

## Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Vale School				
Academic Year	2019/20	Total PP budget for 2018/19	£79790	Date of most recent PP Review	July 2019
Total number of pupils (July 19)	648	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Dec 2019

2. Current attainment		
Attainment at the end of Key Stage 2: Summer 2019	<i>Pupils eligible for PP School Data 2019</i>	<i>Pupils not eligible for PP School Data 2019</i>
% achieving expected standard or above in reading, writing & maths	<b>64%</b>	<b>74%</b>
% achieving higher standard or above in reading, writing & maths	<b>9%</b>	<b>9%</b>
Progress in reading (as measured in the school)	<b>-0.26 ( July 2018)</b> <i>Awaiting publication for 2019</i>	<b>2.19 ( July 18 School data)</b> <i>Awaiting publication for 2019</i>
Progress in writing (as measured in the school)	<b>0.21 ( July 2018)</b> <i>Awaiting publication for 2019</i>	<b>0.16 (July 18 School data)</b> <i>Awaiting publication for 2019</i>

		<b>-0.27 ( July 2018)</b>	<b>0.34 (July 18 School Data)</b>
<b>Progress in mathematics (as measured in the school)</b>		<i>Awaiting publication for 2019</i>	<i>Awaiting publication for 2019</i>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Poor written language skills; spelling, handwriting and limited vocabulary.		
<b>B.</b>	Lacking basic mathematical arithmetic skills.		
<b>C.</b>	Some pupils have identified additional emotional or behavioural needs.		
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>			
<b>D.</b>			
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>			<b>Success criteria</b>
<b>A.</b>	Pupils make progress in line with or above their peers in writing.		The attainment gap reduces between disadvantaged pupils and others.
<b>B.</b>	Pupils make progress in line with or above their peers in mental arithmetic.		The attainment gap reduces between disadvantaged pupils and others.
<b>C.</b>	Intervention and strategies are targeted to support the wellbeing of individuals.		The percentage of disadvantaged pupils reaching stage 3 of our behaviour plan is similar to non disadvantaged pupils.  Identified pupils will receive additional 1:1 mentoring sessions.

<b>D.</b>	Prior attaining able pupils continue to attain at greater depth in reading, writing and maths	Prior high attaining pupils achieve greater depth at KS2 in core subjects
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## 5. Review of expenditure

<b>Previous Academic Year</b>	<b>September 2018 to July 19</b>
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### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Provide financial support to families eligible for Pupil Premium under the Free School Meals element.	All children eligible for PP under "Free School Meals" will be able to access trips and workshops.	Identified children were able to participate fully in their year group curriculum	This proved to be successful and children were able to access the curriculum	Sept 18 to March 19 £ 6962.50
The Pupil Premium Manager will provide additional targeted 1:1 and small group support for eligible children.  The manager will allocate resources and manage the implementation of an inschool and after-school tutoring programme.	Pupils make progress similar to that of their peers in reading, writing and maths.	Additional in-school intervention groups were undertaken by the Pupil Premium Manager one day per week and an external tutor worked with targeted pupils during the Spring term.  28 pupils participated in these sessions.  75% of pupils made expected progress or greater than expected progress in the focus subject.	The school will continue with this approach with additional input from the DH and SENCOs to ensure that intervention is targeted to those in greatest need first.	April 19 to July 19 £ 3948

