

Valley View Primary School
Pupil Premium Strategic Plan

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- o £1,320 for pupils in reception year to year 6
- o £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring [school census](#) as having left local-authority care because of 1 of the following:

- o adoption
- o a special guardianship order
- o a child arrangements order
- o a residence order

This plan sets out the barriers to achievement for disadvantaged pupils, the strategies the school will employ to address those barriers and the target outcomes we aim to achieve.

Total funding received: £93 560

Mission Statement

Our pupil premium spend is designed to remove barriers to success for all pupils in school. We aim to ensure all children reach their full potential by addressing child's and family's social, educational, emotional and health needs.

The pupils premium funding is spent alongside the school sport premium and the school budget to reach these aims for all children regardless of ability, social background.

Review of Pupil Premium Spend 2015-2016

Total Allocation: £107,080

Pupil Premium Spend	Target	Information/ Action	Predicted Outcome	Actual Outcome
£26,291	To coordinate services for pupil premium pupils	<ul style="list-style-type: none"> · Appoint full time inclusion manager · Inclusion manager will effectively coordinate services for pupils including family and home support. · Inclusion manager will ensure the best possible support for pupils through monitoring standards and attendance and ensuring additional needs are met. <p>Additional targeted support where required for individuals</p>	<ul style="list-style-type: none"> · Barriers to pupil success will be removed. <p>Families will be supported</p>	<p>Inclusion Manager has been appointed full time and services are fully coordinated.</p> <p>Contact is made with 100% of disadvantaged pupils</p> <p>Attendance for disadvantaged pupils was 93.71% in 2014-15 and increased to 94.36% 2015-16.</p>
£12, 870	To ensure effective speech and language needs are met	<ul style="list-style-type: none"> · From assessment one of the major barriers to FSM pupils attainment stems from poor speech and language skills. · Speech and language therapist will be bought in for 6 hours per week to deliver targeted support and intervention <p>Coaching of staff will take place</p>	<ul style="list-style-type: none"> · Literacy progress for individuals will improve · Speech and language skills will improve <p>School staff will improve their teaching of speech and language skills</p>	<p>Target achieved</p> <p>Speech and language therapist employed 6 hours per week</p> <p>1:1 specifically tailored speech and language support</p> <p>100% progress has been demonstrated by each child</p>
14,531 £6000 EYFS PP	To close the gap between pupil premium pupils and non in EYFS	<p>Additional nursery nurse to lower class size and increase interventions for pupil premium pupils where required.</p>	<p>The gap between pp and non in writing reduces by 7%</p>	<p>PP gap closed in writing from 3.3% in 2015 to 1.9% in 2016.</p> <p>The gap widened in maths from 13.3% in 2015 to 17.3% in 2016.</p>

			The gap between PP and non in maths reduces by 16%	This will be addressed through greater maths focus in target year groups.	
£8000 £40,677	To ensure children reach ARE by year 6	<ul style="list-style-type: none"> Targeted boosters for pupils in year six in reading, writing and maths. Additional teacher in upper KS2 to teach literacy <p>To reduce the class size for pupils</p>	<ul style="list-style-type: none"> At least 60% PP pupils attain ARE in reading At least 65% PP attain ARE in writing At least 60% PP pupils attain ARE in maths <p>The % exceeding ARE in reading, writing and maths improves by 7%</p>	KS1 55.6% attained ARE in reading/ 22.2% GD 55.6% attained ARE in writing/ 22.2% GD 66.7% attained ARE in maths/ 22.2% GD KS2 36.4% attained ARE in reading/ 9.1% GD 72.7% attained ARE in writing/ 9.1% GD 54.5% attained ARE in maths/ 9.1% GD <p>Low pupil attainment was due to LAC and children with EHC's in KS2.</p>	
£3000	To close the gap between PP attainment and others.	1:2 tuition of targeted pupils to close the gap	85% of 1:1 tuition reach the expected standard.	84% of pupils who received 1:2 tuition reached ARE. Developing 1:2 tuition next year will have greater impact.	
Pupils Premium Spend 2016-2017					
Pupil premium spend	Identified barrier	Strategies deployed	Rationale and research.	Target outcome	Outcome

