



Pupil Premium Strategy Statement 2021 – 2022

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	Valewood Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	20/211 - 9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Tantouri - Headteacher
Pupil Premium Lead	Hannah Clark
Governor Lead	Gill Bainbridge

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,900
Recovery premium funding allocation this academic year	£2,900
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	£32,800

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.

Teachers have reported that the core subject most affected by the COVID-19 school closures is writing.

Teachers have reported that there are evident gaps in the phonological awareness of PP children in KS1. Through the purchase and implementation of an accredited and high-quality synthetic phonics scheme, we aim to ensure that PP children with gaps in their phonics are exposed to high quality, well-planned teaching of synthetic phonics.

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 teaching of spelling rules to ensure that they are being exposed to high quality pedagogical experiences within spelling. Through the purchase of the evidence-based approach, Jane Considine's 'The Spelling Book', we aim for children to apply their increased knowledge of spelling to their writing, thus improving the overall level of their writing.

Through the use of TA intervention, we aim for PP children who are not achieving at age related expectations, to receive high quality intervention and precision teaching for phonics and spelling, taking into account the whole-school purchased schemes.

In addition to the bought schemes and interventions 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.

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	Children lower down the school need support with Early Reading due to COVID-19.
4	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.
5	Attendance of PP children is lower than school target of 97%.

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 teaching and books matched to sounds being taught.	More PP children will achieve expected in 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%

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: £24,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA Support (£17,508)</p>	<p>Teachers report (and internal data supports) that Y1 and Y2 children have been adversely affected by the COVID-19 pandemic. 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>1, 2 & 3</p>
<p>Pastoral Support Assistant (£7664)</p>	<p>School closures have affected the mental health of a number of PP children. 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, 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. 	<p>4 & 5</p>

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

Budgeted cost: £380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jane Considine Spelling Scheme of Work (£100)	Evidence based writing approach. Emphasis on teacher modelling. Teachers shared feedback that writing was the subject most negatively impacted by COVID and the partial opening of schools.	1
Play Therapy (£280)	Access to play therapy (1:1) for LAC children who need specific targeted support for play skills is proven to be effective. Targeted support for children whom teachers' have identified have play skills, which are concurrent with an age below that of their peers.	4 & 5

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

Budgeted cost: £10,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded Counselling for PP children, where appropriate. (£900)	School closures have affected the mental health of a number of PP children. Teachers and SLT report that some PP children are struggling with their mental health due to the effects of the school closure.	4
Funded Residential Trips for All PP children (£2155)	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. All PP children will have their residential trips paid for by the PP fund.	4
Pastoral Support Assistant x 6 hours. (£7644)	School closures have affected the mental health of a number of PP children. Teachers and SLT report that some PP children are struggling to come to school on a daily basis. 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.	4 & 5

	<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. 	
<p>Out of School Club for PP children, where appropriate (£836)</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.</p>	<p>4</p>

Total budgeted cost: £ 29,433

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.
- *Y2 Phonics Screening (2019 paper) results: 30/34 children (88%)*

The Write Stuff – Jane Considine Writing Scheme

- Teachers have begun to implement the above scheme for all Writing lessons.
- 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.
- *The improved, high quality modelling has supported a high % of our PP children in their journey to achieving age related expectations in their writing (6/18 children in 2020-2021 = 33%)*

PSA Support

- ***Attendance of PP children 2020-2021:***
- 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.

Completed by Hannah Clark, Pupil Premium Lead

Autumn Term 2021