



Pupil Premium Strategy

What is the 'Pupil Premium'?

Valley Park Primary and Nursery School is given additional monies for every child who receives free school meals and for those children who have received free school meals within the last 6 years (Ever 6). This funding is known as the 'Pupil Premium'.

Historically it is the case that children who are eligible for free school meals (FSM) do not achieve as well as children who do not receive FSM. With this in mind the government has made extra monies available to help schools 'reduce the difference'.

The attainment, achievement and wellbeing of all our children is a high priority and we do not believe that children should be disadvantaged in any way. With this in mind it is our duty to ensure these additional monies are protected to support these children and their attainment.

How much do we get?

Number of children on roll Y1-Y6	370
Number of children on pupil premium Y1 – Y6	250
Amount of funding per child	£1320
Funding for the year 2016/17	£330,000
Percentage of children on roll who receive pupil premium	68%

What are the barriers for Valley Park disadvantaged children?

Valley Park children who are disadvantaged will have some or all of the following barriers:

- Easily distracted.
- Find staying engaged on one task difficult.
- Desire being social often due to lack of positive relationships at home.
- Emotionally less mature than their age.
- Lack intrinsic motivation.
- Anxious and 'suspicious of the world'.
- Have a lack of affection and/or routine at home.

What are our priorities?

1. Continue to improve outcomes of disadvantaged pupils in phonics so that 80% or more of them pass the screening test at the end of Y1 and 90% are on 'Red' sounds by the end of Reception.
2. Improve progress for disadvantaged pupils in Writing so that 10% more are at the expected standard at the end of 2019/20 compared to 2018/19.
3. Improve attendance of disadvantaged pupils so they are, on average, attending 95% or more of the time and persistent absence is less than 14%.



4. Improve the outcomes for more able disadvantaged pupils so that there is an increase of 5% in the number of them reaching greater depth at the end of the year in Reading, compared to 2018/19.
5. Continue to improve attitudes to learning and communication skills for disadvantaged pupils so that less are excluded from school and less are meeting sanctions of report and reflection, as well as meeting internal expectations around the new assessment of communication.



How we will use research to inform how to reach our priorities?

Priority	EEF Research	Strategy	Who	When Starting
1	Phonics (+4 months)	Clear Early Reading pathway which links phonics with other reading strategies. Further improve implementation of current phonics scheme.	Early Years leader and TLR to lead and oversee two TLRs to deliver in Early Years and Year One.	September
	One to one tuition (+5 months)	Ensure all disadvantaged children are catching and keeping up with the standard of the Y1 screening so they are ready for Y2, also so that Reception pupils are ready for Y1.	Specific, trained TA for delivery of 1:1 phonics to disadvantaged children.	September
2	Improving Literacy (EEF)	Evaluate and improve the writing curriculum, for all pupils. Train all staff and monitor its impact for the disadvantaged.	Writing Lead r to plan Writing Curriculum (supported by HT)	September
	Closing the Vocabulary Gap	Develop pupils' language capabilities to support their reading and writing, including deliberate teaching of tier 2 and tier 3 vocabulary.	Led by Curriculum and Writing Leads (supported by HT)	September
	Spelling	Create a spelling curriculum for all pupils, share with all staff and monitor impact for the disadvantaged.	Led by new Writing Lead	September
3	Outdoor adventure learning (+5 months)	Focused on behaviour rather than attendance to improve attitudes to learning	Led by new PE lead	September
	Start of the day activities (Magic Breakfast research)	Bring into whole school to improve attitudes to learning.	Led by senior learning mentor	September
	Behaviour interventions (+3 months)	Disadvantaged pupils at risk of exclusion and in need of significant nurture are taught on a personalised timetable	New lead teacher to lead	November
	Parental engagement (+5 months)	Intensive family support for 10 key families with expertise brought in from external partner.	BCL solutions led by HT	September



		Continue current set of rewards.	Led by senior learning mentor	September
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4	Mastery (+5 months)	All curriculum to have a most-able element added and all staff trained on how to use this. This will be based on deepening the existing curriculum and extending learning using a mastery approach.	Led by HT	November
	Feedback (+ 8 months)	All staff trained on effective feedback and questioning, specifically for more able disadvantaged.	Led by HT	January
	Collaborative learning (+5 months)	Success from collaborative learning and use of oracy is built in to all subjects.	Led by HT	September
5		<i>See attitudes to behaviour improvements also relevant to attendance section.</i>	Support for teachers showing least progress for disadvantaged pupils	September
	Art therapy (+2 months)	Art therapy for most vulnerable pupils 'Bringing books to life' strategy introduced on Fridays across school to boost attitudes, teach creative arts more effectively and improve Friday attendance	Led by senior learning mentor Led by HT and new TLR created for its leadership	November September
	Philosophy for children (+2 months)	Philosophy for children built in to Religious, Ethics and Philosophy teaching every Wednesday.	Led by AHT	September

How will we spend the money on these priorities?

Priority	Outcomes tracking	Professional development	Resources	Staffing
1	AHT 0.5 days per week looking at disadvantaged phonics tracking (£6,000) Two TLRs 1.0 day per week total time (£10,000)	Continued engagement with Read, Write, Inc. (£6,000)	Read, Write, Inc. (£2,000)	1.0 TA for phonics interventions in Reception, Y1 and Y2 (£58,000)
2	New TLR given time to track and monitor writing progress of disadvantaged pupils (£5,000)	4 CPD sessions (£6,000 staff time and CPD costs)		1 x 0.5 lead teacher to demonstrate (£6,000) 1 x 0.5 HT to plan (£6,000)
3	HT to track behaviour and attendance data for disadvantaged 0.5 days per week (£8,000)	Nurture course, forest school and visiting other settings (£2,000)	New resources for supporting success class (£8,000) BCL contract and additional time (£10,000)	Forest school teacher (£6,000) Supporting success teacher – focus on disadvantaged with SEMH (£50,000) Senior Learning Mentor focused on improving attendance for the most disadvantaged (£45,000)
4	HTs to both lead on curriculum development – 20 days needed to add most-able element to all curricula (£8,000) Subject TLRs to add detail to curriculum and monitor (£10,00)	Training on new curriculum and effective feedback – 20 sessions (£6,000)		1.0 teacher to ensure TLRs have time out of class to carry out role (0.25 of tyeacher dedicated to this) (£16,000)
5	Continued time given to TLR lead (£3,000)	Level 2 SAPERE training (£1,000)	Art and other resources needed (£5,000)	New T:R created for bringing books to life and



				time for TLR and HT to meet and devise curriculum (£15,000)
Total	£50,000	£21,000	£25,000	£202,000

Overall total cost = £298,000

Further funding to be decided after February review and meeting with governors.