

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the achievement 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	170
Proportion (%) of pupil premium eligible pupils	34% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Pete Steward
Pupil premium lead	Pete Steward
Governor / Trustee lead	Samar Shaheryar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73,795
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	£ 81.480

# Part A: Pupil premium strategy plan

## Statement of intent

At New Valley, we are committed to reducing gaps in opportunity, engagement and achievement between disadvantaged children and their peers. We recognise this as an absolutely fundamental part of our work.

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.

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 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 2021-22, the 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	<u>Early Language Development</u> 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 three school years is likely to have increased the negative impact of this. Delayed early language development makes it more difficult for children to achieve success in all aspects of their education.
3	<u>Attainment</u> In the Y6 class that left in 2022, disadvantaged children achieved better than their peers in attainment, and in progress since KS1. However, for classes still in the school, proportions currently achieving 'expected' in reading, writing and maths are lower than their peers.

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, raise their aspirations, or increase their cultural capital.</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. For example, attendance at parent consultations is sometimes lower for disadvantaged pupils.</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"> <li>- Increasing proportions of disadvantaged children achieve age-related expectations in core subjects in KS1 and KS2</li> <li>- In classes where the attainment of disadvantaged children in core subjects is lower than their peers, the gap closes</li> </ul>
The attendance of disadvantaged children improves	<ul style="list-style-type: none"> <li>- The overall attendance of disadvantaged children increases</li> <li>- The gap between attendance for disadvantaged children and their peers closes</li> <li>- A lower proportion of disadvantaged children are persistently absent</li> </ul>
The early language development of disadvantaged children improves	<ul style="list-style-type: none"> <li>- The gap in communication and language between disadvantaged children and their peers in EYFS and KS1 closes</li> <li>- The gap in attainment in phonics in KS1 closes</li> </ul>
Disadvantage does not prevent engagement with wider opportunities at school	<ul style="list-style-type: none"> <li>- 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</li> <li>- Disadvantaged children engage with remote learning as well as their peers</li> </ul>

## 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: £ 8,500

<b>Activity</b>	<b>Evidence that supports this approach</b> <i>(all quotations taken from the Education Endowment Fund 'Teaching &amp; Learning Toolkit')</i>	<b>Challenge number(s) addressed</b>
Programme of continuing professional development in-school for staff focusing on developing Quality First Teaching, including questioning, assessment, more able etc	<i>"...schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development"</i>	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
Class teachers take part in PACE 'Developing Highly Effective Teaching' course	<i>"...schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development"</i>	3
Class teachers take part in PACE maths Teacher Research Group	<i>"...schools might consider other, more cost effective ways to improve teacher performance, such as high quality continuing professional development"</i>	3

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

Budgeted cost: £ 54,500

<b>Activity</b>	<b>Evidence that supports this approach</b> <i>(all quotations taken from the Education Endowment Fund 'Teaching &amp; Learning Toolkit')</i>	<b>Challenge number(s) addressed</b>
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

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

Budgeted cost: £19,400

Activity	Evidence that supports this approach <i>(all quotations taken from the Education Endowment Fund 'Teaching &amp; Learning Toolkit', unless otherwise stated)</i>	Challenge number(s) addressed
Attendance & Welfare Officer works with families to improve attendance and reduce persistent absence	<p><i>"There is a strong negative link between absence and attainment. Pupil characteristics are likely to impact on attendance and attainment."</i></p> <p><i>DfE report (2015) "The link between absence and attainment at KS2 and KS4"</i></p>	1
Soundstart specialist instrumental music teaching for all children in upper KS2	<p><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></p>	4
Trained ELSA leads 'Time to Talk' provision to support emotional wellbeing and readiness to learn	<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>	5 6
Subsidise clubs and educational visits so that disadvantage is not a reason for non-participation, including free places for siblings at after-school club, to allow participation in enrichment clubs	<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>	4 5 6

**Total budgeted cost: £ 81,480**

## 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 2021 to 2022 academic year.

#### ➤ KS2 SATS 2022

A higher proportion of disadvantaged children (71%) achieved the expected standard in reading, writing and maths combined, compared with their non-disadvantaged peers (62%)

The progress score (from tests) for disadvantaged children was positive (+1.0) and higher than for their non-disadvantaged peers (+0.1).

The Y6 cohort, and especially those eligible for Pupil Premium, made very significant progress across the year, partly as a result of extensive additional support and intervention given to groups and individuals.

#### ➤ ATTAINMENT IN OTHER YEARS

In other year groups, proportions of disadvantaged pupils achieving expected in reading, writing and maths combined were lower than for their non-disadvantaged peers.

#### ➤ ATTENDANCE

Across the year (2021-22), attendance of disadvantaged pupils at New Valley was 2.1% lower than for their peers. Autumn 2021 is the most recent term for which national absence data is currently available: in that period, the gap in attendance between disadvantaged pupils and their peers was lower at New Valley (2.4%) than in primary schools nationally (2.7%).

### 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
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PiXL	Partners in Excellence
Little Wandle Letters and Sounds Phonics	Little Wandle
ELSA	ELSA Network
Timestables Rockstars	Maths Circle
Languagenut	
Bug Club	Active Learn