



Pupil Premium Funding

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is also given to support children who have a parent in the regular armed forces.

Pupil premium strategy statement: Vale School

Summary information - PAGE UPDATED AND COMPLETE AS OF FEBRUARY 2018					
School	Vale School				
Academic Year	2017/18	Total PP budget (excluding Children Looked After)	£34,125 (Autumn and Spring) £20,544 brought forward April 17. As at Oct 17 £ 50 430 balance	Date of most recent PP Review	February 2018
Total number of pupils	652	Current number of pupils eligible for PP (excluding Children Looked After)	58	Date for next internal review of this strategy	June 2018

2. Attainment and Progress Data				
Attainment at End of Key Stage : Summer 2017	<i>Pupils eligible for PP</i>	<i>All pupils in cohort</i>	<i>National Non PP</i>	<i>National</i>
% achieving expected standard in Reading, Writing and Maths (KS2)	60% (5)	68% (94)	67%	61%
% achieving expected standard in Reading (KS1)	83% (6)	74% (90)	79%	76%
% achieving expected standard in Writing (KS1)	67% (6)	70% (90)	72%	68%
% achieving expected standard in Maths (KS1)	67%(6)	72%(90)	79%	75%
Progress Summer 2017 (Expected = 0)				
Progress at KS2 - Reading	-0.3	0.0	0.3	0.0
Progress at KS2 - Writing	-3.1	-0.9	0.2	0.0
Progress at KS2 - Maths	-2.3	1.1	0.3	0.00

Barriers to future attainment (for pupils eligible for PP including high ability) - PAGE UPDATED AND COMPLETE AS OF FEBRUARY 2018

In-school barriers (issues to be addressed in school, such as poor oral language skills)

	Some Early Years children eligible for PP require 1:1 support, nurture groups and additional behaviour programs.
	Identified pupils in Year 1 require additional support in transitioning from EY, accessing the curriculum and with social interaction and communication.
	Identified children require support in closing gap and accessing their Y2 curriculum.
	Identified children in KS2 require small group and 1:1 support in class to close the gap and access their year group curriculum.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Identified families require practical support with out-of-school clubs and care.
F.	Identified children cannot afford trips and events, limiting their access to the curriculum.

Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Identified children will be able to access the Early Years curriculum, including personal and social development aspects, and learn in line with their peers.	Identified children will achieve "expected development" in phonics and social interaction.
	Identified children will achieve in line with their peers in reading and maths. There will be fewer instances of poor behaviour impacting on the learning of the rest of the class.	Identified children will achieve expected in reading and maths. Instances of children seeing Inclusion Leader at break times will reduce.
	Teaching Assistants will provide support in class and small group intervention to provide personalised learning for children. They will also have non-contact time to prepare additional learning resources for home.	Identified children will access the curriculum and achieve at least a 2w in reading, writing and maths.
	Higher Level Teaching Assistants, Teaching Assistants and Learning Mentors will provide support in class and coaching for teachers on how to ensure lessons are pitched correctly for identified children. They will also have non-contact time to prepare additional learning resources for home.	Identified children will access the curriculum and achieve at least a 2w within their year groups in reading, writing and maths.
E.	School will support identified families in providing their children with out-of-school enrichment opportunities and respite care.	Identified children will be happy in their learning and make good or better progress in reading, writing and maths.
F.	All children eligible for PP under "Free School Meals" will be able to access trips and workshops.	Children will have opportunity to participate in school activities.

Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All children eligible for PP under "Free School Meals" will be able to access trips and workshops.	Provide financial support to families eligible for Pupil Premium under the Free School Meals element.	Lower income families often struggle to pay for trips and one-off activities. Providing assistance allows children to engage fully with the curriculum in line with their peers.	Overseen by the Pupil Premium Team, in line with the school's Charging and Remissions Policy.	School Business Manager	June 2018
Higher Level Teaching Assistants, Teaching Assistants, Learning Mentors and the Inclusion Leader will provide support in class, small group intervention and some 1:1 work across Years 2-6. They will also have non-contact time to prepare additional learning resources for home.	Funding allocated to individual year groups to provide intervention work as directed by the Year Leader.	Children benefit from additional opportunities to practise key skills and the chance to work 1:1 and in small groups. The focus of intervention will be on reading, writing and maths.	Year Leaders will assist in planning and monitoring interventions. Additional training will be provided to TAs by the SENCo.	SENCo and Pupil Premium Manager	June 2018
Expenditure to March 18					£5931.50
Planned expenditure April 18 to July 18					£ 8020.04
Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identified children will be able to access the Early Years curriculum, including personal and social development aspects, and learn in line with their peers.	Additional Teaching Assistant support will be provided so adults can work 1:1 and in small groups on specific areas of need.	Children benefit from regular practise of new skills, particularly phonics and handwriting. Identified children will also be supported in the social development through the use of nurture groups.	Interventions will be planned, monitored and evaluated by the Year Leader.	Early Years Year Leader	June 2018

