills will lead to improved outcomes across the curriculum.	In year data will show an increase in outcomes in EYFS for Communication & Language and those children achieving GLD. Pupils across the academy will show progress in all areas of oracy,

	language and vocabulary development. In year attainment/tracking data will show rapid progress in outcomes and quality assurance will identify
Attendance	Attendance data indicates that the gap to national closes year on year.
SEMH support will positively impact on the wellbeing and outcomes of all pupils.	There will be a reduction in the number of pupils requiring targeted SEMH support and a reduction of pupils accessing support from external agencies.

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: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing CPD	<p>At The Vale Primary Academy, we have acknowledged that there is a need to improve pupils communication, language, and vocabulary skills. These fundamental skills remain crucial in the development of all other aspects of learning and development, across all subjects.</p> <p>The T4W writing teaching framework, developed by Pie Corbett and supported by Julia Strong, is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. The writing process is centred around oral practise, vocabulary development and vocabulary manipulation.</p> <p>Providing a progressive and consistent approach to writing will develop our learners' vocabulary, oracy, articulation, problem solving and critical thinking skills alongside their skills and love for writing.</p> <p>Evidence</p> <p>All pupils appear to benefit from approaches which focus on the development of oral language, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in</p>	1 2 3 4

	<p>school, and when they involve active and meaningful use of any new vocabulary.</p> <p>The T4W CPD that teachers will receive will help to ensure that our pupils are learning in a vocabulary rich environment, continually developing their oracy skills and improving writing outcomes.</p> <p>This writing strategy will also enhance pupils' love for stories, reading and writing. (EEF)</p>	
<p>ELS (Essential Letter and Sounds) CPD</p>	<p>All teachers and support staff will receive direct training and appropriate resources to deliver the ELS systematic synthetic phonics programme effectively and with fidelity.</p> <p>This training will take the form of structured INSET and follow up school support from accredited ELS training providers and will ensure ongoing monitoring, assessment and bespoke, tailored support will be offered throughout the academic year.</p> <p>Evidence</p> <p>Overall, the evidence base related to the impact of phonics on reading is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p> <p>Several robust studies of phonics programmes have been published in recent years. The findings show that phonics programmes can be effective in schools, but also underline the importance of high-quality implementation. (EEF)</p> <p>Internal data tracking at The Vale Primary Academy indicates that there are gaps in pupils' phonics knowledge particularly for those children currently in FS2/Y1 (2022-2023) cohorts.</p> <p>The further upskilling of all staff through this robust, ongoing CPD model will help to provide consistent and high-quality teaching of phonics across the academy and ensure outcomes are well above national average benchmarks for phonics. Tracking will also demonstrate accelerated progress in the reading skills and levels for all children.</p>	<p>1 2 3 4</p>

<p>ORT (Oxford reading tree) reading scheme and online resources</p>	<p>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.</p> <p>Internal assessments and tracking data (2022/2023) indicate gaps in pupils' reading comprehension skills.</p> <p>When evaluated, the data shows a particular need for the development of pupils reading fluency, prosody and also their understanding of vocabulary. This CPD and development of the academy 'Whole Class' reading strategy and approach, supported by the Reading leader and reading leaders across the trust will develop teachers on how to effectively teach reading fluency and prosody and will also provide a mechanism for assessing these elements of pupils reading skills to ensure the gaps are identified and targeted effectively.</p> <p>Evidence</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific.</p>	<p>1 2 3 4 5</p>
<p>Early Years CPD (Communication and interaction)</p>	<p>We recognise the need to wherever possible enhance and develop our staff to be able to promote strong communication and interaction within the Early Years setting.</p> <p>We also understand the impact that developing high-quality C&L skills Early Years can have on pupils development and academic success.</p> <p>Through this CPD, delivered in house and supported by specialists from the wider trust, we aim to develop an Early Years environment focussed heavily on the development of language, oracy and interaction, targeting an area which is a key priority for our children.</p> <p>Evidence</p>	<p>1 2 3</p>

	<p>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p> <p>High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and nonverbal reasoning.</p>	
<p>Teaching for Mastery CPD</p>	<p>Progress in mathematics is hindered in arithmetical knowledge, number sense and fluency.</p> <p>The effects of this also present issues with children becoming secure in reasoning and mathematics mastery.</p> <p>This has also been exacerbated by COVID and the lack of opportunity for children to work regularly with manipulatives during lockdown to secure understanding of concepts.</p> <p>Evidence</p> <p>Internal tracking has identified a drop off in GDS standard in Maths.</p>	<p>2 5</p>
<p>Whole school CPD for ORACY (Voice 21 project)</p>	<p>We have recognised a need across the academy to develop all aspects of oracy, communication and language. Historically, pupils enter with lower-than-expected communication and interaction skills. Early identification in the Early Years setting continually highlights Speech and Language as the primary need for our SEN pupils.</p> <p>Evidence</p> <p>Internal tracking, monitoring and teacher assessments have identified the development pupils' oracy skills as a significant and broad need across the school.</p>	<p>1 2 3</p>

