

# Pupil Premium Strategy Statement

## Valentine Primary School

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	Valentine Primary School
Number of pupils in school	678
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Liz Filer, Headteacher
Pupil premium lead	Marie Bishop, Deputy Headteacher
Governor / Trustee lead	Sarah Richards, Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 405,627
Recovery premium funding allocation this academic year	£41,682
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£447,309</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that all pupils, regardless of their socio-economic background, deserve to receive a consistently high quality education. It is our intention to provide the necessary elements to ensure that all pupils, but especially our disadvantaged pupils achieve to the best of their ability, make good progress across all subjects and develop a love of learning that supports them when moving to the next stage of their education and beyond. This strategy outlines activities we believe will benefit all pupils, but especially our disadvantaged pupils.

A core principle of our strategy is to develop the quality of teaching within the classroom so that children know more and remember more. We recognise that this will benefit all pupils of all abilities and know from educational research that this is the single most effective route for closing the attainment gap between those children who are disadvantaged and those who are not. Skills and knowledge will be developed in a systematic and progressive way to support children to commit more of their learning to their long term memory. As well as developing classroom teaching we also recognise the value in targeted, evidence based intervention and will continue to use this to support children where additional catch up is required. The use of diagnostic assessments will be pivotal in selecting pupils for these interventions as well as pupil's prior attainment data and the different experiences pupils and families have had throughout the pandemic and in their educational recovery.

We have also identified key challenges which limit our disadvantaged pupil's ability to make academic progress and these key challenges will be addressed, and their impact lessened, through the implementation of this strategy. We will continue to support pupil needs in a fluid and responsive way rooted in our understanding that personal circumstances can change. In our school we recognise that the term 'disadvantaged' can include many children who have additional challenges but we also make clear that this label will not set limits for pupils or our expectations and aspirations for them. All children in our school deserve to succeed regardless of their individual circumstances.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Underdeveloped metacognitive skills</b> amongst disadvantage pupils- demonstrated by internal assessment data, observations and discussions with pupils. Disadvantaged pupils can demonstrate resistance to academic challenge, lower confidence levels and in some cases lower self-regulation. This is evident across the school but shows up more clearly as children move through KS2 and formal testing becomes more widely used.</p>
2	<p>Higher probability of <b>underdeveloped oral language skills and vocabulary gaps</b> amongst disadvantaged pupils- demonstrated by assessments, observations and daily interactions with pupils. These are already evident on entry to school in Reception and remain persistent as children move through school. They adversely affect progress in many areas of the curriculum as well as social skills and wider opportunities.</p>
3	<p><b>Disadvantaged pupils are more likely to have lower attendance</b> than their non-disadvantaged peers – this is evident through the school attendance data from the last 3 years which shows that the pandemic has exacerbated the issues of both attendance and persistent absence for disadvantaged pupils (at the end of 2020-21 attendance of disadvantaged pupils was 92.2% this is 4.4% below non disadvantaged). Our attendance audits also show that disadvantaged pupils are more highly represented than non-disadvantaged. Anxiety in returning to school after the periods of closure was also higher amongst our most vulnerable disadvantaged pupils.</p>
4	<p>Observations and discussions with pupils and families have identified <b>social, emotional and behavioural issues</b> for many pupils, including indications that childhood mental health and resilience are a growing concern. These challenges particularly affect disadvantaged pupils and have a negative effect on their ability to learn and attendance. Often, due to increased economic hardship it can also increase the likelihood that external support services are required. Currently there are 29 children open to Children’s Services or Early Help on the safeguarding register 93% of which are in receipt of PPG funding. A further 80 children have been open to these services of which there is a similar distribution of pupils eligible for PPG.</p>
5	<p>Our work in the period after the last COVID school closure identified some of the reasons behind the poor <b>parental engagement</b> of some of our disadvantaged families. Parents told us that in some cases they found it difficult to access the information school were providing due to the way it was represented. Parents had found the video lessons provided for children useful and accessible and felt that some of these principles could be used for relaying essential information to them. We had not considered previously the impact we had on enabling our parents to engage for fully.</p>

