

Valley View Pupil Premium Report

1. Summary information					
School	Valley View Primary School				
Academic Year	2018-19	Total PP budget	£86,600	Date of most recent PP Review	October 2017
Total number of pupils (Sept 18)	206	Number of pupils eligible for PP (Sept 18)	37	Date for next internal review of this strategy	January 2019

2. Current attainment		
KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Number of Pupils	8	19
Of which were SEND at additional need plus	3	2
% achieving in reading, writing and maths (National 61)	50	85
% achieving in reading	75	85
% achieving in Writing	75	85
% achieving in maths	63	89
<p>2/8 disadvantaged pupils did not reach age related expectations in reading. Both had additional needs and received SEN support.</p> <p>3/8 disadvantaged pupils did not achieve age related expectations in maths. Two had additional needs and did not meet ARE in reading either. One had a specific mathematics difficulty.</p> <p>Across school disadvantaged attainment is not an issue year on year. There is a link to disadvantaged low attainment and specific learning difficulties.</p>		

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers:

A.	Those children in KS1 who are below ARE and premium pupil access wave two or SEND support. Early identification and input to address specific learning difficulties earlier alongside access to high quality teaching and learning, intervention and increasing support at home will support the closing of this gap.
B.	Pupils enter school with skills with significant delay in their communication and language skills. This impacts significantly on pupils progress and attainment in literacy. This is particularly evident for free school meal pupils.
C.	The school have a high proportion of pupils with additional need and EHC plans who are also entitled to pupil premium. This impacts significantly on attainment outcomes.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Free school meal attendance is lower than non- free school meal attendance
E.	Disadvantaged children who do not reach ARE are more likely to have had some input for social services under the category of neglect

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment in reading is at least in line with non- disadvantaged attainment.	86% of disadvantaged pupils reach the expected standard at KS2
B.	Attainment in maths is in line with non- disadvantaged attainment	80% of disadvantaged pupils reach the expected standard at KS2
C.	Attendance for free school meal pupils is in line with attendance of non- free school meal pupils.	Attendance is at least 95% for the group
D.	Progress of disadvantaged pupils in reading is in line with other subjects	At least 80% of disadvantaged pupils make expected progress

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5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve attainment at the end of KS2 for disadvantaged pupils in reading to 75% Improve the % of disadvantaged boys reaching ARE by 15%.</p>	<p>Reduction of class size in upper KS2 through employment of an additional teacher. £34,749</p>	<p>Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF</p>	<p>Appointment of y5/6 teacher in Sept 17. Data analysis and identification of target groups of learners. Additional classroom used as break out space for split class.</p>	<p>G Jeynes</p>	<p>Review will take place with the monitoring cycle. Work and planning and lesson observations each half term and dat interviews termly.</p>
<p>To improve the % of disadvantaged pupil attaining HS by 15%</p>	<p>Targeted teaching to close gaps for individual boys in reading. £0. Timetables teaching and quality teaching first</p>	<p>EEF small groups tuition + 4 months.</p>	<p>Tracking of individual pupils progress. Progress measure from baseline.</p>	<p>K.Seebacher</p>	<p>Termly monitoring. July outcomes for KS2</p>
<p>Reduction of cost for enhancement visits to set the scene for learning.</p>	<p>Reducing the cost of educational visits in school to allow greater</p>	<p>Action research has demonstrated that there is greater involvement in learning of all children when topics</p>	<p>Feedback will be taken from learners. Monitoring will look at the impact</p>	<p>G. Jeynes</p>	<p>Termly monitoring.</p>

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	opportunities to engage learners. £5000	are introduced following an enhancement activity. CC case study.	of educational visits on reading and writing.		
To reduce the impact of low speech and language skills in EYFS and KS1 through	Run Ican training across school Targets speech and language support for pupils within EYFS and KS1 where language is a barrier- Christina Howe speech and Language therapist.	Oral language interventions are deemed to provide +5 months impact on pupil achievement. EEF ICAN direct research +18 months on completion of ICAN programme. Dockerill, J. and Lindsay, G. Specific Speech and Language Difficulties and Literacy. T. Nunes and P. Bryant (eds) (2003) Handbook of Children's Literacy pp 403-435 L http://www.ican.org.uk/download%20files/ReadOnGetOn%20%20ICAN%20SLCN%20and%20literacy.pdf	ICAN is an accredited course and is moderated and evaluated externally. The ICAN programme is a measured impact programme and outcomes will be set against a baseline assessment.	A.Newbrook	Three programmes per year end of programme monitoring.
Increase adult to pupils ratio through effective use of support staff.	TA per class in KS2 y3 and 4 full time rather than part time. £9, 017	Reducing class size appears to result in around 3 months additional progress for pupils, on average. EEF	FT support in Years 3/4	G.Jeynes	July 2017.
Total budgeted cost					£48,766
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

