

# Pupil premium strategy statement – The Vale Academy

## School overview

Detail	Data
Number of pupils in school	524
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2025
Date this statement was published	19/12
Date on which it will be reviewed	10/7
Statement authorised by	Catherine Barr
Pupil premium lead	David Barker and Tracy Dutton
Governor / Trustee lead	Anu Jagota

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,300
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>	£9,842
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£97,142

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium (PP) is designed to ensure that funding provided to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM) at any point in the last six years, are looked after or adopted.

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils in receipt of free school meals. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision would be most effective for those individuals and groups of pupils identified as needing additional support.

At The Vale Academy we will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. The Pupil Premium funding plays an important part in helping us achieve our aims.

For more information please visit: <https://www.gov.uk/government/publications/2010-to-2015-government-policy-education-of-disadvantaged-children/2010-to-2015-government-policy-education-of-disadvantaged-children#appendix-2-pupil-premium>

The key barriers to future attainment for our children are:

- Lack of resilience impacting on self-confidence and co-operation when approaching work.
- Social and emotional issues affecting learning behaviours that support independent learning
- Spelling, punctuation and grammar skills limiting writing ability across the curriculum.
- Lack of reading opportunities, restricting progress.
- Attendance
- Lack of opportunity to experience extra-curricular activities
- Children who are supported by a social worker or are a young carer

NB. A proportion of PP children also have identified SEND needs. This provides them with additional barriers in their learning.

### **How we will measure the impact of the funding.**

We used both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. We used our designated tracker system which identified the need, appropriate interventions and measured the impact on the child's learning and well-being. We reviewed the effectiveness of the interventions half-termly (formally) and adapt them to meet need when and where required.

1. We will support our children to approach and overcome challenges in a positive way. They will choose and attempt-challenging activities, with fewer supported interventions needed, as evidenced in work scrutinies and focused discussions with pupils.

2. Children respond positively to support put in place by the teachers, these children also have a positive and a 'can do' attitude that will be evidenced in increasing independence through work scrutinies, club attendance and conversations.

3. Children will make good progress, at least in line nationally and with each full cohort in school, in reading, writing, maths (and all other subjects)

Over the last 3 years we have closed the gap for our Pupil Premium pupils who now progress at least as quickly than their peers, in 2023 our Pupil Premium pupil made above average progress:

## Challenges

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

Challenge number	Detail of challenge
1	Spelling/phonetic knowledge – Despite good results at Year 1 on phonics, data has shown that children’s spelling and phonetic knowledge can be improved in the school. This means that they can struggle with their reading and their writing. On top of that, reasoning in maths is a vital subject and if the children are struggling with their reading, it will also affect their maths.
2	Reading – PP children are not having the opportunity to read at home frequently, thus slowing the good progress being made at school.
3	Attendance as well as punctuality is an area, which requires close monitoring. Attendance, has been further impacted by the COVID pandemic, where engagement in home learning is very reliant on parental capacity to support. Places in school, during the Pandemic, continue to be offered to those children who are categorised as vulnerable.
4	Children who are subject to social care intervention and have an allocated Social Worker or Family Partner - this will impact on the emotional wellbeing of a child and their ability to feel secure and able to learn.
5	Other family issues including but not limited to, <ul style="list-style-type: none"> <li>• Low income and financial worries – potentially reducing opportunity for enrichment activities, struggles with purchase of uniform and engagement with peers away from the school environment.</li> <li>• Parental mental and physical health – increasing the need for a child to be a carer</li> <li>• Learning disabilities – increased levels of anxiety for parents/carers unable to support with their child’s learning experience</li> </ul> Work commitments of parent (s) – no capacity of time to engage with school experience

