

Pupil premium strategy statement – Academic Year 21/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Vallis First School
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	31%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	02/01/2022
Date on which it will be reviewed	01/09/2022
Statement authorised by	Nick Firkins
Pupil premium lead	Nick Firkins
Governor lead	James Loughlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,441
Recovery premium funding allocation this academic year	£9,716
Pupil premium funding carried forward from previous years	£11,030
Total budget for this academic year	£118,187

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium strategy is to ensure that all pupils, including disadvantaged pupils, make progress from their starting points to enable them to reach their full potential. Through addressing the child's social, emotional and mental health needs first, we ensure they have the independence, confidence and resilience to develop learning behaviours needed for successful learning. Teachers take time to get to know the children and build secure relationships at times of transition. Gaps in learning are quickly identified and planning is tailored to ensure an appropriate sequence of learning before moving on. Through our broad and balanced curriculum and wider school experiences, we aim to provide rich and high quality opportunities to enable children to have high aspirations for their lives and future learning.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – For a small number of children attendance can be a barrier to learning. This is particularly the case for those children who are regularly late and so miss the teacher led input first thing in the morning.
2	Economic deprivation – Family's economic circumstances can mean that children do not have the same life opportunities as others, often leading very sheltered, localised lifestyles. They are often not well supported by parents at home. Parents may not have high aspirations and are not always able to provide equipment and uniform that their child needs
3	Extra-curricular experiences – A number of our pupil premium children were not accessing additional activities and extra-curricular clubs. These are clubs that build team work, independence, social and physical skills. They are also places where the children become members and develop the feelings of belonging and being valued.
4	Speech and Language – We are finding increasing numbers of children join our Reception classes with delayed speech and language and vocabulary skills. These skills form the basis of the children's ability to learn, communicate and thrive in the school environment. These are the key skills children require in order to learn to read, make friendships and becoming life-long learners.
5	Well-being and mental health – There are a growing number of children in our school for whom social and emotional needs are a barrier to

	learning. These children may have suffered an adverse childhood experience or have a diagnosed need. We are also seeing an increase in parents and families who require support with their well-being.
6	Remote learning – Pupil Premium children who were considered vulnerable during the two Covid19 lockdown periods were invited to attend school. Vulnerable children were also prioritised for the loan of IT devices. Some children did not access any remote learning and did not take up an offer of a school place. These children are likely to have more significant gaps in their learning than children whose parents accepted the place during lockdown, or completed remote learning activities at home.

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
Pupil premium children to make expected or better progress from their starting points.	Data will show that the majority of disadvantaged children have made expected progress at our school
Staff are confident supporting children and families with their mental health and wellbeing.	For all children to feel emotionally secure and safe in school.
To improve attendance and engagement with the school at the start of the day.	Improved attendance - 95% or above and less late arrivals at school.
Covid19 recovery curriculum meets the needs of the children in our school. Gaps are assessed and identified quickly and children's learning needs integrated into the teachers planning.	Teachers are confident that the curriculum meets the needs of the children. Planning documents show prioritised learning outcomes.
All children have high quality life experiences which enable them to high aspirations for themselves.	The curriculum and wider school life provides children with a variety of experiences in which to participate.

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: £12,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions using a qualified teacher and a HLTA	Use of Recovery premium funding allocation to offer individual and small group interventions.	4,6
Whole school phonics training	Our phonics data has dipped slightly below the national average and after a recent visit from the English Hub, amongst other recommendations, it was suggested that all the staff training in phonics be updated as it is some time since this has happened.	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 56,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and Teaching Assistant intervention groups including NELI and ILI	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.	4, 6
Classroom based TA support for PPG pupils	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 e.g. handwriting, spelling, reading etc. Narrowing the gap in children's academic achievement	4, 6