## 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
Develop metacognitive skills of disadvantaged pupils leading to improved attainment and good progress in core subjects.	<p>Statutory data outcomes in Reading, Writing &amp; Maths in 2023-24 show that disadvantaged children know more and remember more and have made at least expected progress from their starting points. The gap between disadvantaged and non-disadvantaged attainment will narrow over time and will at least be in line with national data.</p> <p>Parents will feel more empowered to support their children's learning.</p>
Improved oral language skills and vocabulary knowledge amongst disadvantaged pupils.	<p>Assessments, observations, book scrutiny and pupil conferencing show that there has been significant improvement in the oral language skills of disadvantaged pupils. There is improved engagement in lessons as a result of increased confidence.</p>
To increase the attendance rates of disadvantaged pupils in particular.	<p>Attendance rates of disadvantaged pupils will increase to 95% by 2024 and will show year on year improvement over the duration of this strategy. Persistent absence for disadvantaged pupils will be in line with national data.</p> <p>Pupils requiring additional support will have their needs met through pastoral and engagement activities.</p>

## 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: £62,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in CPD for all staff to develop their understanding of metacognition and provide ongoing monitoring and support in embedding this effectively within teaching.	<p>EEF Toolkit- Metacognition &amp; Self-Regulation evidences that this approach is relatively low cost for high impact and on average adds +7 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Barak Rosenshine’s “Principles of Instruction” details the elements of practice that we will develop.</p>	1, 2
Implementation of Bug Club Phonics (a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> ) to secure stronger phonics teaching for all pupils	<p>Systematic and synthetic phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. This supports children to effectively through regular practice and review. +5 months : <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
We will maximise leadership potential through professional coaching opportunities for year group leaders. By investing in this area we aim to facilitate year leaders to maximise the potential of all teaching staff in their teams.	<p>The senior leadership team have had first-hand experience in feeling the positive benefits of accessing professional coaching. We know how useful a tool this can be to support strategic decision making and develop clear visions for our pupils and in turn improve quality of teaching. Building leadership potential is an approach we feel essential to bring about school wide improvement.</p>	1
Developing activities across the school curriculum which promote progression in spoken language and oracy.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p>	2

<p>These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will also Build cultural capital opportunities into curriculum which will support further development in this area.</p>	<p>+6 months:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Continue to use our own action research and work collaboratively with other education partners to promote progress of disadvantaged children by taking part in the 'Tackling Educational Disadvantage' programme with the University of Winchester</p>	<p>Evidence from the EEF guidance on selecting effective professional development indicates that staff should be motivated, be able to build on their knowledge and have the opportunity to embed techniques in their practice. This training opportunity allows our PP Champions to build on their previous research with the support of both school and external professionals</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	<p>1, 5</p>

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

Budgeted cost: £303,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will complete NELI (Nuffield Early Language Intervention) with Year 1 as it was delayed last year due to national lockdowns and school closures. We will then move directly to running the full programme with Year R from January 2022.</p>	<p>The Nuffield Foundation and EEF have led randomised control trials which demonstrate 3+ months additional progress in oral language skills and 2+ months additional progress in early word reading skills. Valentine are taking part in further evaluation trials with Nuffield.</p> <p><a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a></p> <p>EEF evidence indicates even higher impact of +6 months impact with little difference between a teacher or a teaching assistant delivering the</p>	<p>2, 5</p>

	<p>intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p>We will invest in SEL (Social and Emotional Learning) particularly for those children who demonstrate delay in this area by employing staff to teach skills explicitly through the use of programmes such as Talkabout. Skills groups will be run with children identified as having gaps in their social skills using the Talkabout programme developed by Alex Kelly.</p>	<p>There is strong evidence linking children’s social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) +4 months progress:</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Evidence can also be drawn from the EEF toolkit on Oral Language Interventions as referenced above as these programmes have a strong interleaving nature (+6 months progress).</p>	2
<p>Additional masterclasses for children needing revision of key skills and catch up of lost learning will be completed in every class by both teachers and teaching assistants (under guidance of teachers). This will include a Year 3 Bug Club booster group and provision for Accelerated Reader to take place in Year 3 and Year 6 as well as picking up gaps in learning through AfL.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups +4 months progress:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1