25,149.00	<p>54 % of disadvantaged pupils are involved within family support/ CIN/CP</p> <p>Barriers identified are:</p> <ul style="list-style-type: none"> o Low parenting capacity which requires family support often has an impact on the progress of the child. o Attachment concerns relating to supportive relationships between children and parents. o Debt management- if parents are struggling financially this often is a cause of stress for our children. o Attendance o Transition into secondary 	<p>The inclusion manager is responsible for liaising with phase leaders to identify emerging concerns regarding children. These concerns are investigated academically and holistically. The inclusion manager can then tailor support to the families which she serves. The inclusion manager monitors attendance and makes links between attendance and attainment. A knock policy of attending vulnerable pupils' homes on their first day of absence limits the attendance concerns. Family support provided to identify families which includes all aspects of support and coordination. Targeted therapy sessions for targeted families and a wider group session where disadvantaged pupils have attention/ attachment concerns. The inclusion lead manages the transition project which provides a detailed plan for disadvantaged children and vulnerable children. In addition she visits the comprehensive school daily over lunchtimes to check on the vulnerable groups and provide familiar face support.</p>	<p>Ofsted Pupil premium project (NE&H). Sharing good practice- removing external barriers to learning for children.</p> <p>EEF toolkit:</p> <p>Social and emotional learning interventions:</p> <p>'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>EEF toolkit- early intervention. Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly</p>	<ul style="list-style-type: none"> o 100% of families contacted. o Successful outcomes in 90% of support situations. o 80% positive feedback rate from family support (some family support may result in CP action and may therefore be a successful outcome for the pupils but a negative feedback from family response.) 	
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			beneficial for children from low income families'		
24,891.00	Early language and literacy skills are a key concerns in EYFS. % children disad with language barriers.	Early intervention in EYFS through employment of a speech and language therapist and a nursery nurse to provide smaller adult to pupil ratios and provide interventions- BLAST, Early talking, Literacy. Backfill to release the nursery teacher to provide targeted support sessions to families within Nursery and encourage better parenting, and develop parents understanding of literacy at home.	Ofsted Pupil premium project (NE&H). Sharing good practice- removing external barriers to learning for children.	100% of identified pupils receive targeted intervention. 100% of targeted children make progress against set speech and language targets	
8,897	Children make expected progress across KS2 but the gap remains between disadvantaged and non disadvantaged. Targeted focus to address the learning gaps for disadvantaged children is	LSA 0.5 Continued intervention in KS1 focused on closing the attainment gap for individuals.	Ofsted Pupil premium project (NE&H). Sharing good practice- removing external barriers to learning for children.	Data gap on internal data reduces by 7% in years one and two from baseline.	
5,0000	For disadvantaged (and low income families).	Breakfast club staff	EEF are currently undertaking a 2 year study of breakfast clubs- 'Magic Breakfast'. School have achieved a significant increase in uptake of breakfast club	100% of all children have a breakfast at home or school	
1,830	42% of pupils were attending school without having a breakfast They were starting their academic day hungry and less able to concentrate.	Fitness coach Breakfast club			
		Food and resources Breakfast club Providing a breakfast club which is free provides pupils with a breakfast each day in addition to their free school meal which ensures all children have the option of two free school meals per day. The addition of a fitness coach ensures we are promoting healthy lifestyles.			

2,000	Financial crisis and flexibility can be barriers to pupils success. Child are sometimes limited in their experiences as a result of not being able to afford to participate. At times financially sacrifices need to be made which impact the child and their learning.	Flexible resources budget to support key individuals in times of need. This budget can pay for transport to take a child to an event or activity (for example young carers) that they would otherwise miss, food parcels, emergency care packs (for example when fleeing domestic violence into a refuge), sports wear to allow them to participate in sports etc.	Previous experience has proved this to be vital in times of need. we have avoided some difficult situations and basic barrier to success through the use of this fund.	Funds are spent to benefit a disadvantaged child. Funds change a situation to a positive outcome for the child.	
750.00	Emotional ability to cope with change and transition.	Emotional resilience and transition support and counselling for target individuals in key transitions especially to year 7.	EEF toolkit: 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	100% of target pupils access emotional resilience support from the emotional resilience team or inclusion manager.	
2,000	Financial barrier to attending school trips, visits and experiences outside of the curriculum	Educational visits subsidy to subsidise residential visit to Thurston outdoor education centre.	EEF toolkit: Outdoor learning 'studies of adventure learning interventions consistently show positive benefits on academic learning, and wider	100% of pupils wanting to attend residential experience are able to attend.	

			outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress		
1,000.00	Lack of funding at home limits pupil ICT opportunities resulting in children who have lower ICT skills than their peers.	Investment in Free ICT club linking to a range of ICT skills including coding	The Labour Market Story Skills for the future (UKCES July 2014) identifies ICT skills combined with project management skills with be required.	Years 4, 5, 6 provided with the opportunity to attend ICT clubs.	
1,000.00	Recent screening demonstrates a correlation between our disadvantaged pupils and those with dyslexia and dyscalculia. Staff skill and expertise to better support these children is a barrier to success.	Dyslexia training through university of Sunderland for all staff.	EEF toolkit: 'On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.'	100% of staff attend. Monitoring indicated better provision for pupils with SPLD.	

Review schedule. This plan will be reviewed in January 2016 and in July 2016 by the Head teacher, pupil achievement lead and the standards committee of the governing body.