



Pupil Premium Strategy Statement

2024 - 2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Valewood Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	23/209 - 11%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Tantouri - Headteacher
Pupil Premium Lead	Jen Metcalfe
Governor / Trustee Lead	Jen Nolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,010
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	£38,010

Part A: Pupil Premium Strategy Plan

Statement of Intent

*Our overall aim, within the implementation of our Pupil Premium Strategy, is to ensure our PP children catch-up with lost learning and experiences, following the pandemic. **We are finding that this is still an issue four years on and our statement of intent continues to be based on the impact of the pandemic, especially for our youngest children and the ones at the top end of KS2.** We are also aware that our high percentage of SEND pupils is impacting our ability to focus intervention time on disadvantaged children. We aim to solve this issue through effective deployment of this funding.*

Teachers have reported that the core subjects our disadvantaged children are struggling with is still writing and early reading. It has also been noted that our EYFS cohorts have begun their school journey at a lower than average level (baseline data shows). EYFS teachers have reported that Communication, Language and Literacy (CLL) is the largest area in which the children are struggling, alongside low baseline data in Personal, Social and Emotional Development (PSED). Children are requiring bespoke communication and language intervention in order to close the gap before entering into KS1.

Teachers have reported that there are evident gaps in the phonological awareness of PP children in KS1. Through the implementation of high-quality phonics and early reading intervention, we hope to improve the progress scores and attainment of PP children with reading and writing in KS1.

The gaps in spelling knowledge for our PP children and the stamina for writing has led to children not meeting age related expectations. Children require high quality intervention and additional adult support/scaffolding within English lessons to support the building of key knowledge and skills. Through additional TA support in classes with higher levels of PP children, we aim to achieve this.

In addition to the adult support delivered by our teaching assistants, we aim to ensure that the mental health and wellbeing of our PP children is viewed as a priority by ensuring that they have access to a specifically trained pastoral support assistant. Teachers and families have reported that some of our PP children are experiencing high levels of anxiety regarding coming to school. Our PSA is trained to support our PP children with their anxiety and is available before school to support them with their mental health and wellbeing. In addition, our PSA will be leading on and highly focused on raising and maintaining good levels of attendance for all PP children.

We believe that play is a vital part of the learning experience and the personal development of our pupil premium children. Teachers have reported that the play skills and social interaction of our PP children are still priority areas for development. By funding Out of School Club

sessions and residential trips, we aim to ensure that our PP children are not disadvantaged with regards to their play-based learning experiences, social interaction and cultural experiences.

Challenges

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

Challenge Number	Detail of challenge
1	Attendance of PP children is lower than school target of 97% (94.96%). 13% of children in receipt of PP were deemed persistent absentees in 2023-2024. Pupils who are consistently late miss the start of the day and this puts them at a disadvantage.
2	Lower EYFS Baseline: our current EYFS cohort displays significant difficulties with communication and language (CLL) and Personal, Social and Emotional Development (PSED) and the need for bespoke intervention has hugely increased.
3	Phonics interventions – 50% of PP pupils (2/4) did not pass their Phonics Screen in Y1.
4	Writing attainment is a school improvement priority as it is only just back in line with national averages, where we were historically above, post pandemic.
5	Experiences to develop self-confidence out of school time are limited for Pupil Premium pupils, especially due to historical lockdowns and extra-curricular activities being reduced or stopped. The cost of living crisis has also impacted our most vulnerable families with regards to this issue.
6	Bespoke mental health and wellbeing support for disadvantaged pupils is still a priority in school.

Intended Outcomes for 2024-2025

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
Attendance of PP pupils will improve. Punctuality will also improve.	PP attendance will increase to be closer to the school target of 97%. Minimised number of 'lates.'
Communication and language skills of children on EYFS will improve.	Children in EYFS to communicate at a level which is in line with their chronological age.

PP pupils, where reading is an area of difficulty, will have access to quality Floppy's Phonics and interventions from Reception.	More PP children will achieve expected in reading and writing in Reception and across KS1. This will also lead to an increase in progress scores for PP children across KS2.
Number of children working at expected level in writing across the school will increase.	Use of Arbor data will show an increase. End of KS data will show improvements.
Participation in extra-curricular clubs will increase.	Termly % of engagement will show increase.
Self-confidence and resilience of PP children will improve.	PP children to demonstrate an increase in confidence and self-belief.

