

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) funding for 2023-24 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	New Valley Local Governing Board
Pupil premium lead	Pete Steward
Governor / Trustee lead	Martin Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 77,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 8,120
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 85,120

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 pupils 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 pupils from disadvantaged backgrounds sometimes face greater challenges and difficulties in achieving and fulfilling their potential.

Our pupil premium strategy aims to provide additional support to help disadvantaged pupils overcome barriers, to minimise differences in achievement between them and their peers, and to provide them with opportunities to develop cultural capital which they might otherwise not have. Our aim, and commitment, is to reduce differences in opportunity, engagement and achievement between disadvantaged pupils 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	<p><u>Attendance</u></p> <p>In 2022-23, the overall attendance of disadvantaged pupils (90.8%) was lower than that of their peers (95.1%); this gap of 4.3% is close to the national gap of 4.9%.</p> <p>Persistent absence at New Valley was almost five times higher for disadvantaged pupils (37.7%) than for others (7.8%).</p> <p>We know that low attendance, and particularly persistent absence, is one of the biggest barriers to success at school.</p>
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</p>

	<p>language delay, and school closure due to COVID over the last three school years is likely to have 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>Achievement at expected</u></p> <p>In most classes, proportions of disadvantaged pupils achieving 'expected' in reading, writing and maths in 2022-23 was at least in line with other children; this is unusual compared to the national picture and the challenge is to maintain the overall position, while improving disadvantaged attainment in classes where it is less strong.</p>
4	<p><u>Achievement at higher standard</u></p> <p>Although proportions of disadvantaged and other pupils achieving 'expected' were generally broadly in line, those eligible for pupil premium were significantly less likely to reach 'higher standard', in all core subjects in all classes. No child in KS1 achieved the higher standard, in reading, writing or maths, in summer 2023.</p>
5	<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>
6	<p><u>Engagement</u></p> <p>It is sometimes more challenging to engage disadvantaged pupils 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>
7	<p><u>Emotional resilience and wellbeing</u></p> <p>Compared to their peers, a disproportionate number of disadvantaged pupils 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
More disadvantaged pupils achieve at least 'expected' in core subjects, and their attainment relative to their peers improves.	<p>In each class, in each core area, proportions of disadvantaged pupils achieving expected are higher than in summer 2023.</p> <p>In each class, in each core area, proportions of disadvantaged pupils achieving expected relative to their peers (the attainment gap) improves.</p> <p>In the classes with the lowest PP achievement, there is a significant increase in the proportion of disadvantaged pupils achieving expected or better in each core area.</p>
In each class, higher proportions of disadvantaged pupils achieve higher standard in reading, writing and maths.	In each class, in each core area, proportions of disadvantaged pupils achieving higher standard are higher than in summer 2023.
There is a significant reduction in the persistent absence of disadvantaged pupils.	Persistent absence falls to below 20% of disadvantaged pupils on roll.
Engagement of disadvantaged pupils and their families is as high as for others.	There is no significant difference in disadvantaged involvement in clubs, trips and parents' evenings.

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: £ 10,120

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 in-school for staff (collective and targeted individual support) focusing on developing assessment and adaptive teaching, including INSET days, staff meetings and focus for reviews	<i>"...schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development"</i>	3 4
Training, monitoring and development 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 professional development, including 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 4

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

Budgeted cost: £ 53,500

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 pupils	<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>	2 3 4

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 3
---	--	--------

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

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach <i>(unless otherwise stated, quotations taken from the Education Endowment Fund ‘Teaching & Learning Toolkit’)</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> From DfE report (2015) ‘The link between absence and attainment at KS2 and KS4’	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>	5 6
Trained ELSA leads ‘Time to Talk’ provision to support emotional wellbeing and readiness to learn	<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>	6 7
Subsidise clubs and educational visits so that disadvantage is not a barrier to participation, including providing free places for	<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>	5 6 7

siblings at after-school club, to allow participation in enrichment clubs		
---	--	--

Total budgeted cost: £ 85120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **KS2 assessment outcomes 2023**
The proportion of disadvantaged pupils achieving expected in reading, writing and maths combined at the end of key stage 2 (64%) was very close to the school result overall (68%) and national average for non-disadvantaged pupils (66%).
- **Attainment in other years**
Across key stages 1 and 2, the proportion of disadvantaged pupils achieving end of year expectations was in line with their peers in reading, slightly lower in writing, and slightly higher in maths. In each subject, the attainment gap was smaller than the national average.
- **Attendance**
Overall attendance for disadvantaged pupils in 2022-23 was 4.3% lower than for their peers, which is a bigger gap than nationally (3.3%). Disadvantaged pupils were around 4 times as likely as their peers to be persistently absent, which is again a bigger gap than nationally.
- **Engagement**
Proportions of disadvantaged pupils represented at parents' evenings was slightly lower than for others. Disadvantaged pupils were as likely as their peers to attend school trips or enrichment clubs.

Overall, outcomes were relatively positive for disadvantaged pupils in levels of engagement, and attainment at expected. Outcomes were less favourable in attendance (especially persistent absence) and attainment at higher standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PiXL	Partners in Excellence
Little Wandle Letters and Sounds Phonics	Little Wandle

ELSA	ELSA Network
Timestables Rockstars	Maths Circle
Languagenut	