

Pupil premium strategy statement 2024-25

New Valley Primary School



This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Pete Steward
Governor / Trustee lead	Martin Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,360
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>	£ 84,360

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 a 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
- minimise differences in achievement between them and their peers
- 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.

For 2024-25, we have three key school improvement priorities. While our priorities are important for every child at New Valley, we believe that each will disproportionately benefit disadvantaged children:

- **ORACY** – To improve children’s ability to express themselves effectively, fluently and grammatically in speech
- **INDEPENDENCE** – To increase children’s ability to make their own decisions in their learning
- **PARENT/CARER INVOLVEMENT** – To increase parents’ and carers’ involvement in and positive impact on children’s learning

Challenges

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

Challenge number	Detail of challenge
1	Attendance

	<p>In 2023-24, the overall attendance of disadvantaged pupils (91.0%) was lower than that of their peers (94.6%); this gap of 3.6% is lower than the difference nationally.</p> <p>Persistent absence of disadvantaged children fell slightly in 2023-24, and the gap with peers closed slightly, but a disadvantaged child was still 2.4X as likely to be persistently absent, and 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 language delay, and school closure due to COVID in recent 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 2023-24 were lower than for other children, and in most cases the gap widened compared to the previous year.</p>
4	<p><u>Achievement at higher standard</u></p> <p>Children eligible for pupil premium were significantly less likely to reach ‘higher standard’, in most core subjects in most classes.</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
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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 2024.</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 2024.
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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,360

Activity	Evidence that supports this approach <i>(quotations taken from the Education Endowment Fund 'Teaching & Learning Toolkit')</i>	Challenge number(s) addressed
Whole school development of teaching and learning in oracy, including the establishment of a new oracy framework, and a focus on oracy in the	"...schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development"	2 3 4

priorities of curriculum teams		
Class teachers and leaders take part in PACE professional development, including teacher research groups	“...schools might consider other, more cost effective, ways to improve teacher performance, such as high quality continuing professional development”	2 3 4

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach <i>(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	“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.”	2 3 4
Ongoing work of specialist TA providing speech and language support	“Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment”	2

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach <i>(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	“There is a strong negative link between absence and attainment. Pupil characteristics are likely to impact on attendance and attainment.” From DfE report (2015) ‘The link between absence and attainment at KS2 and KS4’	1 6
Soundstart specialist instrumental music	“Arts participation approaches can have a positive impact on academic outcomes in	5

teaching for all children in upper KS2	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.”	
Trained ELSA leads ‘Time to Talk’ provision to support emotional wellbeing and readiness to learn	“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.”	7
Subsidise clubs and educational visits so that disadvantage is not a barrier to participation, including providing free places for siblings at after-school club, to allow participation in enrichment clubs	“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.”	5 6

Total budgeted cost: £ 84,360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

➤ Key Stage 2 assessment outcomes 2024:

Overall, disadvantaged pupils in Y6 outperformed their non-disadvantaged peers in achieving expected or better in end of KS2 assessments:

KS2 2023-24 Curriculum area	Proportion achieving expected+	
	Disadvantaged pupils	Other pupils
Grammar, punctuation & spelling	92%	69%
Reading	75%	81%
Writing	83%	44%
Maths	83%	81%
Reading, writing and maths combined	67%	50%

However, they were significantly behind their non-disadvantaged peers in reaching higher standard:

KS2 2023-24 Curriculum area	Proportion achieving higher standard	
	Disadvantaged pupils	Other pupils
Grammar, punctuation & spelling	8%	56%
Reading	17%	25%
Writing	0%	19%
Maths	8%	38%
Reading, writing and maths combined	0%	13%

➤ Attainment in other years:

In Early Years, the gap between proportions of children achieving a Good Level of Development for disadvantaged (43%) and others (59%) was very close to the national gap.

In KS1 writing, there was virtually no difference in proportions of disadvantaged and others achieving expected +, but in all other key stages and areas, the attainment of disadvantaged pupils was lower than their peers and the gap widened compared to the previous year.

2022-23 proportions at expected + (summer assessment)

2023-24 figures in italics

KS1 reading: PP 70%; others 60%; gap +10%

KS1 reading: PP 74%; others 81%; gap -7%

KS2 reading: PP 73%; others 77%; gap -4%

KS2 reading: PP 62%; others 79%; gap -17%

KS1 writing: PP 40%; others 50%; gap -10%

KS1 writing: PP 62%; others 61%; gap +1%

KS2 writing: PP 58%; others 64%; gap -6%

KS2 writing: PP 52%; others 63%; gap -11%

KS1 maths: PP 80%; others 60%; gap +20%

KS1 maths: PP 69%; others 73%; gap -4%

KS2 maths: PP 70%; others 69%; gap +1%

KS2 maths: PP 50%; others 87%; gap -37%

➤ Attendance

Although in 2023-24 there was still a significant gap in overall attendance for disadvantaged (91.0%) and others (94.6%), the gap closed from 4.6% to 3.6%, and disadvantaged attendance rose slightly (from 90.0% to 91.0%).

Gaps in achievement between disadvantaged and other children remain, and in some cases, increased in 2023-24.

We are taking a different approach to school improvement in 2024-25. There is not a separate, explicit whole-school priority about disadvantaged children. Instead, we

believe that progress in each of our three whole school priorities will disproportionately benefit disadvantaged children. Our three key priorities are:

- **ORACY** – To improve children’s ability to express themselves effectively, fluently and grammatically in speech
- **INDEPENDENCE** – To increase children’s ability to make their own decisions in their learning
- **PARENT/CARER INVOLVEMENT** – To increase parents’ and carers’ involvement in and positive impact on children’s learning

Externally provided programmes

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

Programme	Provider
PIXL	Partners in Excellence
Little Wandle Letters and Sounds Phonics	Little Wandle
Emotional Literacy Support Assistant	ELSA Network
Timestables Rockstars	Maths Circle
Languagenut	