

Pupil premium strategy statement – Vallis First School

2024/25

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	28%
1	2024/25 and 2025/26
Date this statement was published	24 th March 2025
Date on which it will be reviewed	30 th November 2025
Statement authorised by	G. Muxworthy
Pupil premium lead	G.Muxworthy/ Io Fox
Governor / Trustee lead	Martha Oster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£97,480

Part A: Pupil premium strategy plan

Statement of intent

Vallis First School commits to ensuring that all pupils, including disadvantaged pupils, make progress from their starting points to enable them to reach their full potential. We aim to use the funding to close gaps and enable children to achieve at their highest level in line with their non-disadvantaged peers.

We will ensure children are ready to learn through addressing the child's social, emotional and mental health needs first, building the independence, confidence and resilience to develop learning behaviours needed for success. Staff build relationships with children and families so that we know where support is needed and can identify barriers to achievement. Alongside this, data is used to identify low attainment and effective intervention in place on top of quality first teaching.

Through our broad and balanced curriculum and wider school experiences, we aim to provide rich and high-quality opportunities to enable *all* children to have high aspirations for their lives and future learning.

We intend for all pupils to have the same access to extra-curricular activities, music, sport, and personal development opportunities.

We ensure children have the equipment and uniform to take part in all school activities, undistinguished from less disadvantaged peers.

During the period of the strategy plan we intend to focus on:

- Further developing reading so that disadvantaged children can catch up and access all other subjects.
- The development of speech and language skills in the youngest children.
- Improving attendance for a small group of disadvantaged children
- Cultural capital- ensuring all children have opportunities for extracurricular activities including arts, music and sport.
- Behaviour and emotional regulation- Develop the staff skill set to respond to increasingly complex behaviour and mental health issues. Build the children's capacity for emotional resilience, independence and subsequent learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance – For a small number of children attendance can be a barrier to learning. Analysis of attendance data shows that some disadvantaged pupils and families remain in need of additional support to secure and sustain better punctuality and attendance, although we have made improvements over the past years.</p> <p>A significant percentage of our pupil premium pupils are in the “persistent absenteeism” category or heading that way.</p>
2	<p>Economic deprivation – Family’s economic circumstances can mean that children do not have the same life opportunities as others, often leading sheltered, localised lifestyles. Some parents are not able to offer support at home. Parents may not have high aspirations and are not always able to provide equipment and uniform that their child need</p> <p>Extra-curricular experiences – Some of our pupil premium children are not accessing additional activities and extra-curricular clubs. These are clubs that build teamwork, independence, social and physical skills and provide opportunities to take part in the Arts and sport.</p>
3	<p>Reading, Phonics, 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, access all curriculum subjects. make friendships and become life-long learners. Phonics levels are affected by poor speech.</p> <p>Baseline assessments in EYFS, indicated only 65% of children arrived below ARE in language and reading skills. 2024 EYFS profile results indicate that 35% of current year 1 children need further support with reading.</p>
4	<p>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. Within school 21% of pupils are identified as needing additional support with SEMH needs with currently 72% of identified pupils accessing ELSA / Therapy / Nurture provision. Teacher referrals and parent requests for support have increased over the past two years.</p>
5	<p>Historical low prior attainment and SEND needs. We have an increasing number of children with SEND needs joining the school who need adult support to access learning and remain on task and in the classroom whilst awaiting further assessment, identification of need and EHCP funding.</p>

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 due to having their needs met and feeling ready to learn.	Data will show that the majority of disadvantaged children have made expected progress at our school
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing are demonstrated by: -qualitative data from pupil voice, pupil and parent surveys and teacher observations -high levels of participation in enrichment activities, particularly among disadvantaged pupils.
Staff are confident supporting all children's behaviour and aiding regulation. Children's SEMH needs are met within a mainstream setting. Children with SEMH needs are taught self-regulation techniques to enable them to access learning.	For all children to feel emotionally secure and safe in school and be able to access learning, reduced number of behaviour incidents due to earlier intervention.
Children working below ARE in reading and speaking have their levels raised enabling to access all other subjects and meet their potential.	An increased percentage of PP child are working at ARE in Reading.
To improve attendance and engagement with school, of all pupils, so that disadvantaged pupils' attendance is in line with peers. Provide support and challenge for pupils and lower the levels of persistent absence	Attendance percentage improves for 'hard cases' and number of late sessions reduces. Number of persistently absent children reduces.
Improve the assessment of children in reading and SPAG to enable targeted intervention and adaptive classroom teaching at the correct level	End of term data is informed by high-quality test materials. Teachers provide adapted work at the correct level for low ability children.
All children access school, with the right uniform and equipment, increasing their self-esteem, and have high-quality cultural capital/life experiences which enable them to have high aspirations for themselves.	The curriculum and wider school life provide children with a variety of personal development experiences in which to participate., available to all.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,919