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					implementation?
<p>Improve attainment at the end of KS2 for disadvantaged pupils in reading to 86%</p> <p>To improve the attainment of disadvantaged boys in maths by 12%</p> <p>To improve the % of disadvantaged pupils reaching HS by 15%</p>	<p>1:1 tuition for target individuals £5000 (7 in 2018-19)</p> <p>£5000</p>	<p>1:1 tuition gain of +5</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<p>Targeted pupils through effective data analysis.</p> <p>Pre planning sessions with class teacher to ensure 1:1 tutor has a clear knowledge and understanding of their target pupil and specific priorities have been identified. .</p>	J. McGurk	<p>Start and end of 10 week block assessment data on itrack.</p>
<p>Improve attainment in reading across school so disadvantaged pupils particularly disadvantaged boys attain in line with non disadvantaged pupils.</p>	<p>Targeted individual reading programmes focusing on teaching comprehension.</p> <p>£3000 and peer to peer reader in breakfast club and story time.</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p>	<p>Wednesday 3.00-3.30 Y6 readers engage with younger targeted pupils to secure reading-monitored by Literacy Lead.</p>	K Seebacher	<p>Tracking and teacher assessment each half term. Intervention summary.</p>
	<p>KS1 and y3 Daily phonics intervention for targeted pupils</p> <p>£3000 utilise current staff</p>	<p>EEF +4</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p>	<p>Monitoring cycle.</p>	K. Seebacher	<p>Tracking and teacher assessment each half term. Intervention summary.</p>
<p>To close the disadvantaged gap in communication, language and learning</p>	<p>Speech and language therapist (not linked to language unit) provides targeted support to pupils</p>	<p>Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On</p>	<p>EYFS monitoring specific focus S&L</p>	L.Spence	<p>Data tracking and improved outcomes for pupils.</p>

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by the end of reception	with a priority on disadvantaged pupils. 1 day per week. £1690 contribution	average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.			% of pupils reaching GLD.
To secure attainment of disadvantaged pupils in maths so that wave 2 pupils in KS2 catch up to non-disadvantaged peers.	Targeted support through 1:2 tuition for targeted pupils. 9 in total across 3,4,5,6 Coaching support for staff in KS1 in mathematics teaching for early intervention, £8,000	1:1 tuition gain of +5 Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact.	DHT pupil achievement lead	J McGurk	Individual data tracked on itrack.
Total budgeted cost					£20,690
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance so disadvantaged attendance is in line with non disadvantaged and above 95%	Inclusion manager per week will monitor attendance, send out reminder letters, liaise with the LA attendance team for fines and enforcement. Call and collect service. £12,584	Children need to be in school to learn and achieve. In February 2015 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage KS2 and KS4: Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all	Attendance monitoring termly.	Kelly Hair	December 17 March 18 June 18
	Reward pupils for 100% attendance and most improved attendance .		Attendance monitoring termly.	Kelly Hair	December 17 March 18 June 18

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	£10 vouchers for 100% attendance and most improved attendance £600	sessions.			
	Use of external agencies to support persistent absenteeism. Outreach support. Attendance at review meetings. £600		Attendance monitoring termly.	Kelly Hair	December 17 March 18 June 18
Personal budget allocation	This section is used to ensure individuals have equal and fair access. This fund is flexible £3360	The evidence varies depending on need. This can be solely to make a child more comfortable, to purchase specialist equipment for a subject r hobby, to support a family in financial difficulty in meeting basic needs, pay for transport to young carers or activities which would otherwise be missed.	Inclusion manager to review impact on emotional well being of activities and events. Feedback form class teachers following spend.	K. Hair	In response to need.
Total budgeted cost					£17,144
Total pupils premium spend					£86,600