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

Budgeted cost: £80,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will embed the principles set out in the DfE's <a href="#">Improving School Attendance</a> advice. We will provide a dedicated Attendance officer with a senior leader as Attendance Champion. Support from other staff will be structured to provide robust support for pupils at risk.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Promotion of parental engagement through the improvement of information accessibility. This will enable parents to better support their children's education and build stronger links with staff.</p>	<p>The school's Pupil Premium Champions completed action research in the Summer term of 2021 in which parents of children with lower attendance and academic progress expressed their views on what they saw as barriers to both their and their children's engagement. They expressed improved accessibility of information. This direct research has been used to inform this strand of our strategy.</p> <p>The research from the EEF also supports this strand citing a potential impact of +4 months:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>3, 5</p>
<p>Promote disadvantaged pupil's engagement in extracurricular activities and clubs by examining and removing some of the barriers causing the disparity of access currently seen.</p>	<p>This strand of our strategy aims to balance opportunity for disadvantaged pupils and evidence can be drawn from various strands of the EEF toolkit e.g.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a> (Residential participation)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> (Physical activity)</p> <p>This strand also builds the sense of team belonging and improves mental health.</p>	<p>3, 4</p>
<p>The provision of strong pastoral support to pupils experiencing poor mental health, significant life events and to those pupils who are either supported</p>	<p>As previously referenced there is strong evidence linking children's social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) +4 months progress:</p>	<p>3, 4</p>



<p>by a social worker or whose families are supported by Early Help. We will provide staff who specialise in key areas, promote CPD for these staff and develop a pastoral hub for pupils and parents to access.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>There is also previously referenced research from the EEF that also supports this strand through parental engagement, particularly for parents in crisis, also +4 months:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our previous years and experiences and those of similar schools to ours, we have identified a need to set a dedicated amount of funding aside to respond quickly to needs that have not yet been identified and to provide crisis support for families in immediate difficulty. This could include for example, support with uniform, extra-curricular activity costs, learning resources or emergency breakfast and after school club provision.</p>	<p>all</p>

**Total budgeted cost: £447,309**

## 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.

Our previous strategy ran from 2019-2021 and was adjusted to respond to the needs of pupils during periods of school closure and subsequent recovery. A detailed analysis of the impact of each aspect was completed in the Summer of 2021 and is published on the school website. In summary, the impact of each of the desired outcomes of the previous strategy are as follows:

- ***Disadvantaged pupils will make at least expected progress based on their starting points. Gaps in learning will be addressed skilfully and swiftly through consistently high quality teaching***

All children have gaps in knowledge to fill and the absence of face to face teaching due to COVID 19 school closures has had a detrimental impact overall on the ability of children to make at least expected progress from their starting points. Internal assessment data for July 2021 shows that many disadvantaged pupils in most year groups have not maintained their prior attainment at the previous statutory assessment point in at least one of the core subjects. The school will continue to identify gaps in learning and work to fill these gaps swiftly through a focus on high quality classroom teaching for all. We will also use evidence based interventions as required to support children requiring a greater acceleration of progress.

- ***Disadvantaged pupil's attainment in Reading & Writing will increase across the school. This will also be reflected in end of Key Stage 2 assessments.***

Gains were being made across most year groups up to March 2020 however, the COVID 19 closure periods then began and had a detrimental impact on overall outcomes as seen in the tables below. There are many factors involved including the level of engagement during the 2 national lockdowns, the level of SEND (particularly high in Year 5) and the issue of many aspects of the curriculum not being taught face to face. Nonetheless, this data is valuable in demonstrating where our focus needs to lie in our new strategy. The pandemic has affected the school's ability to show sustained impact towards this desired outcome with progress in Reading and early Writing being the most widely affected areas.

#### Reading Attainment Disadvantaged Pupils (working within ARE)

Year Group (as at March 2021)	March 2020 (start of COVID)	July 2021*	Trend over time (Sept 2019-July 2021)
Year 1	48%	97%	Positive
Year 2	61%	73%	Positive
Year 3	66%	60%	Negative
Year 4	64%	50%	Negative
Year 5	51%	50%	Sustained
Year 6	68%	68%	Sustained

### Writing Attainment Disadvantaged Pupils (working within ARE)

Year Group (as at March 2021)	March 2020 (start of COVID)	July 2021*	Trend over time (Sept 2019-July 2021)
Year 1	36%	65%	Positive
Year 2	59%	65%	Positive
Year 3	66%	69%	Positive
Year 4	57%	83%	Positive
Year 5	47%	41%	Negative
Year 6	68%	81%	Positive

\*Internal Teacher assessment data based upon the narrowed curriculum taught therefore this must be considered in relation to this

- ***Pupils will access learning in class more readily as their social, emotional and behavioural needs are met and their cultural capital is nurtured.***