Nurture resources - £400

Team teach inset- £3,633 + TA pay = £780

TLR- £3,000, release x 6 days' supply = £1800

Phonics training x 6 people= £650

Cost of years NFER tests=£856

New Phonic scheme books+ £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning and leading of Nurture Intervention group - 2 x HLTAs support for Adapted Learning group (to include Phonics, Handwriting and Maths interventions)	Small group tuition impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4, 5
Team Teach INSET training for whole staff team to enhance abilities to support behaviour	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,4,
TLR for staff member to lead Phonics across school	Retention of high-quality skilled staff, consistency of approach across school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://d2tic4wvo1iusb.cloudfront.net/production/documents/Teacher-quality-recruitment-	3, 5

	and-retention-lit-review-Final.pdf?v=1747732649	
Release teachers to meet with English Hub phonics lead x 6 days in year	https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	3
ULS Phonics training for new staff x 6 training day places + cover costs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://d2tic4wvo1iusb.cloud-front.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	3
Purchase of specific diagnostic assessment materials to pinpoint children's learning gaps and SEND	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions	3, 5
Purchase of NFER reading and SPAG tests to enable precise assessment and subsequent intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3, 5
Purchase more phonic reading books from new scheme high interest/low level for year 3 and 4	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 5

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

Budgeted cost: £35,973

ILI, Forest school & Interventions: £17,354

2 x TAs in EYFS/1= £18,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra TA support and intervention groups in EYFS and year 1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3, 4, 5

Specific interventions in Speech and language and ILI, phonics	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 4, 5
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. Low prior attainment	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 5

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

Budgeted cost: £ 49,608

SEN TA, SEN HLTA for NEST: £27,645

Attendance Officer: £15,693

Subsidised clubs and activities, = 57 x £100 = £5700

1 x breakfast club place= £570

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 self-regulation skills which will enable them to access their classroom learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4,
Pastoral Lead to oversee attendance, social services meetings and	-Attendance officer (5 hrs a week) Implemented a new MIS system, to help us get on top of attendance reporting	1, 2, 5,

addressing deprivation factors	<p>and following trends, easier for people to access https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p> <p>-Free breakfast club places (£60 a week x 38</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>- Soft start morning club (2 x TAs 30 mins)</p> <p>- Provide uniform, vouchers for uniform, school shoes, book bag, P.E kit</p>	
Subsidy voucher for PP children to access clubs, trips, year 4 residential and uniform	<p>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.</p> <p>This grant supports an increase in the number of pupils able to access clubs without finances being a deciding issue.</p> <ul style="list-style-type: none"> - £100 per child to be spent, clubs, music tuition, wrap-around care - £5,700 <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2, £4,600

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	
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 to their day. This grant supports an offer of support for home to classroom transition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2, 5

Total budgeted cost: £97,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

As a new leadership team since September 2024, we have implemented all the strategies listed above to address low attainment from the previous year. Pupil premium children have been more clearly identified and strategies put in place to raise attainment. A particular focus has been the year 4 MTC for summer 24 and the year 1/2 phonics screening. NFER and White Rose assessments have been used termly to provide accurate assessment and then subsequent intervention.

Year 1 phonics screen scores increased to 82% in summer 24. We delivered ILI intervention and speech therapy programmes delivered by specialist TAs. Our ELSA programme and in house Forest School built children's resilience for school and learning and prepared children with SEMH to return to the classroom.

Behaviour has already improved enormously since July with an on-going decrease in suspensions and serious behaviour incidents. A new behaviour policy and reward system was introduced in September to impact on behaviour and children being ready to learn.

In 23/24, all PPG children were supported to access after-school curriculum clubs and year 4 residential. In 24/25 we have increased our range of clubs and the percentage of PPG children who are accessing them.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Pegs to Paper(fine motor/handwriting)	Nexus
ULS Phonics reading books	Unlocking Letters and Sounds
Team Teach Behaviour Support Training	Team Teach
ELSA	Somerset Educational Psychology Team

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***

N/a

The impact of that spending on service pupil premium eligible pupils

Further information (optional)