

Pupil premium strategy statement

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	New Valley Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	29% (53 pupils)
Academic year/years that our current pupil premium strategy plan covers	20221-22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Pete Steward
Pupil premium lead	Pete Steward
Governor / Trustee lead	Jackie Dilley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,595
Recovery premium funding allocation this academic year	£ 7,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 79,280

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Nationally, there is clear evidence of a link between economic disadvantage and lower educational attainment. We know from our own experience that disadvantaged children sometimes face greater challenges and difficulties in achieving and fulfilling their potential.

At New Valley, we are absolutely determined that no child should be left behind because of their home circumstances. We aim to remove or overcome the additional barriers to success which disadvantaged children sometimes face, so that every child is supported to have the best possible chance of success at primary school, and is equipped to go on to succeed at secondary school and beyond.

Our pupil premium strategy aims to provide additional support to help disadvantaged children overcome barriers, to minimise differences in achievement between them and their peers, and to provide them with opportunities which they might otherwise not have. Our aim and commitment is to reduce, and ultimately to eradicate, differences in opportunity, engagement and achievement between disadvantaged children and their peers at New Valley.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> In 2019-20 and again in 2020-21, attendance of disadvantaged children was lower than that of their peers. Rates of persistent absence were also higher among children eligible for pupil premium. We know that poor attendance, and

	particularly persistent absence, is one of the biggest barriers to success at school.
2	<p><u>Early Language Development</u></p> <p>Lack of early language development presents a significant barrier to learning. Evidence shows a clear link between disadvantage and language delay, and school closure due to COVID over the last two years is likely to increased the negative impact of this.</p> <p>Delayed early language development makes it more difficult for children to achieve success in all aspects of their education.</p>
3	<p><u>Attainment</u></p> <p>In some classes, the proportion of disadvantaged pupils achieving expected standards is actually higher than for the peers. However, this is not always the case, and is not always reflected in the proportion exceeding age-related expectations.</p> <p>The most recent KS2 data (from 2019) indicates that significantly lower proportions of disadvantaged children achieved expected compared to their peers.</p>
4	<p><u>Wider Opportunities</u></p> <p>Disadvantaged children do not always have the same opportunities or encouragement to take part in activities which broaden their horizons, widen their interests or raise their aspirations.</p>
5	<p><u>Engagement</u></p> <p>It is sometimes more challenging to engage disadvantaged children in home learning, and to engage their families in the partnership with school which will support their education.</p>
6	<p><u>Emotional resilience and wellbeing</u></p> <p>Compared to their peers, a disproportionate number of disadvantaged children face challenges and difficulties that can negatively affect the resilience and confidence they need to support their learning and progress.</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
The attainment of disadvantaged children improves	<ul style="list-style-type: none"> - Increasing proportions of disadvantaged children achieve age-related expectations in core subjects in KS1 and KS2 - In classes where the attainment of disadvantaged children in core subjects is lower than their peers, the gap closes
The attendance of disadvantaged children improves	<ul style="list-style-type: none"> - The overall attendance of disadvantaged children increases - The gap between attendance for disadvantaged children and their peers closes

	- A lower proportion of disadvantaged children are persistently absent
The early language development of disadvantaged children improves	<ul style="list-style-type: none"> - The gap in communication and language between disadvantaged children and their peers in EYFS and KS1 closes - The gap in attainment in phonics in KS1 closes
Disadvantage does not prevent engagement with wider opportunities at school	<ul style="list-style-type: none"> - There is no negative difference in the proportion of disadvantaged children taking part in the full range of opportunities and activities, including, for example, trips, clubs and events - Disadvantaged children engage with remote learning as well as their peers

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: £ 12,500

Activity	Evidence that supports this approach <i>(all quotations taken from the Education Endowment Fund 'Teaching & Learning Toolkit')</i>	Challenge number(s) addressed
Programme of continuing professional development for staff focusing on developing Quality First Teaching, including lesson study, coaching, INSET, staff meetings	<i>"...schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development"</i>	3
Training for staff to introduce and deliver NELI speech and language programme in EYFS and Y1	<i>"Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment."</i>	2 3
Training for and monitoring of phonics teaching in KS1	<i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds"</i>	2 3

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

Budgeted cost: £ 50,280

Activity	Evidence that supports this approach <i>(all quotations taken from the Education Endowment Fund 'Teaching & Learning Toolkit')</i>	Challenge number(s) addressed
Targeted interventions, including PiXL and booster programmes, to support accelerated progress for disadvantaged children	<i>"Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit of between four and six additional months on average."</i>	3
Ongoing work of specialist TA providing speech and language support	<i>"Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment"</i>	2
Additional one-to-one and small group tuition to support disadvantaged children	<i>"On average, one to one tuition is very effective at improving pupil outcomes... [it is] an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas."</i>	3

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach <i>(all quotations taken from the Education Endowment Fund 'Teaching & Learning Toolkit', unless otherwise stated)</i>	Challenge number(s) addressed
Attendance & Welfare Officer works with families to improve attendance and reduce persistent absence	<i>"There is a strong negative link between absence and attainment. Pupil characteristics are likely to impact on attendance and attainment."</i> <i>DfE report (2015) "The link between absence and attainment at KS2 and KS4"</i>	1
Soundstart specialist instrumental music teaching for all children in upper KS2	<i>"Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum...It is [also] important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes."</i>	4

<p>Trained ELSA leads ‘Time to Talk’ provision to support emotional wellbeing and readiness to learn</p>	<p><i>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes...it is [also] important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.”</i></p>	<p>5 6</p>
<p>Subsidise clubs and educational visits so that disadvantage is not a reason for non-participation</p>	<p><i>“Outdoor adventure learning studies report wide benefits in terms of self-confidence and self-efficacy...[and} provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.”</i></p>	<p>4 5 6</p>

Total budgeted cost: £ 79,280

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.

The impact of COVID-19 led to significant changes in priorities and actions in 2020-21. For the autumn and summer terms, the emphasis was on providing a curriculum which enabled children to bounce back after long periods out of school. For most of the spring term, most children were not in school, and the focus was on providing accessible and engaging remote learning.

Attainment

- Assessment data was more limited than usual due to COVID-19;
- Across the school, from autumn 2020 to summer 2021, the gaps between proportions of disadvantaged children and their peers achieving at least the expected level narrowed slightly in reading and maths, and widened slightly in writing.

Attendance

- In 2020-21, the overall attendance of disadvantaged children was 1.7% lower than that of their peers; nationally, the gap in 2018-19 (the last year for which there is complete data) was significantly higher, at 3.3%.

Inclusion / engagement

- Educational visits, clubs and parent evenings largely stopped during 2020-21 due to COVID restrictions, making differences in engagement in wider activities difficult to measure;
- The school provided laptops and other devices to 20 families, including 12 disadvantaged children. Initially, lower proportions of disadvantaged children engaged with remote learning; by the end of the period of remote learning, the gap between proportions of disadvantaged children and their peers not engaged had narrowed.

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
PiXL	Partners in Excellence
ELSA	ELSA Network

Timestables Rockstars	Maths Circle
Languagenut	
Bug Club	Active Learn