COVID 19 has meant that significant variations had to take place to deliver this strand of our strategy and some elements have been very difficult to implement fully. The overall impact has been variable due to these modifications but children were well supported during lockdowns and upon their return to school on both occasions. The Recovery curriculum planned after the first National lockdown was particularly successful as we saw the majority of children settle well. The emotional wellbeing of the pupils will continue to be provided for as we do not know the full legacy that COVID will leave for our children. We also saw more children showing signs of emotional stress during the first half of the Autumn term 2021 as the longevity of the pandemic and outside/family stresses took hold. The link between emotional wellbeing and success in learning is strong and as many children have and will continue to experience challenges in their lives we know that these services will be essential and will therefore remain a priority.

- ***Attendance for pupils in receipt of the PPG will continue to rise.***

	National Data*	VPS 8 <sup>th</sup> Jan 2020 (pre lockdown 1)	VPS 8 <sup>th</sup> March 2021 (post lockdown 2)
All Pupils	95.07%	95.03%	97.16%
Disadvantaged	92.4%	92.44%	96.09%
Non Disadvantaged	95.7%	96.65%	98.09%

\* National data taken from Autumn 2019 data for primary, secondary & special schools as most recently available data. This data used FSM as opposed to disadvantaged however these are aligned well for Valentine.

Whilst this data indicates that VPS is in line with National data we recognise that it is a snapshot in time and routine monitoring indicates that our disadvantaged pupils are more likely to be absent from school. We also recognise that they are more widely represented on the school's 3 weekly attendance audit (September 2021 attendance audit showed that 58% of all children on the audit were disadvantaged). A small minority of disadvantaged families have experienced anxiety around their children returning to school during the pandemic and this has been an added challenge. We have identified that this needs to

be an area where we continue to work hard to secure improvements.

Attendance over time at Valentine Primary demonstrates the impact that COVID anxiety had on attendance for disadvantage pupil in particular:

	<b>All pupils</b> (PA)	<b>Disadvantaged pupils</b> (PA)	<b>Non disadvantaged pupils</b> (PA)
2018-19 (pre COVID)	94.5% (14.2%)	93.6% (20.4%)	95.1% (10.3%)
2019-20 (COVID)	90.3% (33.1%)	89.3% (40.9%)	93.2% (23.6%)
2020-21 (COVID)	94.9% (10.6%)	92.2% (21.7%)	96.6% (6.7%)

## 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*

<b>Programme</b>	<b>Provider</b>
Afit	Reach to Teach
Talkabout	Alex Kelly Ltd

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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

## Further information (optional)

During the academic year 2020-21 and all of the disruptions it brought we took the opportunity to re-evaluate our general approach to maximising the use of the Pupil Premium funding. As COVID 19 exacerbated social issues in the community we saw a huge growth in the number of children eligible for PPG funding. This rose from a very stable 39% (which was already above the national average) to as high as 49% by July 2021. This accelerated the developments in our way of working.

We recruited a Pupil Premium Governor and 2 additional members of teaching staff to join a new Pupil Premium team. Laura Fielder-Smith represents KS1 and Laura Stokes represents KS2. Both teachers put themselves forward as they identified in themselves a passion for supporting our most disadvantaged pupils. Laura and Laura now work alongside Marie Bishop and Liz Filer in promoting the progress of disadvantaged pupils.

The whole PP team attended the 10 module course 'Effective Use of the Pupil Premium' led by Marc Rowland and Ben Crockett of the Durrington Research School. The senior leadership team simultaneously received CPD from Jonathan Hannam Ltd on Rosenshine's Principles of Instruction. The content of both CPD packages complemented each other well and cemented our approach to spend more of our time on developing the experience of all pupils in the classroom in order to raise the attainment of our most disadvantaged. They also promoted the fundamental theory that we should remain highly focused on the identified key challenges for our school, rather than diluting our effectiveness by setting out to overcome all challenges faced by disadvantaged pupils.

The Durrington Research School course was particularly helpful in guiding us through the formation of a robust strategy drawing upon balanced evidence sources to guide our decisions. We were able to benefit from having our plans scrutinised by Marc and Ben during their formulation.

Although we have set out a 3 year strategy we will continue to be responsive to our pupil's needs and as such we will adjust our plan over time if necessary to always maintain the focus on securing better outcomes for our pupils.