



Valley End C of E Pupil premium strategy statement 2021-2022

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	Valley End C of E School
Number of pupils in school	169 (8 pupil premium)
Proportion (%) of pupil premium eligible pupils	4.73
Academic year/years that our current pupil premium strategy plan covers.	2021-2022
Date this statement was published	29 th September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Harper-Cole
Pupil premium lead	Louise Caldwell
Governor / Trustee lead	Caroline Nickson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Sept 21 – March 22	£ 3320
Pupil Premium funding allocation April 22 – July 22	£ 3310 (estimated)
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£106
Total budget for this academic year	£8736

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is additional funding for publicly funded schools in England; it comprises of a Pupil Premium and a Service Pupil Premium. The Pupil Premium is granted to raise the attainment of disadvantaged pupils of all abilities and close the gap between them and their peers. The Service Pupil Premium is granted to support children with parents in the armed forces and is mainly for pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

It is Valley End's intention that the pupil premium grant will be used to ensure that qualifying pupils are not disadvantaged academically or pastorally in comparison with their peers. The grant will be used to ensure that the unique needs of individual children are met and that they thrive and achieve the same academic success as their peers. Pupils eligible for the pupil premium grant will be given full access to all enrichment activities. Our focus is to provide quality teaching for all individuals and groups, no matter their background.

We recognise that pupils who are eligible for pupil premium are individuals and their needs are all different. Therefore, all strategies that we use to raise attainment will take these needs fully into account. We will use high quality teaching and learning to narrow the gaps and utilise interventions with proven evidence of impact to assist those pupils who need additional support.

Challenges

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

Challenge number	Detail of challenge
1	Engaging pupils in enrichment activities.
2	To develop resilience and independence.
3	Ensuring pupils meet at least expected levels in reading and make accelerated progress.
4	Ensuring pupils meet at least expected levels in writing and make accelerated progress.
5	Ensuring pupils meet at least expected levels in maths and make accelerated progress.

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
All pupils eligible for pupil premium will meet the expected standards in reading for their year group.	<ul style="list-style-type: none"> • 100% of pupils achieve this in reading in July 2022 • Relevant intervention programs identified via data scrutiny and implemented.
All pupils eligible for pupil premium will meet the expected standards in writing for their year group.	<ul style="list-style-type: none"> • 100% of pupils achieve this in writing in July 2022 • Relevant intervention programs identified via data scrutiny and implemented.
All pupils eligible for pupil premium will meet the expected standards in maths for their year group.	<ul style="list-style-type: none"> • 100% of pupils achieve this in maths in July 2022 • Relevant intervention programs identified via data scrutiny and implemented.
All pupils eligible for pupil premium will demonstrate increased independence and improved resilience.	<ul style="list-style-type: none"> • All pupils will have attended an ELSA intervention.
All pupils eligible for pupil premium will have attended school trips.	<ul style="list-style-type: none"> • 100% of pupils have attended school trips
All pupils eligible for pupil premium will have had the opportunity to attend clubs and other enrichment activities.	<ul style="list-style-type: none"> • All pupils invited to join clubs and uptake monitored.

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train an additional member of staff as an ELSA.	Social emotional learning intervention has 'an identifiable and significant impact' on pupils' progress.	5
Train a member of staff in Lego therapy.	EEF states that 'small group tuition is most likely to be effective if it is targeted at pupils specific needs'	4, 5
ELSA trained staff to attend ELSA briefing meetings.	As above	5
All staff to trained on use of 'White Rose' maths program.	EEF states- Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.... proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods (will aid this).	3
All staff to be trained on new phonic program 'Little Wandle'.	As above	1,2

Targeted academic support

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly ELSA intervention.	Social emotional learning intervention has 'an identifiable and	5

	significant impact' on pupils' progress.	
Daily phonic sessions for all pupils.	EEF states- Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.... proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods (will aid this).	1,2
Targeted interventions based on pupil's individual needs.	EEF states that 'small group tuition is most likely to be effective if it is targeted at pupil's specific needs'	1-5
Teaching assistants target PP pupils in class	EEF research highlights that to close the attainment gap between those children eligible for PP and those who are not. The support needs not be generalised support but targeted within the classroom or high- quality delivery of 1:1 or small group interventions for which the LSA is trained to deliver.	1-5

Wider strategies

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run Lego therapy intervention.	EEF research highlights that to close the attainment gap between those children eligible for PP and those who are not. The support needs not be generalised support but targeted within the classroom or high- quality delivery of 1:1 or small group interventions for which the LSA is trained to deliver. EEF states that 'small group tuition is most likely to be effective if it is targeted at pupil's specific needs'.	4, 5

Invite all pupils eligible for pupil premium to join an after school club each term.	To enable pupil premium eligible pupils to have the same opportunities as their peers.	4
Offer all pupil premium eligible pupils funding for enrichment activities.	To enable pupil premium eligible pupils to have the same opportunities as their peers.	4

Total budgeted cost: £ 8,500

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.

Please see Pupil Premium Report 2020-2021 for a review of our strategy for this academic year.

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

Programme	Provider
None	