The inclusion leader will support pupils at break times and provide 1 to 1 mentoring sessions as required	Reduce the incidences of poor behaviour	Staffing levels were increased at lunchtimes to develop more positive behaviour and structured play in the various zones across the site and the Inclusion Leader met with all pupils on Stage 3	This approach will continue with improved record keeping on CPOMS to allow greater analysis	
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			TOTAL	£10910.50
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**ii. Targeted support - Review September 18 to July 19**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Teachers/Teaching Assistants will provide small class interventions.  1:1 teaching assistant deployed for an identified pupil with social and emotional difficulties.	Identified year 2 pupils will achieve in line with their peers in reading and maths.	The gap between disadvantaged and non-disadvantaged pupils is closing in reading. Reading: -25% to -18%	We need to continue to develop pupils' reading fluency by providing more opportunities to practice reading.  We are continuing to deliver maths across 4 smaller classes and there is a greater focus on mental fluency and arithmetic skills.	
Teaching assistants to be deployed to support 1:1 and small group intervention in writing and maths	Identified year 4 pupils will achieve in line with their peers in writing and maths.	The progress gap between disadvantaged and nondisadvantaged pupils is closing in writing and maths  Writing: - 13% to -1%  Maths: - 33% to -11%	Intervention work has been successful and will continue to be undertaken for identified pupils.	Sept 18 to March 19  £36386.69

<p>HLTA will be deployed to year 6 to teach small groups and a maths class.</p> <p>Teachers and a teaching assistant will provide small interventions where required.</p>	<p>Identified year 6 pupils will achieve in line with their peers in writing and reading and maths</p>	<p>Disadvantaged pupils achieved in line with their peers in Maths: Non-disadvantaged 81% Disadvantaged 80%</p> <p>Reading and Writing disadvantaged groups attained 70% in both subjects but this was below the non-disadvantaged.</p>	<p>Having 4 smaller maths groups has been successful so we will continue this approach.</p> <p>Interventions need to be reviewed in order to improve attainment.</p>	<p>April 19 to July 19</p> <p>£25519.32</p>
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<p>External play therapists 'Your Space' will work 1:1 with pupils to support their emotional and social development.</p>	<p>Identified KS2 pupils will be supported with their emotional and social development.</p>	<p>3 pupils attended sessions with a therapist.</p> <p>For 2 of the pupils, the sessions resulted in improved communication between the children and their parents. For 1 pupil, the SENCO reported an increased engagement in learning and improved communication with adults.</p>	<p>We will continue with this approach where necessary.</p>																																					
<p>Funding allocated to individual year groups to provide intervention work as directed by the Year Leader.</p>	<p>Higher Level Teaching Assistants, Teaching Assistants, Learning Mentors and the Inclusion Leader will provide support in class, small group intervention and some 1:1 work across all Years. They will also have non-contact time to prepare additional learning resources for home.</p>	<table border="1"> <thead> <tr> <th colspan="4">Percentage of Pupil premium Pupils making Expected Progress</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>75%</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>Yr1</td> <td>60%</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>Yr2</td> <td>90%</td> <td>80%</td> <td>70%</td> </tr> <tr> <td>Yr3</td> <td>71%</td> <td>82%</td> <td>73%</td> </tr> <tr> <td>Yr4</td> <td>86%</td> <td>100%</td> <td>86%</td> </tr> <tr> <td>Yr5</td> <td>89%</td> <td>89%</td> <td>89%</td> </tr> <tr> <td>Yr6</td> <td colspan="3">Awaiting results</td> </tr> </tbody> </table>	Percentage of Pupil premium Pupils making Expected Progress					Reading	Writing	Maths	EYFS	75%	75%	100%	Yr1	60%	70%	70%	Yr2	90%	80%	70%	Yr3	71%	82%	73%	Yr4	86%	100%	86%	Yr5	89%	89%	89%	Yr6	Awaiting results			<p>We will continue with this approach.</p>	
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Upper Pay Scale Staff will offer after school 1:1 tuition to pupils who have been identified by the Pupil Premium Manager.	All Pupil Premium children make expected or better progress in Reading, Writing and Maths.	22 pupils attended after school tuition with UPS staff.  86% of pupils made expected progress or greater than expected progress in the focus subject.	Generally speaking the more sessions a child had, the more progress they made.  Sessions were most successful when pupils worked with their own class teacher or a member of staff from their year group.  Children who did not make expected progress have additional barriers to their learning.  We will continue with this approach.	
TOTAL				£61906.01