School will support identified families in providing their children with out-of-school enrichment opportunities and respite care.	Vulnerable families will be identified by the Pupil Premium Team.	Supporting vulnerable families impacts positively on children's wellbeing and therefore their learning.	Impact is measured by the SENCo.	SENCo	June 2018
School will provide additional targeted 1:1 and small group support for children eligible for Pupil Premium where a need is evident in English or Maths.	A Pupil Premium Manager has been appointed to allocate resources and manage the implementation of an in-school and after-school tutoring programme.	Having one person whose primary role is to manage Pupil Premium ensures that the school are able to effectively manage resources and evaluate the impact.	The Pupil Premium Manager is line-managed by the Head Teacher.	Pupil Premium Manager	June 2018
Identified children in Year 1 will achieve in line with their peers in reading and maths. There will be fewer instances of poor behaviour impacting on the learning of the rest of the class.	Additional TA hours will be provided to support the personal/ social and emotional needs of identified children.	Nurturing children who experience social difficulties provides a calmer learning environment for all and accelerates the development of the individual child.	Additional support will be monitored and evaluated by the Year Leader and SENCo.	Year 1 Year Leader SENCo	June 2018
Expenditure to March 18					£39 968
Planned expenditure April 18 to July 18					£ 18 015
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will be provided with resources they need, identified by teaching and support staff, in order to enhance their learning.	Budget available for Pupil Premium Team to allocate at their discretion.	Additional resources are sometimes required in order to support children. Needs cannot always be foreseen so a budget allows the purchasing of items identified as helpful throughout the school year.	All expenditure is overseen and authorised by the Pupil Premium Team.	Pupil Premium Manager and SENCo	February 2018
Expenditure to March 18					2476
Planned expenditure April 18 to July 18					£833

Review of expenditure - DESIRED OUTCOME AND CHOSEN APPROACH UPDATED OCT 17 + QUALITY TEACHING FOR ALL

Previous Academic Year

2016-17

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Higher attainers maintain their high levels across KS1 and KS2, exceeding age-expected attainment at the end of each Key Stage.	Performance Management to ensure provision of challenge in lessons and high expectation from teachers - managed and coached by SLT..	All children eligible for Pupil Premium who attained expected or better at the end of Key Stage 1 made the expected progress by the end of Year 6.	Measuring expected progress was challenging due to the change in the way assessments are measured and recorded, following the change within National Curriculum assessment.	£17299.00
F. All children eligible for PP will be able to access trips, workshops and extracurricular activities as required. Curriculum resources purchased as required to enhance learning and administration costs.	Provide financial support on a case-by-case basis to families eligible for Pupil Premium.	Identified children were able to participate fully in their year group curriculum.	This proved to be successful with regard to supporting trips and workshops. Impact of supporting extracurricular activities was minimal. Allocating resources on a case-by-case basis proved challenging, though the most vulnerable families were successfully supported.	

Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improve knowledge of numbers and phoneme/grapheme correspondence in Early Years	Provide additional TA hours in Early Years to support one child eligible for PP and to allow class TA time to provide interventions across the year group.	Having a TA 1:1 allowed for additional nurturing opportunities for the identified child and made the class TA available to provide intervention work for other children, including others eligible for PP. Three out of four of the other children eligible for PP achieved "Good Level of Development."	Additional TA hours in Early Years provides useful opportunity to provide additional 1:1 and small group work to enhance the learning of children who are struggling. Having support for the child who remains below age expected allowed for him to be very well catered for and for the class TA to be able to work with the others. This is useful and worth repeating.	£ 47409.00
C. Children's overall attainment will be at a consistent level, with no subject significantly poorer than the others	Provision of a Specialist Teacher to provide tailored intervention to fill gaps in children's understanding and ensure they can demonstrate their knowledge and skills.	This did not allow us to productively target as many children as we had hoped. While the children benefited in terms of confidence in the specific intervention, e.g. spelling, the teacher did not have enough time with each to really enhance the way these skills ported into the classroom. The idea is sound but we need a different approach when targeting this number of children.	Targeting this more precisely would improve outcomes. Having a Specialist Teacher providing guidance and working with specific children on a regular basis is worthwhile but we need to implement the use of more teachers this way. Next year, we will include provision of tutoring from UPS teachers to improve outcomes.	

D. The two identified children will access the curriculum in line with their peers with adult support.	Provide additional TA hours for 1:1 support for these children in core areas of learning/subjects. Access external services for behaviour support.	This had a significant impact on one child, with her making some progress in reading, expected progress in writing and better than expected in maths. Accessing external support services benefited the other child, though limited impact can be seen in his progress.	This is a useful intervention in cases where focus, attention and anxiety prevent a child accessing the learning in class. A child able to learn can then use the TA to help them remain learning ready and to scaffold their learning when they need it. Maintain this wherever possible. Paid for services can be useful when local authority services are experiencing long delays.	
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Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E. Increased attendance rates for specific children	Learning Mentors support children who are reluctant to come into school, working with children and their families.	Use of a Learning Mentor for this had minimal impact on the targeted children. The children concerned had varying family issues and these persisted in spite of the intervention.	A member of staff with greater authority is required in order to support these families.	£476

Additional detail
Full details of previous spending are available from the Pupil Premium Team.