Activity in this Academic Year 2024-2025

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: **£14,648**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA & Teacher Support Language and Communication Development for EYFS, Y1 & Y2. £8,000	<p><i>The EEF state that, "developing high quality teaching, assessment and a curriculum, which responds to the needs of pupils," is crucial in the effective deployment of PP funding. (EEF 2022)</i></p> <p>It has been noted that this year's Y1 cohort of PP/FSM children scored significantly lower in their baseline in EYFS than in previous years. They continue to need additional support from a teacher, as they require a personalised curriculum.</p> <p>Children in Reception are needing targeted support through the NELI programme to aid communication and language difficulties, present in most of the PP/FSM children in this particular cohort. The intended impact will be to ensure that the gap in learning from starting points is reduced for disadvantaged children in Reception.</p> <p>Through specialised skill sets of EYFS & KS1 TAs and our (Group Funded) teacher, our intervention offer in EYFS & KS1 will be robust and of high quality, maximising impact for all children.</p>	2, 3, 4

<p>NFER Standardised Assessments</p> <p>£648 Summer Term</p>	<p><i>The EEF state that, “Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils,” is crucial to the effective use of PP funding. (EEF 2022)</i></p> <p><i>The EEF also state that funding can be used in the following way: “In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources.” (EEF 2022)</i></p> <p>Use of NFER assessments will ensure that robust judgements are made about gaps in learning for our most vulnerable children. This will, in turn, ensure that same-day rapid intervention can be put in place to ensure gaps do not widen, year on year.</p>	<p>3 & 4</p>
<p>School Improvement Networks with MVL & CAPITAL:</p> <ul style="list-style-type: none"> - Safeguarding - Attendance - EYFS - Maths - Writing - SEND <p>£2,000 paid through alliance with the CAPITAL Cluster</p>	<p><i>EEF Evidence indicates that “high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.” (EEF 2022)</i></p> <p>Engagement with our MVL Trust Networks will support all staff to work towards improving the quality of teaching and learning from EYFS – Phonics - Writing. Teachers will improve their pedagogical knowledge of the teaching of Writing to ensure improved outcomes for all.</p>	<p>1, 2, 3, 4 & 6</p>
<p>PE Subject Leader to support across KS2</p> <p>£1,000 to cover supply costs</p>	<p><i>EEF Evidence indicates that “high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.” (EEF 2022)</i></p> <p>Through planned support for KS2 classes in PE, our senior teacher will support assessment of PP pupils outcomes across the subject. Pupils will be encouraged to try out new sports/games and to take part in a range of after school activities. This will be monitored and tracked by the PE subject leader.</p> <p>Staff will develop in confidence within teaching and staff will access CPD to build upon existing pedagogical techniques, using SeeSaw to upload evidence of pupils’ outcomes.</p>	<p>5 & 6</p>

<p>Additional SENDCo Support for EYFS/Y1 SEND/PP Children (58%)</p> <p>£3,000</p>	<p><i>EEF evidence states that, “Disadvantaged pupils with SEND have the greatest need for excellent teaching.”</i></p> <p>Through the additional support of increased SENDCo hours, we aim to ensure that our disadvantaged pupils with SEND are targeted most efficiently throughout their provision. The SENDCos will liaise with external agencies, parents/carers and school staff to ensure a robust multi-disciplinary approach to supporting our pupils with SEND who are additionally disadvantaged.</p>	<p>1, 2, 3, 4, 5 & 6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA Support</p> <p>£7,000</p>	<p><i>The EEF state that, “teaching assistant deployment and interventions are an effective use of PP funding.” (EEF 2022)</i></p> <p>Teachers report that children are presenting with significant phonological gaps, which is impacting, negatively, on their Reading and Writing.</p> <p>TAs to provide targeted intervention for PP children in specific and individualised areas of academic need.</p> <p>Focus for intervention for PP children to be on:</p> <ul style="list-style-type: none"> - Phonics and early reading - Writing – spelling and basic sentence structure intervention and support <p>It has been noted that last year’s Reception cohort (current Year 1) of PP/FSM children are significantly lower in their baseline than in previous years.</p> <p>Children in Y1 are needing targeted support through planned interventions to aid communication and language difficulties, present in most of the PP/FSM children in this particular cohort. The intended impact will be to ensure that the gap in learning from starting points is reduced for</p>	<p>2, 3 & 4</p>

	disadvantaged children – narrowing the gaps before the end of KS1.	
<p>Nessy Reading and Spelling Intervention Programme £420</p> <p>Floppy’s Phonics expendable books £1,000</p>	<p><i>The EEF state that, “interventions to support language development, literacy, and numeracy” are effective ways to deploy PP funding. (EEF 2022)</i></p> <p>Nessy is available to support children with bespoke and targeted reading and spelling support.</p> <p>Children to have top-up access to quality resources to enhance engagement and reading/phonics practice at home</p>	2, 3 & 4