<b>iii. Other approaches Review - September 18 to July 19</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Budget available for Pupil Premium Team to allocate at their discretion.	Children will be provided with resources they need, identified by teaching and support staff, in order to enhance their learning.	A number of resources were purchased that have improved the delivery of 1:1 and group sessions.	We will continue with this approach.	Sept 18 to March 19  £796.64  April 19 to July 19  £62

TOTAL	£858.64
<b>OVERALL TOTAL</b>	<b>£73675.15</b>

## 6. Planned expenditure

**Academic year**      **September 2019 to July 2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide financial support to families eligible for Pupil Premium under the Free School Meals element.	All children eligible for PP under "Free School Meals" will be able to access trips and workshops.	Lower income families often struggle to pay for trips and one-off activities. Providing assistance allows children to engage fully with the curriculum in line with their peers	Overseen by the Pupil Premium Team, in line with the school's Charging and Remissions Policy.	School Business Manager	July 20
The Pupil Premium Manager will provide additional targeted 1:1 and small group support for eligible children.  The manager will allocate resources and manage the implementation of an inschool and after-school tutoring programme.	Pupils make progress similar to that of their peers in reading, writing and maths.	Having one person whose primary role is to manage Pupil Premium ensures that the school are able to effectively manage resources and evaluate impact.	The Pupil Premium Manager is line managed by the Head Teacher.	Pupil Premium Manager	July 20

<b>Planned expenditure Sept 19 to Dec 19</b>	<b>£4414.64</b>
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**ii. Targeted support**

<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Identified pupils will make progress in line with their peers in maths.	Teachers/Higher Level Teaching Assistants/Teaching Assistants will provide small class interventions. Additional teaching staff deployed in years 1,3, and 6	This arrangement is effective as it enables the teacher or teaching assistant to focus exclusively on a smaller number of learners and target their specific needs.	Interventions will be planned, monitored and evaluated by the Year Leader.	Year Leaders and Pupil Premium Manager	July 20
Identified pupils will make progress in line with their peers in reading and writing.	Teachers/ Higher Level Teaching Assistants Teaching Assistants will provide small class interventions. Additional teaching staff deployed in years 1 and 3.	This arrangement is effective as it enables the teacher or teaching assistant to focus exclusively on a smaller number of learners and target their specific needs.	Interventions will be planned, monitored and evaluated by the Year Leader.	Year Leaders and Pupil Premium Manager	July 20
Intervention groups and strategies are targeted to support the wellbeing of individuals.	External play therapists 'Your Space' will work 1:1 with pupils to support their emotional and social development.  Inclusion leader to provide support to pupils and families  Inclusion leader to meet pupils at break times for Stage 3 behaviour incidents	Nurturing children who experience social and emotional difficulties provides a calmer learning environment for all and accelerates the development of the individual child	Play therapy sessions will be monitored and evaluated by the SENCo  Analysis of behaviour and mentoring	Senco  Inclusion Leader  Pupil Premium Manager	July 20
All Pupil Premium children will make expected progress in Reading, Writing and Maths	Upper Pay Scale Staff will offer after school 1:1 tuition to pupils who have been identified by the Pupil Premium Manager	1:1 tuition has been found to be highly effective when the tutors leading the sessions are experienced	The Pupil Premium Manager will monitor and evaluate the impact of the interventions	Pupil Premium Manager	July 20

<b>Planned expenditure Sept 19 to Dec 19</b>	<b>£24458</b>
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**iii. Other approaches**

<b>Intended outcomes</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children will be provided with resources they need, identified by teaching and support staff, in order to enhance their learning.	Budget available for Pupil Premium Team to allocate at their discretion.	Additional resources are sometimes required in order to support children. Needs cannot always be foreseen so a budget allows the purchasing of items identified as helpful throughout the school year	All expenditure is overseen and authorised by the Pupil Premium Team	Pupil Premium Manager and SENCo	July 20

<b>Planned expenditure Sept 19 to Dec 19</b>	<b>£790</b>
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**7. Additional detail**

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