

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Worth Valley Primary School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	01/09/2024
Date on which it will be reviewed	01/09/2025
Statement authorised by	Yvonne Brown (CEO)
Pupil premium lead	Ceinwen Lodge
Governor / Trustee lead	Sam Quigley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,360

# Part A: Pupil premium strategy plan

## Statement of intent

Worth Valley Primary School is determined that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. Regardless of starting point, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or whose family receive support from wider external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Persistent absence and/or frequent lateness; resulting in a reduction in the impact of learning and sequential skills acquisition than that of their peers

2	Social, emotional and mental health needs that impact on learning and development
3	Less advanced early development; particularly in regard to speech, language and social skills that impact their future years
4	Historical gaps in learning that require addressing so children can access the curriculum and achieve as well as their peers
5	Challenging out of school environments/situations that mean children are less ready to learn when in school
6	Limited engagement of some parents/carers in children's learning and the wider academy life and opportunities on offer
7	Less opportunities outside of school for enrichment activities such as trips and music tuition
8	Lack of equipment and uniform that promotes a feeling of being disadvantaged

## 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
To provide the highest levels of learning support that make sure children are not disadvantaged in their ability to make excellent progress and achieve strong outcomes.	<ul style="list-style-type: none"> <li>• Accelerated progress of disadvantaged pupils in receipt of additional support staff</li> <li>• High quality, bespoke intervention provision for those pupils most in need of focused support</li> <li>• Staff have an increased confidence in addressing barriers to learning for vulnerable groups and deploy a range of strategies to overcome them.</li> <li>• EEF recommendations that focus staff support on early intervention, phonics and outdoor adventure learning result in accelerating progress for disadvantaged pupils</li> </ul>
<p>To have the highest level of community and pastoral support that ensures the mental and physical wellbeing needs of our children are met in school and at home.</p> <p>To also ensure that we provide a range of opportunities that support our cultural aspirations offer to raise the ambition of our children.</p>	<ul style="list-style-type: none"> <li>• Improved provision for <u>all</u> children's social, emotional and mental health needs</li> <li>• Increased parent/carer engagement and involvement in order to support learning</li> <li>• Improved attendance, punctuality and reduced persistent absence across all vulnerable groups which contribute to a rise in the whole school attendance figure</li> <li>• No child is disadvantaged by the need for quality uniform</li> <li>• Breakfast club is available to every pupil, free of charge. This promotes good attendance and punctuality, a nutritious start to the day,</li> </ul>

	<p>positive interactions and extra-curricular opportunities</p> <ul style="list-style-type: none"> <li>• Trips and educational visits are substantially subsidised by school wherever possible; ensuring no child is disadvantaged by being unable to afford trips</li> </ul>
<p>To utilise the expertise of external professionals to ensure that our children and families benefit from the professional involvement that ensures their needs are met.</p> <p>To also ensure professionals contribute to the upskilling and training of our staff so that they are well equipped to meet the needs of our children and families.</p>	<ul style="list-style-type: none"> <li>• Accelerated progress of disadvantaged pupils in receipt of support from external professionals</li> <li>• Improved intervention and support from staff as a result of working with external professionals and receiving their training and support</li> <li>• Improved attendance, punctuality and reduced persistent absence across all vulnerable groups which contribute to a rise in the whole school attendance figure</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: **£80,578**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of proven resources that increase the rates of progress of disadvantaged children across the school; namely PiXL and Launchpad for Literacy	<a href="#">Early years interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4
Provision of additional classroom support for greater adult to child contact with a focus on small group intervention and collaborative learning	<a href="#">Collaborative learning   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Teaching assistants   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4, 7
Provision of external and internal training for staff that focusses on addressing children's barriers to learning; specifically feedback, phonics and metacognition	<a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 7
Employment of an additional member of staff to focus on self-regulation through increased sports participation; specifically kickboxing & clubs	<a href="#">Behaviour interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Sports participation   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 6, 7

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

Budgeted cost: **£28,487**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of an Educational Psychologist on a weekly basis to target support for specific children and upskill staff and leaders in school wide provision <b>£4000</b>	<a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4
Provision of a Speech & Language Therapist on a weekly basis to target support for specific children and upskill staff and leaders in school wide provision <b>£1430</b>	<a href="#">Early years interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Mental health and wellbeing support worker employed to work alongside Safeguarding and Welfare Officer, in order to increase capacity to provide high-quality pastoral and mental health support to pupils <b>£23,057</b>	<a href="#">Behaviour interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	