## 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
<p>We will help our children to approach and overcome challenges in a positive way. They will choose and attempt-challenging activities, with fewer supported interventions needed, as evidenced in work scrutinies and focused discussions with pupils.</p>	<ul style="list-style-type: none"> <li>• Work with the well-being and PHSCE team to provide a nurturing environment where the children feel capable of being a successful learner.</li> <li>• Ensure planning is detailed and offers the children opportunities to progress.</li> <li>• Created strong relationships with the children and their families, creating trust in our community.</li> <li>• Provide opportunities of success for children.</li> </ul> <p>Ensure children have a strong 'pupil voice' across the school (e.g school council).</p>
<p>All PP children will make accelerated progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Planning is strong, ensuring that all Groups of Learners are planned for.</li> <li>• Lessons have differentiation and are of a good standard consistently. This will be observed and feedback given.</li> <li>• Children are given 'enrichment' opportunities to support them if they are struggling in a subject.</li> <li>• Books are purchased to provide a wide range of texts for the children to read and increase their breadth of reading.</li> </ul> <p>Resources are purchased to help improve core skills.</p>
<p>Through the deployment of IT and engagement in extracurricular activities all PP children will have enhanced access to curriculum for children</p>	<p>Improved progress. Positive impact on social and emotional well-being. Positive impact on relationships with families. Whole school Inclusion data to be monitored.</p>
	<ul style="list-style-type: none"> <li>• Improve parental engagement in resolving issues regarding attendance.</li> <li>• Attendance is in line with or exceeds National figures.</li> <li>• Children understand the importance of regular attendance and the impact this has on their learning.</li> </ul> <p>Academic progress is at least good across all areas of the curriculum.</p>
<p>All children have an equal opportunity to access on line learning platforms or additional learning packs specific to their learning needs. During normal school operations, homework club and the use of a device where appropriate in lessons will be provided.</p>	<ul style="list-style-type: none"> <li>• A fully inclusive learning environment, enabling all children to have access to additional learning opportunities that supports their targeted needs.</li> <li>• Children will understand and recognize the risks associated with digital platforms.</li> <li>• Children will be competent digital learners.</li> <li>• Academic progress will be, enhanced by the additional exposure to research and resources.</li> <li>• No children will feel disadvantaged.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Children will feel safe in school and staff will</p>	<ul style="list-style-type: none"> <li>• A student council will give greater opportunity for a pupil voice</li> </ul>

<p>be able to identify and implement internal and external support for vulnerable children.</p> <p>Questionnaires (pupils and parents) External and internal reviews Attendance of targeted pupils</p>	<ul style="list-style-type: none"> <li>• All stakeholders will understand the relevance of Contextual Safeguarding and those children who are at greater risk will be identified and supported.</li> <li>• Children and their families will be supported through Early Help, in order to reduce the potential risk of crisis.</li> <li>• Support for mental health and emotional wellbeing is available to all stakeholders and those with identified needs will have access to trained personnel.</li> <li>• Through periods of school closure – opportunities to receive support through virtual means will be explored and implemented.</li> </ul>
<p>Our children and families will not suffer hunger or lack the resources needed to be fully inclusive in the school experience.</p>	<ul style="list-style-type: none"> <li>• The school will engage with local charities and food bank to ensure where necessary, families have access to food and personal items.</li> <li>• Uniform will be provided to those children, where low income is an issue.</li> <li>• Children will have access to breakfast club.</li> <li>• Children will receive the opportunity to take part in after school enrichment activities.</li> <li>• No child will lose an opportunity to attend a school trip if low income is a contributing factor.</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: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of key personnel to deliver successful support to PP children in teaching and interventions.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>The above document states that spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is</p>	<p>1,2</p>

<ul style="list-style-type: none"> <li>• Whole staff training to focus on further developing the quality of teaching and learning and the use of AFL in the classroom to respond to children's needs.</li> <li>• Mentoring of key LSAs to develop their support in responding to children's areas of difficulty identified for rapid follow up.</li> </ul>	<p>in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p>	
<p>Provide pupils with a reading/phonics scheme to aid with Early Reading.</p> <p>Provide a reading scheme to support readers across the school.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2
<p>Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Times Table Rockstars app purchased to support pupils establish strong knowledge of their times tables.</p>	<p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.</p> <p>Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	2

