



Pupil Premium Strategy Statement

2022 - 2023

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	Valewood Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	24/211 - 11%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Tantouri - Headteacher
Pupil premium lead	Hannah O'Hara
Governor / Trustee lead	Gill Bainbridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,280
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	£39,280

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil Premium Strategy Plan

Statement of Intent

*Due to the COVID-19 pandemic, our disadvantaged children in receipt of pupil premium funding have been adversely affected by multiple school closures. 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 two years on and our statement of intent continues to be based on the impact of the pandemic.***

Teachers have reported that the core subject with which our disadvantaged children are struggling is still writing and early reading. It has also been noted that our EYFS cohort have begun their school journey at a lower than average level (baseline data shows). EYFS teachers have reported that communication and language is the largest area in which the children are struggling. Children are required 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 has been adversely affected by the school closures due to COVID-19. Through the funding of out of school club 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	Attainment in writing has dropped due to COVID-19 and partial opening of schools.
2	Attainment in Maths of disadvantaged children has dropped (slightly) based on 2019 data.
3	Experiences to develop self-confidence out of school time are limited for Pupil Premium children, especially due to lockdown and extra-curricular activities being reduced or stopped.
4	Attendance of PP children is lower than school target of 97%.
5	The need for bespoke mental health and wellbeing support for disadvantaged has hugely increased.
6	EYFS cohort is displaying significant difficulties with communication and language and the need for bespoke intervention has hugely increased.

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
Number of children working at expected level in writing across the school will increase.	Use of TT data will show an increase. End of KS data will show improvements.
PP children, where reading is an area of difficulty, will have access to quality phonics	More PP children will achieve expected in reading and mathematics. This will also lead to an increase in progress scores for PP children.
Self-confidence and resilience of PP children will improve.	PP children to demonstrate in an increase in confidence and self-belief.

Attendance of PP will improve.	PP attendance will increase to be closer to the school target of 97%
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.

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: **£16,477**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA Support Language and Communication Development for EYFS Teams (£12,109)</p>	<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 Reception cohort of PP/FSM children are significantly lower in their baseline than in previous years. This could be due to a number of reasons (including the after effects of the COVID-19 pandemic).</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 HLTA support, the skill set of EYFS TAs will be developed to ensure that the language and communication development intervention offer in EYFS is robust and of high quality, maximising impact for all children.</p>	6
<p>NFER Standardised Assessments (£809 Autumn Term) (£809 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>	1 & 2

	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.	
School Improvement Liverpool Writing Triads (£2000 paid through alliance with the CAPITAL Cluster)	<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> Engagement with the SIL Writing Triad model will work towards improving the quality of teaching and learning within Writing. Teachers will improve their pedagogical knowledge of the teaching of Writing to ensure improved outcomes for all.	1 & 6
Maths Hub – Maths Mastery Embedding Phase (£750 to cover supply costs for specialist teacher to access Maths Hub offer)	<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> Through engagement with the Maths Hub through our specialist teacher, the teaching of mathematics will improve across all key stages. Staff will develop in confidence within teaching using a mastery maths style and staff will access CPD to build upon existing pedagogical techniques.	2 & 6

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

Budgeted cost: £6988

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Support (£5938)	<i>The EEF state that, “teaching assistant deployment and interventions are an effective use of PP funding.” (EEF 2022)</i>	1, 2 & 6

	<p>Teachers report (and internal data supports) that Y1 and Y2 children have been adversely affected by the COVID-19 pandemic. This remains the case for 21-22. 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 - Maths (focus on basic skills) - Writing – spelling and basic sentence structure intervention and support <p>It has been noted that this year’s Reception cohort of PP/FSM children are significantly lower in their baseline than in previous years. This could be due to a number of reasons (including the after effects of the COVID-19 pandemic).</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>1:1 Maths Tuition (£1170)</p>	<p><i>The EEF state that, “one to one and small group tuition,” is an effective use of PP funding. (EEF 2022)</i></p> <p>1:1 additional tuition available for LAC children who have specific difficulties in certain areas. 1:1 support will be provided weekly (in addition to the school day) for Maths tuition for 1 x LAC child.</p>	<p>1 & 2</p>
<p>Nessy Reading and Spelling Intervention Programme (£420)</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>1</p>

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

Budgeted cost: **£15,579**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funded Counselling for PP children, where appropriate. (£1326)</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>As a school, we are still seeing the adverse affects of the COVID-19 pandemic with regards to mental health support for children who are struggling for various reasons. Teachers and SLT report that some PP children are struggling with their mental health due to the effects of the school closure.</p>	<p>4 & 5</p>
<p>Funded Residential Trips for All PP children (£980)</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>	<p>3, 4 & 5</p>
<p>Pastoral Support Assistant x 6 hours. (£10,489)</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> <p>Previous 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, 	<p>4 & 5</p>

	<p>equipping them with strategies to overcome school-based anxiety.</p> <ul style="list-style-type: none"> - 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. 	
<p>Out of School Club for PP children, where appropriate (£1014)</p>	<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>	4 & 5
<p>Play Therapy (£1950)</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>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>	4 & 5

Total budgeted cost: £39,044

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.

Early Reading – Floppy’s Phonics

- Teachers have begun to successfully implement the above scheme in EY and KS1.
- 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.
- 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 (2022 paper) results: 23/32 children (72%)*

The Write Stuff – Jane Considine Writing Scheme

- Teachers have continued to implement the above scheme for all Writing lessons with a focus on its main principles of high quality modelling.
- Teachers report that the standard of writing, evident within the outcomes (produced to date) is of a higher and improved standard that prior to the pandemic.

PSA Support

- Attendance of PP children 2021/2022: 93.4%
- PP children were supported after the two lockdowns 1:1 by the PSA.
- The PSA delivered 1:1 emotional and wellbeing support to PP children who were suffering with anxiety, following the school closures.

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
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.