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

Budgeted cost: **£49,295**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a parental involvement worker to lead attendance; provides support to our families in ensuring children attend school, as well as upskill our own staff.	<a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Employment of a Safeguarding and Welfare Officer that focuses on providing support to individuals and small groups in	<a href="#">Behaviour interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5, 7, 8

class and outside of class <b>£33,295</b>	<a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Provision of school uniform for those disadvantaged by their access to uniform <b>£1000</b>	<a href="#">School uniform   Toolkit Strand   Education Endowment Foundation   EEF</a>	8
Provision of additional trips and enrichment that raise cultural capital and ensure children have the same opportunities as their peers, including raising their ambition, including provision of transport where needed so no child is disadvantaged by their inability to attend <b>£15,000</b>	<a href="#">Aspiration interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	5, 6, 8

**Total budgeted cost: £158,360**

## 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 2023-2024 academic year.

#### Early Years GLD

Pupils	% pupil premium	PP GLD	National (all) 2024
26	36% (9/26)	56% (5/9)	TBC

*Additional information*

*18/26 pupils (69%) achieved GLD*

#### Year 1 phonics screening check

Pupils	% pupil premium	PP 32+	National (all) 2024
29	55% (16/29)	69% (11/16)	80%

*Additional information:*

*21/29 (72%) of all pupils passed the phonics screening check*

*6/29 (20.6%) year 1 pupils were in receipt of SEN support – above the national average of 18% (as of June 2024)*

*2/29 (7%) of pupils have an EHCP, with 3 additional pending EHCAs*

*17/29 pupils (58.6%) of year 1 pupils were known to be disadvantaged, almost triple the national figure of 24.6% (as of June 2024)*

#### Year 2 phonics screening check

Pupils	% pupil premium	PP 32+ at end of KS1	National (all) 2024
28	64% (18/28)	<b>89% (16/18)</b>	89% (as of Oct 2023)

*Additional information:*

*26/28 (93%) of all pupils passed the phonics screening test by the end of KS1*

*3/30 pupils (10%) attend the resourced provision*

#### Year 4 Multiplication Tables Check

Pupils	% pupil premium	PP 20+	National
28	50% (14/28)	7/14 (50%)	TBC

*Additional information:*



The average score for year 4 was 18 (20.2 national in 2023)

**The average score for disadvantaged pupils in year 4 was 19.2 (18 nationally in 2023)**

### Key Stage 2 SATs

	% pupil premium	PP EXS	All pupils EXS+	National (all)	National DA
Reading	70% (21/30)	<b>81% (17/21)</b>	77%	74%	<i>Data due to be released Dec 24</i>
Writing	70% (21/30)	67% (14/21)	70%	72%	
Maths	70% (21/30)	<b>76% (16/21)</b>	77%	73%	
GPS	70% (21/30)	71% (15/21)	77%	72%	
Com- bined	70% (21/30)	<b>62% (13/21)</b>	63%	61%	45%

*Additional information:*

*1/21 pupils (4.76%) achieved the higher standard in reading, writing and maths combined, compared to the national figure of 3%*

*21/30 pupils (70%) of year 6 pupils were known to be disadvantaged, more than double the national year 6 figure of 31%*

**Key performance outcomes in 2023-2024 suggests that the performance of disadvantaged pupils was closely in line with, or above, with national outcomes:**

### Key Performance Indicators

- **69% of pupils achieved a good level of development (GLD) at the end of Reception – above the national figure of 67.2 (as of November 2023)**
- 72% of year 1 pupils passed the phonics screening check
- **KS2 SATs: Reading 3% above national, English grammar, punctuation and spelling 5% above national, maths 4% above national and English writing 2% below national**
- **KS2 SATS – disadvantaged data: Reading 7% above national, maths 3% above national**
- **The percentage of pupils achieving the expected standard in reading, writing and maths combined was 62%, 18% above the national disadvantaged average of 45%**
- **Attendance for the academic year 2023-2024 was 93.9%, +1.0% compared to 2022-2023 attendance of 92.9%, which in turn was +2.2% compared to 2021-2022 data.**

- **Persistent Absence (children with attendance below 90%) for the academic year 2023-2024 was 16.7%, a reduction of 4.9% from 2022-2023 when PA was 21.6%. However, this in turn was a reduction of -17.4% in 2021-2022.**
- **Severe Absence (children with attendance below 50%) is currently 0%**
- Overall attendance in 2023-2024 for FSM pupils was 93.26%.

## Externally provided programmes

Programme	Provider
PiXL	The PiXL Club
Launchpad for Literacy	Kirstie Page
Wellcomm	GL Assessment
Reciprocal Reading trial	Fisher Family Trust
My Happy Mind	NHS
Early Years Emotion Coaching	Emotion Coaching UK