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

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for all staff	<p>All staff require training in Phonics and fidelity of ELS.</p> <p>Evidence</p> <p>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.</p>	2
Teachers, Lead TA's and TA's delivering targeted interventions	<p>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.</p> <p>Evidence</p> <p>Tracking and monitoring data (2022-2023) shows that gaps still remain in pupils' fundamental maths skills, in particular the application of 'known facts' and knowledge into different contexts and when pupils are problem solving. Small group maths tuition and intervention, delivered by teachers and support staff, will target these skills and aim to close these gaps.</p>	2 3

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

Budgeted cost: £25,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional learning and intervention. Staff trained on the Thrive approach to SEMH support.</p>	<p>Internal tracking shows an increase in the number of pupils requiring support for issues related to social and emotional learning and well-being. Training our staff to be able to implement the Thrive approach (through whole class, small group and 1:1 learning) will enable us to support these pupils and thus give them the best opportunities to achieve.</p> <p>Evidence</p> <p>Pupils with SEMH needs bear the greatest disadvantage of all. If not addressed, they will carry this with them throughout life despite economic prosperity or social mobility that often is deemed to resolve other “disadvantages”.</p> <p>Furthermore social, emotional and mental health (SEMH) can hinder a child’s ability to access education leading to their opportunities being significantly reduced.</p> <p>(Thrive) On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment.</p> <p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p>	<p>2 3 4</p>
<p>Social and emotional learning. (Whole</p>	<p>We recognise the impact that the past two years has had on our pupils social and emotional development. Implementing a</p>	<p>2 3 4</p>

<p>school) Jigsaw (RSHE)</p>	<p>robust and comprehensive whole school programme for RSHE will enable our pupils to rapidly develop these skills. Support and CPD for teachers through this resource will also ensure that the quality and relevance of the learning will result in the greatest possible impact.</p> <p>Evidence</p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. (EEF)</p> <p>Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16.</p> <p>Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.</p> <p>Jigsaw PSHE connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development.</p>	
<p>Breakfast Club</p>	<p>Breakfast club provision provides essential support for some of our families and our children. This not only provides pupils with access to a nutritious breakfast and the correct start to the day.</p> <p>We understand that children who come to school hungry are less attentive, are likely to be more disruptive and less likely to understand and remember the day's lessons.</p> <p>Our provision is open to all children across the school and free for any children eligible for pupil premium funding or any pupils/families who are deemed as in need of support.</p> <p>Evidence</p> <p>Gains are likely to be the result of the content or context of the school breakfasts, rather</p>	<p>1 2 4</p>

	<p>than of increasing overall breakfast consumption.</p> <p>Behaviour and concentration in the classroom improves substantially as a result of the breakfast club provision, suggesting that a better classroom learning environment is an important mechanism through which the intervention might improve attainment.</p> <p>Pupil absences declined as a result of breakfast club provision, falling by almost one half-day per year. (EEF, Magic breakfast research project).</p>	
Musical instrument tuition/choir	<p>We are committed to ensure that all learners have the best possible experiences. As part of this, every child will have the opportunity to learn to play an instrument/perform in front of an audience.</p> <p>Through this provision we are hoping to widen pupils' experiences and skills in relation to music, engage and spark interest in taking up a musical instrument and having a positive impact on their well-being.</p> <p>Evidence</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF</p>	1 2 4
Cultural Capital	<p>All pupils will have experiences in their learning which immerse them in awe and wonder. This will take the form of a termly/half termly activity linked to their curriculum area.</p>	5
Forest Schools (whole class)	<p>Forest Schools is a nature-based approach to learning where trained practitioners nurture</p>	1 5

<p>lessons and extra-curricular clubs)</p>	<p>learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts.</p> <p>Wellbeing is the foundation of the practice and through recognising the social, emotional and physical needs of participants the lessons provide the guidance and facilitation for pupils to spend time in nature.</p> <p>This enables us to provide opportunities which target and develop the skills of teamwork, collaboration, tenacity and oracy all in the context of the outdoors and an active learning experience. This fits perfectly with the needs of our pupils.</p> <p>Evidence</p> <p>Studies of adventure learning interventions consistently show positive benefits on academic learning.</p>	
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Total budgeted cost: £65, 475