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

Budgeted cost: £14,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funded Counselling for PP children, where appropriate. £2,000</p>	<p><i>The EEF state that, “supporting pupils’ social, emotional and behavioural needs,” is an effective use of PP funding. (EEF 2022)</i></p> <p>Teachers and SLT report that some PP children are struggling with their mental health due to recent diagnoses of SEND/emotional regulation difficulties at home and at school.</p>	5 & 6
<p>Funded Residential Trips for All PP children £1,164</p>	<p><i>The EEF state that, “extracurricular activities, including sports, outdoor sports, cultural trips and other activities” (EEF 2022)</i></p> <p>PP children have missed out on cultural experiences, chances to be with their friends and the chance to experience activities, which push them out of their comfort zone.</p> <p>All PP children will have their residential trips paid for by the PP fund.</p>	5 & 6
<p>Pastoral Support Assistant x 15 hours. £7,000</p>	<p><i>The EEF state that, “supporting pupils’ social, emotional and behavioural needs, supporting attendance and communicating effectively with families” is an effective use of PP funding. (EEF 2022)</i></p> <p>The mental health of PP children continues to be adversely affected, following the pandemic. Teachers and SLT report that some PP children are struggling to come to school on a daily basis.</p>	1, 5 & 6

	<p>PSA involvement/presence at the beginning of the school day has alleviated stress and anxiety for PP children and their families, first thing in the morning.</p> <p>Attendance of PP children will improve:</p> <ul style="list-style-type: none"> - PSA to be on hand to support PP children with attending school, equipping them with strategies to overcome school-based anxiety. - PSA to be on hand to support families of PP children with attendance of children, behaviour and support with home life. - PSA to offer support for families needing to access external agency support. - PSA to run friendship clubs for PP children to ensure they are equipped with effective skills to form meaningful and solid friendships. This will increase positive self-esteem levels in PP children. - PSA will offer 1:1 emotional support to PP children with the view to maintaining positive levels of self-esteem and positive wellbeing. 	
Out of School Club for PP children, where appropriate £3,078	<p><i>The EEF state that “out of school club provision” is an effective way to spend PP funding. (EEF 2022)</i></p> <p>Parents and teachers have reported that the play skills of our younger (KS1) children have been adversely affected by the COVID-19 school closure. This is still the case and, where appropriate, we offer paid OOSC for PP children to develop play skills and build on social interaction skills.</p>	1, 5 & 6
Play Therapy £1,700	<p><i>The EEF state that, “supporting pupils’ social, emotional and behavioural needs, supporting attendance and communicating effectively with families” is an effective use of PP funding. (EEF 2022)</i></p> <p>Access to play therapy (1:1) for LAC children who need specific targeted support for play skills is proven to be effective.</p> <p>Targeted support for children whom teachers’ have identified have play skills, which are concurrent with an age below that of their peers.</p>	5 & 6

Total budgeted cost: £38,010

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.

Early Reading – Floppy’s Phonics

- Teachers have fully embedded the above scheme in EY and KS1 with interventions planned for KS2.
- Teachers have reported that the over-learning style of the synthetic phonics scheme has led to children having a secure understanding of the sounds relevant to their specific phase. Data improved on the previous year in Y1.
- Teachers plan to continue the implementation and further purchase of more phoneme specific books to support the teaching and learning of phonics in our EY and KS1 children.
- *Y1 Phonics Screening (2024 paper) results: 80% of children in Y1 passed (same as 2023)*

PSA Support

- Attendance of PP children 2023-2024: 95%
- PP children were supported, along with their families 1:1 by the PSA.
- The PSA delivered 1:1 emotional and wellbeing support to PP children who were suffering with anxiety and/or difficulties coming into school. At present, we have no ‘school refusers’.

Residential Payments

- PP Y4 and Y6 children had their residential trips paid for out of pupil premium funding.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Diversity and Community Cohesion	No Outsiders
Rights Respecting	Votes for Schools
Wellbeing and SRE Curriculum	Heart Smart
Science Curriculum	Outstanding Science

Mathematics	Deepening Understanding
Mathematics	White Rose Maths & Maths Hub NCTEM
Physical Education	Get Set 4 PE

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N.A.
What was the impact of that spending on service pupil premium eligible pupils?	N.A.