

The Valley Primary School - Pupil Premium, Catch-up and Recovery funding strategy statement

This statement details our school's use of pupil premium (Catch-up and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium (PP) had within our school.

School overview

Detail	Data
School name	The Valley Primary School
Number of pupils in school (Sept 2022)	44
Proportion (%) of pupil premium eligible pupils	11 (25%)
Academic year/years that our current pupil premium strategy plan covers	2022/2024
Date this statement was published	Sept 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J M Eccles
Pupil Premium lead	C Bould
Trustee lead	N Chesters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9370
Usable Recovery premium funding allocation this academic year	£3676
Usable Catch-up funding allocation this year	
National Tuition Funding	£810
Pupil premium/Recovery/Catch-up 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	N/A

Part A: Pupil premium strategy plan

Statement of intent

The aims of the Moorlands Primary Federation (TMPF) are:

To provide high-quality education in each of our schools;

To offer an education rooted in faith, shared Christian values and love; *

To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world;

To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school and to further develop staff.

**Diocesan schools*

What are your ultimate objectives for your disadvantaged pupils?

To provide all pupils with fair and equal opportunities to achieve their potential in all areas of the curriculum.

To use extra funding for disadvantaged pupils to support opportunities and ensure that first class teaching is accessible.

To plan, monitor and evaluate support and intervention to secure progress and achievement.

To support all the different strands of the Pupil Premium:

- Ever 6 Free School Meals Children- children who have been eligible for free school meals in of any the last six years;
- Looked After Children in the care of the Local Authority;
- Children who are no longer looked after by the Local Authority due to adoption, guardianship or residence order;
- Ever 5 Service children- children eligible for the service child premium in any of the previous 4 years as well as those recorded as a service child for the first time this year.

How does your current pupil premium strategy plan work towards achieving those objectives?

We have 11 children currently on role eligible for PP funding. The effects of the Covid 19 pandemic have resulted in some children having below national expected level attainment in reading, writing and maths. It is our intention to use PP funding to close this gap on national expected levels by ensuring rapid progress. Some children are high attainers. It is our intention to use PP funding to 'challenge' these children to achieve even more.

- 27% of children in receipt of PP funding are also listed on our SENDs register.
- 72% of the children did not start in Reception class.
- 91% of our total expenditure is it be used funding educational staff, as we believe this has the greatest impact on pupil outcomes. Our ability to deliver our strategy depends upon the children's attendance being high.

What are the key principles of your strategy plan?

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy;
- Access to high-quality educational resources and experiences for all disadvantaged pupils across all provision;
- Targeted academic support for disadvantaged pupils including academic guidance and pastoral support;
- Provision of strategies to support disadvantaged pupils with their attendance, and well-being;
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	The percentage of children in receipt of PP funding attaining the national expected level at the end of their year group in July 2022 is low.
2	72% of PP children joined our school after the Reception class entry point. High pupil mobility effects the impact of PP interventions.
3	72% of PP children are currently in Key Stage 2.
4	Unfair access - Not all PP children have fair access to educational materials and extra-curricular activities

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
Improve progress and attainment of PP children in reading.	Whole school reading attainment increases by at least 10% from 33%.
Improve progress and attainment of PP children in writing.	Whole school writing attainment increases by at least 10% from 27%.
Improve progress and attainment of PP children in maths.	Whole school maths attainment increases by at least 10% from 27%.
Ensure all PP children have equal access to all extra-curricular school activities and appropriate, equal, educational materials as non-PP children.	School uniform to be available to all children. Educational resources be available to all children. All PP children to have the opportunity to attend educational visits/ events.

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

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

Budgeted cost: £9900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning support assistant delivering academic guidance (15 hours - £9900)</p>	<p>Teaching Assistant Interventions +4 (EEF) 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,' 'Research which focuses on teaching assistants who provide one-to-one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'</p> <p>'The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months). Most of the evidence relates to reading and other aspects of literacy. Impact is lower for mathematics in primary schools (+ 3 months). The majority of effective approaches involve targeted small group or one to one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit. Short sessions of around 30 minutes or so, several times a week are most effective.'</p> <p>Making Best Use of Teaching Assistants 'Ensure explicit connections are made between learning from everyday classroom teaching structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. Use TAs to deliver high quality one-to-one and small group support using structured interventions. Ensure TAs are fully prepared for their role in the classroom/intervention. Use TAs to add value to what teachers do, not replace them'</p>	<p>1,2,3</p>

Small group tuition (EEF)

1. Small group tuition has an average impact of four months' additional progress over the course of a year.
2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.
3. One-to-one tuition and small group tuition are both effective interventions.
4. Providing training to the staff that deliver small group support is likely to increase impact.
5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'

Targeted 1:1 tuition (EEF)

1. On average, one-to-one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.
2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.
3. One-to-one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.
4. For one-to-one tuition led by teaching assistants/ Learning Support Assistants (LSAs), interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'

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

Budgeted cost: £1020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide educational materials (200) Educational materials to support:	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p>	4
School Uniform if and when required (100)	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EFF)	4
Fund all educational visits for PP children. Rec – Year 6 ed. visits (220) 11 children X £20 Year 6 residential (600) 2 children X £300	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up funding - 2000 Recovery funding – 2000 Usable funding (-40%) - 3676		1, 2, 3, 4
Small group tuition from a qualified teacher Approximately 4 days of National Tuition Programme Cost: equivalent of 4 days 4 X £195 = 780 Funding stream: 810 NTP	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1, 2,3

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 2021 to 2022 academic year.

<ol style="list-style-type: none"> 1. Subsidy of educational visits: all PP children attended all educational visits organised by the school. 2. Learning Support Assistant tuition (4 hours) – all children received one-to-one and small group tuition. 3. Educational materials were provided to children who needed them. Parents/carers of children who requested uniform were provided with uniform <p>IMPACT measure: End of Key Stage 1 - 50% of children made expected progress in reading, writing and maths. End of Key Stage 2 – 100% of children made expected progress in reading and maths, 75% in writing.</p>
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<p>PP 2021/22 allocation: 4000 Educational visits (75) Educational materials (75) Wraparound (877.50) LSA 4 hours (£2972)</p> <p>All allocation spent.</p>	<p>Recovery funding: 1500 This funding was used to pay a qualified teacher for 2.5 days per week to support the teaching and learning of one-to-one and small group tuition.</p>
	<p>Catch-up funding: 1950 Cracking Comprehension Additional funding towards School-led Tutoring Programme</p>
	<p>NTP: 360 NTP funding was used to employ a qualified teacher for 2.5 days per week to support the teaching and learning of one-to-one and small group tuition.</p>
<p>Pupil numbers: 7</p>	<p>All recovery/catch-up and NTP funding was spent.</p>

Externally provided programmes N/A

Service pupil premium funding N/A