



Pupil Premium at New Valley 2018-19

What is the Pupil Premium?

The pupil premium is additional funding from the government to support schools in improving the achievement of their disadvantaged pupils. Disadvantaged pupils include those:

- Who have been eligible for free school meals (FSM) at any point in the last six years;
- Who are 'looked after' or are in local authority care;
- Whose parents are currently employed by the armed services.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school, and often do not perform as well as their peers. The pupil premium grant is designed to allow schools to help narrow the gap in achievement between disadvantaged children and their peers.

Spending the Pupil Premium at New Valley in 2018-19

In 2018-19, New Valley received £89,760 pupil premium, representing £1,320 each for 68 eligible pupils.

Spending was focused on strategies which, while improving provision for all, aimed to bring particular benefits for disadvantaged children across the following three tiers:

- **Teaching:** training and professional development for staff to improve the impact of teaching and learning for pupils.
- **Academic support:** action and resources to overcome the main barriers stopping their pupils from succeeding at school and use the pupil premium to buy extra help.
- **Wider approaches:** non-academic use of the pupil premium to, for example, promote inclusion and raise self-esteem.

The following table outlines pupil premium spending in 2018-19 and the rationale for it.

Focus of spending	Amount	Rationale	Most relevant tier
Teaching assistant support across all classes to enhance individual support	£ 62,180	TAs support all children, but a significant amount of their time is focused on raising achievement of disadvantaged pupils. Evidence shows that 'Quality First Teaching' (good ongoing teaching from Class	Teaching; academic support

and Quality First Teaching		Teachers and TAs) has the greatest positive impact on the attainment of disadvantaged pupils.	
Performance Management and continuing professional development for TAs	£ 2,500	Performance Management for TAs aims to improve the quality of support provided for learning; a significant proportion of TAs' time is focused on raising achievement of disadvantaged pupils.	Teaching
Dedicated TA providing Speech & Language input and supporting EAL	£ 7,500	The work of a TA trained to deliver programmes supporting children with EAL and/or speech & language difficulties very often focuses on and benefits disadvantaged pupils.	Academic support
Y6 Easter booster classes	£ 1,500	These additional classes for year 6 focused on building children's confidence and readiness before Key Stage 2 SATs.	Academic support
Y6 SATs breakfast	£ 350	Breakfast was provided for year 6 in the weeks leading up to SATs to encourage good attendance and punctuality, and to improve concentration and readiness to learn.	Wider approaches
Attendance & Welfare Officer	£ 4,900	A disproportionate number of children with poor attendance are disadvantaged pupils, including many of those whose families worked with our AWO.	Wider approaches
Subsidies to allow participation in educational visits	£ 863	This financial support allowed more disadvantaged pupils to take part in and benefit from trips.	Wider approaches
'Soundstart' instrumental music teaching programme	£ 5,867	The opportunity for all children to learn a musical instrument is one which many – and particularly disadvantaged pupils – would otherwise not benefit from.	Wider approaches
Milk For School programme	£ 217	Free daily milk was provided for all disadvantaged pupils	Wider approaches
Licences for 'Bug Club', 'Mathletics' and 'Spellodrome'	£ 2,123	These learning programmes were used in school to support reading, maths and spelling, and each child was also given a log-in to use at home.	Academic support
Free swimming lessons for year 1 and 2	£ 1,760	Swimming tuition is provided free to families, to allow all children to take part and benefit.	Wider approaches

Outcomes for disadvantaged children at New Valley in 2018-19

KEY STAGE 2 (YEAR 6)	ATTAINMENT % at expected or better		PROGRESS Progress score (average=0)	
	PUPIL PREMIUM	NOT PUPIL PREMIUM	PUPIL PREMIUM	NOT PUPIL PREMIUM
	READING	55	75	-0.5
WRITING	82	86	+3.5	+1.8
MATHS	73	86	+1.3	+0.8

Overall, **disadvantaged children made more progress during key stage 2 than their non-disadvantaged peers**, thus narrowing the attainment gap.

This was particularly the case in writing. Although both groups made better than average progress, the much higher progress score of pupil premium pupils meant that they almost eradicated the attainment gap.

The gap remained biggest in reading, where there was no significant difference in progress, meaning that the gap between disadvantaged pupils and their peers remained relatively large.

KEY STAGE 1 (YEAR 2)	ATTAINMENT % at expected or better	
	PUPIL PREMIUM	NOT PUPIL PREMIUM
	READING	92
WRITING	92	62
MATHS	92	77

At key stage 1, the **attainment of disadvantaged children was very high, and significantly better than their peers**, in all core areas.

The **progress of disadvantaged pupils in year 2 was also very strong**, and surpassed their non-disadvantaged peers in all core areas. The proportion of pupil premium children achieving expected or better attainment, compared to what would be expected from their results at the end of Early Years, was 11% higher in reading, 17% higher in maths and 11% higher in writing.

EARLY YEARS (RECEPTION)	ATTAINMENT % achieving Good Level of Development (GLD)	
	PUPIL PREMIUM	NOT PUPIL PREMIUM
GLD	100	77

In Early Years, there were only two disadvantaged pupils, and both achieved a good level of development, compared to 77% of their peers.

ATTAINMENT - % at expected or better						
OTHER YEARS	READING		WRITING		MATHS	
	PUPIL PREMIUM	NOT PUPIL PREMIUM	PUPIL PREMIUM	NOT PUPIL PREMIUM	PUPIL PREMIUM	NOT PUPIL PREMIUM
YEAR 5	73	63	64	53	73	68
YEAR 4	63	89	50	67	38	67
YEAR 3	100	67	75	67	100	72
YEAR 1	60	67	80	53	80	80

In other year groups, internal teacher assessment shows that disadvantaged children's attainment overall was higher than their peers' in years 5, 3 and 1, but lower in year 4.

ATTENDANCE 2018-19	
PUPIL PREMIUM	NOT PUPIL PREMIUM
95.0%	94.2%

The attendance of disadvantaged pupils was lower than that of their peers, but the gap (0.8%) was significantly smaller than the national average gap for the previous year (2.0%).