

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2023 academic year) 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	The Vale Academy
Number of pupils in school	618
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2020 to September 2023
Date this statement was published	4/12/22
Date on which it will be reviewed	4/7/23
Statement authorised by	Rebekah Howe
Pupil premium lead	Tracey Dutton
Governor / Trustee lead	Cathy Barr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73530
Recovery premium funding allocation this academic year	£7685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,215

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.

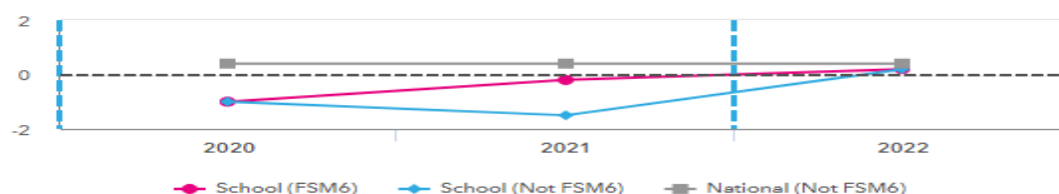
2.Children respond positively to support put in place by the teachers, these children also have a positive and a 'can do' attitude that will be evidenced in increasing independence through work scrutinies, club attendance and conversations.

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 2022 our Pupil Premium pupil made above average progress:

KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



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	Covid – Has left many children with an uphill struggle to reach the same standard that they were before the Pandemic hit. This includes reading and writing and having the stamina to do both consistently.
4	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.
5	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.
6	Other family issues including but not limited to, <ul style="list-style-type: none"> 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. Parental mental and physical health – increasing the need for a child to be a carer

	<ul style="list-style-type: none"> • Learning disabilities – increased levels of anxiety for parents/carers unable to support with their child's learning experience • Work commitments of parent (s) – no capacity of time to engage with school experience
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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	Evaluation
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.	<ul style="list-style-type: none"> • Work with the well-being and PHSCE team to provide a nurturing environment where the children feel capable of being a successful learner. • Ensure planning is detailed and offers the children opportunities to progress. • Created strong relationships with the children and their families, creating trust in our community. • Provide opportunities of success for children. • Ensure children have a strong 'pupil voice' across the school (e.g school council). 	<ul style="list-style-type: none"> • 'Bring a relative to School' week was met with 100% positivity from parents, with feedback suggesting that they felt it created a stronger bond between themselves and the school. PP parents were encouraged to attend via phone calls, as well as the usual means, increasing the attendance. • The school ensured at least 25% of pupils attending extra-curricular activities, such as sporting events were PP. • The Academy Council has been set-up with 25% at least being PP, ensuring this section have a voice. The school also has a Safeguarding and Pupil Premium lead child, who meets with the inclusion lead regularly. • Planning scrutiny's have been successful, whereby any issues have been modified and good practice shared to enable planning to be of a good quality for all Groups of Learners. • Inclusion team (including Academy Council members) have supported teachers and leaders to create a positive environment inside each classroom and their surrounding areas.
All PP children will make accelerated progress in reading, writing and maths.	<ul style="list-style-type: none"> • Planning is strong, ensuring that all Groups of Learners are planned for. • Lessons have differentiation and are of a good standard consistently. This will be observed and feedback given. • Children are given 'enrichment' opportunities to support them if they are struggling in a subject. • Books are purchased to provide a wide range of texts for 	<ul style="list-style-type: none"> • Ks2 data in 2021 was just below average progress. • KS2 data in 2022 was above average progress, showing that the target and the work put in has been successful. • Targets for PP pupils in 2023 have been set using the RADY system of 'uplevelling', and therefore there is an expectation of accelerated progress once more. • Use of Read,Write, Inc principals across the school has led

