

Pupil premium strategy / self-evaluation

| 1. Summary information | | | | | |
|------------------------|---------------------|----------------------------------|---------|--|-------|
| School | Vallis First School | | | | |
| Academic Year | 20/21 | Total PP budget | £97,010 | Date of most recent PP Review | 11/20 |
| Total number of pupils | 247 | Number of pupils eligible for PP | 70 | Date for next internal review of this strategy | 03/21 |

| 2. Current attainment | | |
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| There is no relevant data at the moment due to the cancellation of all assessments last academic year. | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving expected standard or above in reading, writing & maths | | |
| % making expected progress in reading (as measured in the school) | | |
| % making expected progress in writing (as measured in the school) | | |
| % making expected progress in mathematics (as measured in the school) | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Some children have missed many months of education and as a consequence are still working on previous year objectives. |
| B. | Re-engagement in school and adapting to new routines. |
| C. | Attendance. |
| Additional barriers (including issues which also require action outside school, such as low attendance rates) | |
| D. | Self-isolation can lead to children being off school for more time – remote learning helps but can't replace the classroom. |

| 4. Intended outcomes (specific outcomes and how they will be measured) | | Success criteria |
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| A. | Children catch-up and are working and achieving at their year group objectives. | Expected outcomes achieved. |
| B. | Children engage in school life and show good learning habits and skills. | Children engaged. |
| C. | Attendance is 95% or above. | Attendance 95% or above. |
| D. | Engagement in remote learning if necessary. | Remote learning successful. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2020/2021 | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Teacher intervention groups 1 day per week September to March and TA interventions 2 hours per week | Children catch-up and are working on the objectives for their year group and achieve these by July. | Data will show good progress and achievement. Children will have filled the gaps in learning from being out of school and continued to achieve the objectives for their specific year group. | SLT and class teachers will monitor through pupil progress meetings and other planned monitoring events in school. | Nick Firkins | Every Spring during the budgeting process these costs are revisited. |
| Total budgeted cost | | | | | £7,185 |

| ii. Targeted support | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Classroom based TA support for PPG pupils | Narrowing the gap in children's academic achievement and removing barriers to learning and future success is the aim of the grant. | PPG money has enabled us to sustain some additional general Teaching Assistant support in classes to enable support in small groups for phonics, reading writing and maths in all Key Stages so that the work can be closely targeted to the children's needs. Some Teaching Assistants in addition are also offering a range of interventions around helping children who may need support with a particular aspect of the curriculum eg. handwriting, spelling, reading etc. | The children's progress in reading, writing, maths and social or physical skills is discussed and evaluated in termly Pupil Progress Meetings. If children are not making progress they may access some additional support or a specific intervention to address their need. If they do not make progress as a result of an intervention then the activity is changed; this includes our children who access interventions as a result of the Pupil Premium Grant. | Nick Firkins | Every Spring during the budgeting process these costs are revisited. |

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| Forest School, Elsa and Nurture provision staffing | These alternative provisions support the vulnerable child's emotional welfare and help to develop social skills at the same time as helping them to develop their learning. | Some children will be offered opportunities to access the curriculum through alternative curriculum provision such as our Nurture Group, Forest School and allotment visits. | For some children this means we address their well-being needs through employing staff to provide the curriculum in a supportive way such as Nurture Group or Forest School. For other children who need access to emotional support or interventions we use small social groups and 1:1 support. | Tracy Massey | Every Spring during the budgeting process these costs are revisited. |
| Release of Assistant Head one afternoon per week to plan for intervention delivery and one day per week to oversee, evaluate plan for targeted PPG pupil support | To ensure children's needs are supported through appropriate target setting through personal profiles, personal planning & additional interventions | Children are identified through Pupil Progress Meetings and actions and progress are then tracked through a variety of measures (e.g. SDQs, Personal Profiles, ELSA intervention reports, Nurture Provision planning etc) | Progress is tracked through regular reviews with school professionals and parents (e.g. PPMs, Personal Profile Meetings, end of term intervention reviews) | Tracy Massey | Every Spring during the budgeting process these costs are revisited. |
| Total budgeted cost | | | | | £75,146 |
| iii. Other approaches | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Admin support to help PPG children access wider opportunities including trips, clubs etc | An increase in the amount of pupils able to attend school trips and clubs | As a school we seek to remove barriers to learning by ensuring all children have access to the support they need to engage fully with school and to make the most of the opportunities on offer. | Consistent approach to encouraging parents to allow their children to access these subsidised opportunities. | Jacky Ankerman | Every Spring during the budgeting process these costs are revisited. |
| Free milk for PPG children | An increase in the amount of pupils able to benefit from free milk at school | Children are encouraged to access milk during their school day as it is beneficial to their health and growth. | Regular reminders are sent to parents of PPG children reminding them that they qualify for free milk. | Jacky Ankerman | Every term when we try to increase numbers |
| Subsidy for residential trip to Osmington Bay and class trips | An increase in the amount of pupils able to access school trips without finances being a deciding issue | The cost of curriculum trips will be subsidised through the Pupil Premium Grant. Those trips are highly engaging experiences that bring a topic and learning to life as well as broadening children's experiences of travelling beyond Frome and the immediate neighbourhood. | We know that for some of our children these are the activities that make a real difference to their enjoyment and engagement with school. | Jacky Ankerman | Every year when we organise class trips and plan our residential stay |
| One paid for place at Before School Club | An offer of support for home to classroom transition | PPG has ensured that we have a paid for place to support pupils who need a structured start to their day. | We know that for some of our children it will make a difference to that days learning potential | Jacky Ankerman | Every Spring during the budgeting process these costs are revisited. |
| Total budgeted cost | | | | | £5,926 |