	and removing barriers to learning and future success is the aim of the grant.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School, Elsa and Nurture provision staffing	Some children will be offered opportunities to access the curriculum through alternative curriculum provision such as our Nurture Group, Forest School and allotment visits. 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.	5
Free milk for PPG children	Children are encouraged to access milk during their school day as it is beneficial to their health and growth. This grant supports an increase in the number of pupils able to benefit from free milk at school.	3, 5
Subsidy for residential trip to Osmington Bay and class trips	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. This grant supports an increase in the number of pupils able to access school trips without finances being a deciding issue.	2, 3, 5
Half price subsidy for places at after school clubs	The cost of places at clubs will be subsidised through the Pupil Premium Grant. This grant supports an increase in the number of pupils able to access clubs without finances being a deciding issue.	2,3,5
One paid for place at Before School Club	PPG has ensured that we have a paid for place to support pupils who need a structured start	1

	to their day. This grant supports an offer of support for home to classroom transition.	
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Total budgeted cost: £ 116,872

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<u>Action</u>	<u>Impact</u>
Teacher intervention groups 1 day per week September to Dec (Year 2); March – July (Year 2) and TA interventions 2 hours per week (Year 1).	<ul style="list-style-type: none">• Small groups of children from Year 2 identified by the class teachers were given additional support in phonics, writing and maths in the Autumn term.• Year 2 support in the Summer focused on phonics, handwriting and higher ability guided reading.• Year 1 support focused on phonics – achieved 80% in the phonics check (taken in Year 2).• The support in all these smaller groups has helped these children to maintain the progress they were making and, in many instances, close gaps that had widened during COVID.
Classroom based TA support for PPG pupils	<ul style="list-style-type: none">• The children have benefitted from working in smaller groups within the classroom, ensuring that they accessed the learning and made progress.• Support has enabled any gaps that had evolved due to lockdowns to be narrowed or closed.• This support also benefitted a wide number of children's well-being as many struggled initially on the full return to school.

	<ul style="list-style-type: none"> • This focussed support also freed up the class teachers to work with the rest of the class and quality first teaching.
<p>Forest School, Elsa and Nurture provision staffing</p>	<ul style="list-style-type: none"> • Around 25 children have benefited from these provisions. Forest school and ELSA supports children with a range of issues but particularly well-being and anxieties. As a result of these interventions, the children have had good attendance and have shown improved confidence in school. • 12 children have used the nurture provision which includes lunchtime. For three afternoons a week, a small group of children in nurture worked on a range of skills e.g. group and team work; fine motor skills which helped equip them with skills for successful integration into the main stream classroom. The lunchtime provision has ensured that children who find lunchtimes tricky have had an enjoyable and successful break during the day and are ready and prepared for the afternoon learning.
<p>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</p>	<ul style="list-style-type: none"> • Vallis is above the national average in terms of its SEN numbers. This allowance has ensured that sufficient time has been available to set targets, write and review personal profiles, write provision maps, review and monitor interventions and chair meetings with parents to review progress. • From observations and school monitoring, the children on the

	SEN register make good progress with their personal targets.
Admin support to help PPG children access wider opportunities including trips, clubs etc	<ul style="list-style-type: none"> This allowance has ensured that parents that need support with forms etc have had help and that adequate admin time has been available to process all the requests.
Free milk for PPG children	<ul style="list-style-type: none"> 19 children have received free milk through this allowance. Some of these children are from families who receive benefits and support from school with food provision and giving them free milk at school ensures they benefit from all the recognised health benefits of regular milk intake.
Subsidy for residential trip to Osmington Bay and class trips	<ul style="list-style-type: none"> 16 children had their residential trip to Osmington Bay subsidised through this grant. The benefits for residential are wide and well publicised and this subsidy ensured that all children had the chance to go and experience the trip without finances being an issue.
One paid for place at Before School Club	<ul style="list-style-type: none"> Attendance for some of our families is an issue and to support them in getting their children into school on time and every day, this place was provided to help ensure attendance. It was used throughout the year by a number of different children and attendance for these families has been much better than in the past.