Ensure PP pupils are 'up levelled' in terms of targets and treated as such.	The RADY scheme, of which we are a part of, suggests that many DA children have the potential to achieve at a higher level of their targets, once they are provided with the skills and support to meet their new standard. <a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a>	1,2,
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 61,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions across all year groups with additional support across the school.	Research on LSA's delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2,
Social, emotional and behavioural needs addressed through 1:1, group and class sessions throughout the school. Support given to staff in undertaking these sessions in and out of class.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1,2
Laptops purchased for pupils to support their learning.		1,2

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

Budgeted cost: £ 10,000

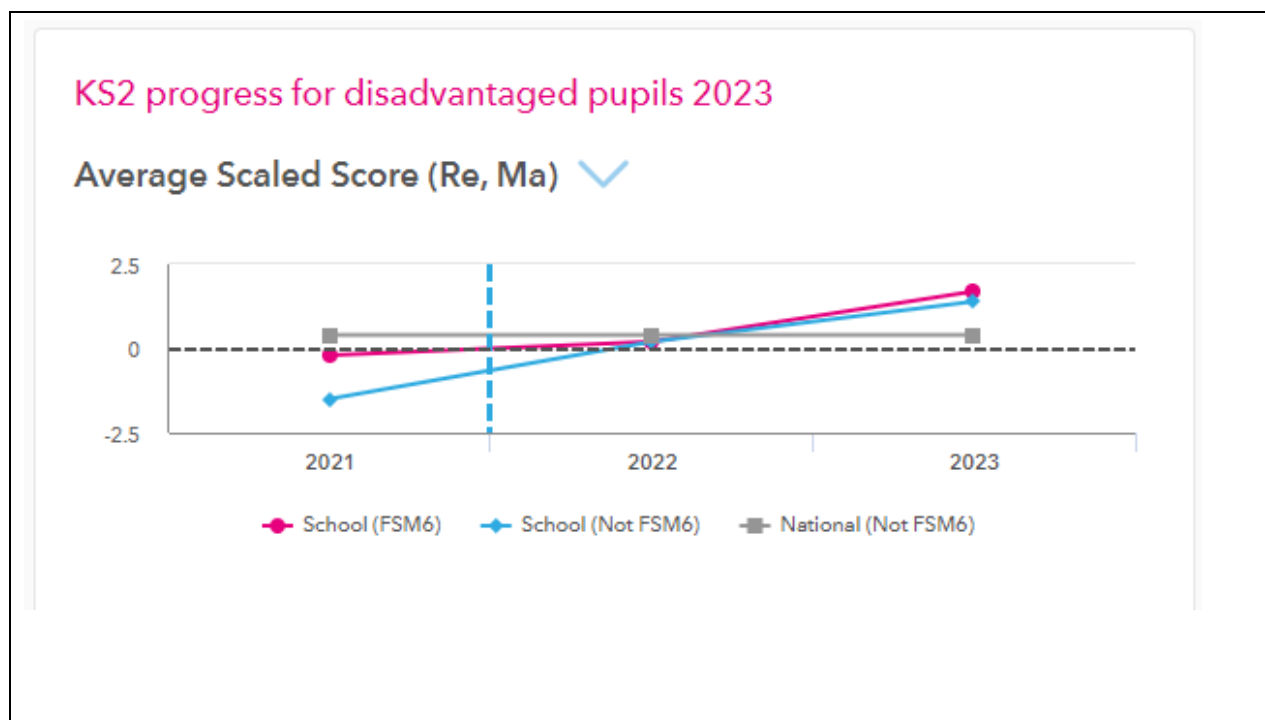
Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eee/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4,5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Use a system of proportional representation to ensure DA pupils have opportunities to take part in all facets of school life.  Ensure that pupils are able to attend trips available to them.	<a href="https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf">https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</a>  The RADY scheme employ a strand, known as 'Proportional Representation', requiring at least 20% of pupils involved in an activity/group/sporting fixture. This would therefore ensure that many of these pupils are getting the benefits from these sessions, such as resilience, confidence and opportunities to try new things.	5
Pupils given the opportunity to attend swimming classes.		

**Total budgeted cost: £ 97,142**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils



### 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
RADY	Central Beds Local Authority
Read, Write, Ink	Ruth Miskin
White Rose Maths	White Rose

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*