	<p>the children to read and increase their breadth of reading.</p> <ul style="list-style-type: none"> Resources are purchased to help improve core skills. 	<p>to an improvement in reading for PP children.</p>
<p>Through the deployment of IT and engagement in extracurricular activities all PP children will have enhanced access to curriculum for children</p>	<ul style="list-style-type: none"> Improved progress. Positive impact on social and emotional well-being. Positive impact on relationships with families. Whole school Inclusion data to be monitored. 	<ul style="list-style-type: none"> The school currently has been able to achieve a good % of pupils taking part in clubs. However, we are working towards a target of 80% of pupils taking part in clubs by the end of July 2023. “Bring a relative to School’ week was met with 100% positivity from parents, with feedback suggesting that they felt it created a stronger bond between themselves and the school. PP parents were encouraged to attend via phone calls, as well as the usual means, increasing the attendance. All PP children have been given access to laptops or iPads for use at school and at home, enabling them to have greater access to the curriculum. As previously stated, pupils did make good progress in KS2 results.
<p>September 2020 attendance 95.2% PA: 13.6% September 2021 attendance 93.7% PA: 18.67% September 2022 attendance 94.3% Target data for: July 2023 attendance 96%</p>	<ul style="list-style-type: none"> Improve parental engagement in resolving issues regarding attendance. Attendance is in line with or exceeds National figures. Children understand the importance of regular attendance and the impact this has on their learning. Academic progress is at least good across all areas of the curriculum. 	<ul style="list-style-type: none"> Attendance is consistently above national at the school, with PP attendance steadily stable. Attendance prizes and incentives are continued and are a success across the school.
<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"> A fully inclusive learning environment, enabling all children to have access to additional learning opportunities that supports their targeted needs. Children will understand and recognize the risks associated with digital platforms. Children will be competent digital learners. Academic progress will be, enhanced by the additional 	<ul style="list-style-type: none"> All PP children have been given access to laptops or iPads for use at school and at home, enabling them to have greater access to the curriculum. E-Safety lessons have been a constant throughout each unit to enable safe use of the internet. New curriculum for Computing has put a premium of pupils becoming digital learners.

	<p>exposure to research and resources.</p> <ul style="list-style-type: none"> No children will feel disadvantaged. 	<ul style="list-style-type: none"> All children offered opportunities for learning digitally, including the provision of laptops and iPads.
<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 be able to identify and implement internal and external support for vulnerable children.</p> <p>Questionnaires (pupils and parents)</p> <p>External and internal reviews</p> <p>Attendance of targeted pupils</p>	<ul style="list-style-type: none"> A student council will give greater opportunity for a pupil voice All stakeholders will understand the relevance of Contextual Safeguarding and those children who are at greater risk will be identified and supported. Children and their families will be supported through Early Help, in order to reduce the potential risk of crisis. Support for mental health and emotional wellbeing is available to all stakeholders and those with identified needs will have access to trained personnel. Through periods of school closure – opportunities to receive support through virtual means will be explored and implemented. 	<ul style="list-style-type: none"> An Academy Council will provide a greater opportunity for a pupil voice, including opportunities for each year group to have a Safeguarding training has been given to all stakeholders in the school including pupils. Parents also given support in regards to contextual safeguarding. Support for mental health and emotional wellbeing has been available to all stakeholders and those with identified needs have received access to trained personnel. 95% of parents feel support by the school in regards to their children's well-being.
<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"> The school will engage with local charities and food bank to ensure where necessary, families have access to food and personal items. Uniform will be provided to those children, where low income is an issue. Children will have access to breakfast club. Children will receive the opportunity to take part in after school enrichment activities. No child will lose an opportunity to attend a school trip if low income is a contributing factor. 	<ul style="list-style-type: none"> No child has lost an opportunity to attend a school trip if low income is a contributing factor. Children have received the opportunity to take part in after school enrichment activities. Uniform 'swap-shop' enabled members of the community to take and use pre-used uniform at no cost. This was an incredibly well received project by the school.

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: £ 42,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of key personnel to deliver successful support to PP children in teaching and interventions. <ul style="list-style-type: none">• 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.• Mentoring of key LSAs to develop their support in responding to children's areas of difficulty identified for rapid follow up.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf <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 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>	1,2,3
Provide pupils with a reading/phonics scheme to aid with Early Reading.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Continued enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3

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. https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions across all year groups with additional support in Years 2 and 6.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3
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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,3

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

Budgeted cost: £ 6,400

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	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3

ethos and improving behaviour across school.		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
<p>Use a system of proportional representation to ensure DA pupils have opportunities to take part in all facets of school life.</p>	<p>https://edsential.com/wp-content/uploads/2020/03/The-RADY-Project.pdf</p> <p>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.</p>	6

Total budgeted cost: £ 81,215

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RADY	Central Beds Local Authority
The Brilliant Club	National Tutoring Programme
Boxing Saves Lives	'Boxing Saves Lives'
Read, Write, Ink	Ruth Miskin
Inspiring Music	Central Bedfordshire

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.

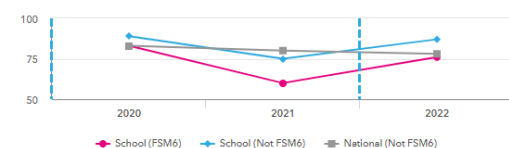
Activity in this academic year

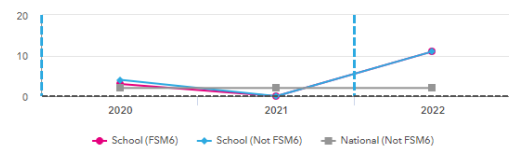
Impact Evaluation of Targets

This details how we intend to spend our pupil premium (and recovery premium funding) **last academic year** to address the challenges that had been listed above.

Teaching (for example, CPD, recruitment and retention)

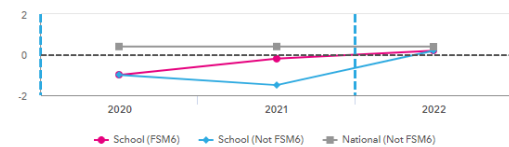
Budgeted cost: £ 40,000

Activity	Evaluation of impact	Challenge number(s) addressed
<p>Training of key personnel to deliver successful support to PP children in teaching and interventions.</p> <ul style="list-style-type: none"> • 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. • Mentoring of key LSAs to develop their support in responding to children's areas of difficulty identified for rapid follow up. 	<p>Triangulating data alongside learning walks and pupil voice suggests that the impact of this support has not just been on improved data at KS2, but also increased enjoyment of lessons and improved knowledge. Teacher's increased awareness of support through assessment, has allowed them to be more thorough in their understanding of the needs in their class, enabling them to set sharp intervention or adapt planning. The training is regular, ensuring that staff are consistent in their approach to AFL in their classrooms.</p>	1,2,3
<p>Provide pupils with a reading/phonics scheme to aid with Early Reading.</p>	<p>KS2 data in 2022 was above average progress, showing that the target and the work put in has been successful.</p> <p>Targets for PP pupils in 2023 have been set using the RADY system of 'uplevelling', and therefore there is an expectation of accelerated progress once more.</p> <p>Use of Read,Write, Inc principals across the school has led to an improvement in reading for DA children. Over 80% of DA children have improved their level in RWI, whilst the 20% stayed making good progress, however, extra intervention support is in place to enable them to further progress in the future.</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>Our maths data for DA pupils has increased from the previous year, based on what had been put in place.</p> <p>KS2 attainment for disadvantaged pupils 2022</p> <p>% Expected standard+ Maths (DfE) ✓</p>  <p>The progress of DA children in maths also improved rapidly.</p>	3

	<p>KS2 progress for disadvantaged pupils 2022</p> <p>% Expected standard+ Maths ✓</p>  <p>The school IDSR states : 'For low prior attainers progress in mathematics (6.5) was significantly above national and in the highest 20% in 2022.' Many of these children were our DA children and so this was a specific success.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,000

Activity	Evaluation of Impact	Challenge number(s) addressed
Small group interventions across all year groups with additional support in Years 2 and 6.	<p>Data was used to identify children for interventions with a focus on vulnerable children. Interventions with class teachers and HLTAs continued throughout the year. Those carrying out interventions completed feedback sheets which tracked the impact of the sessions and ensured these were able to be altered and remained fit for purpose. Interventions in Year 2 and 6 were regularly carried out with support of a highly qualified HLTA and SENCo. These were regularly timetabled, monitored and reviewed by the teachers in the year group to ensure they remained fit for purpose.</p> <p>KS2 progress for disadvantaged pupils 2022</p> <p>Average Scaled Score (Re, Ma) ✓</p>  <p>Data shows that DA pupils continued to do well in their KS2 SATs and their progress was the same as those without Free School Meals.</p>	1,2,3
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	<p>Development of the Behaviour and Wellbeing team has seen an improvement of this provision across the school. Barriers to learning and data from assessments identified children for 1:1 and small group sessions. Behaviour across the school has improved and children feel well supported. To ensure positive impact, further pupil voice, parent voice and staff feedback has been collated. Over 90% of pupils said they felt well supported at the school. The same % of parents felt that their children were well supported.</p>	1,3

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

Budget Spent: £ 4,100

Activity	Evaluation of impact	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.	<p>Development of the Behaviour and Wellbeing team has seen an improvement of this provision across the school. Behaviour across the school has improved and children feel well supported. To ensure positive impact, further pupil voice, parent voice and staff feedback has been collated. Over 85% of pupils said they felt behaviour was excellent in the school. 89 % of parents felt that the behaviour was well monitored and maintained in the school.</p> <p>The school has continued to develop it's Anti-Bullying practice, introducing Ambassadors and the new STAND-UP scheme. These has led to a high % of pupils now having a clear idea what our Anti-bullying processes are and how they can access them.</p>	3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>Systems for improving levels of attendance were introduced and followed by all members of staff.</p> <p>The school has created class attendance award winners every week and if a class has 100% attendance for the week, they will also receive a prize.</p> <p>SLT worked together during attendance meetings with teachers and admin staff following up with individual families. Work continues to improve attendance and out PA rate has lowered. EWO now attends school regularly to meet with the attendance team and implement strategies.</p> <p>The school attendance is consistently above national average, for whole school and for DA pupils. We are very proud of this fact.</p>	4
Use a system of proportional representation to ensure DA pupils have opportunities to take part in all facets of school life.	<p>This principle has led to our DA children being given many fantastic opportunities across the school. Our highly diverse Academy Leadership team, was made up of 50% DA children, and they led the school very well. Those children were excellent role-models, and during pupil voice, their peers mentioned that '<i>it gave them hope that they too can take an important role on in the school</i>'. We had a high % of DA children in our whole school play, with some of our lead roles taken by those children and we noted that their confidence in and out of class flourished due to this opportunity.</p> <p>Our sport team selection policy meant that at least 30% of our teams were to be DA children, and often we exceeded this and it enabled pupils to learn a range of life skills, such as team work and resilience.</p>	6

Total budgeted cost: £ 81,100

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Due to the school's involvement in the RADY scheme, Disadvantaged pupils and our provision for them runs through everything we do at the school. There is a golden thread of DA in the school's ADP and it is of considerable consideration when monitoring across the school.

Subject leaders are well aware of the DA pupils across the school and when subject monitoring is taking place, pupil voice conversations often happen with these pupils to ensure we understand what they are learning and their experiences inside the classroom.

Year group data discussions will often revolve around the progress of our DA pupils and what more can be done to ensure they are making the good/accelerated progress expected with the support given.