



Valley End C of E Pupil premium strategy statement 2024 – 2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Valley End C of E School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	3.7 %
Academic year/years that our current pupil premium strategy plan covers.	2023-2025
Date this statement was published	11 th December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kelly Frost
Pupil premium lead	Louise Caldwell
Governor	Caroline Nickson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Sept 24– July 25	£ 15,100
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,100

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is additional funding for publicly funded schools in England; it comprises of a Pupil Premium and a Service Pupil Premium. The Pupil Premium is granted to raise the attainment of disadvantaged pupils of all abilities and close the gap between them and their peers. The Service Pupil Premium is granted to support children with parents in the armed forces and is mainly for pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

It is Valley End's intention that the pupil premium grant will be used to ensure that qualifying pupils are not disadvantaged academically or pastorally in comparison with their peers. The grant will be used to ensure that the unique needs of individual children are met and that they thrive and achieve the same academic success as their peers. Pupils eligible for the pupil premium grant will be given full access to all enrichment activities. Our focus is to provide quality teaching for all individuals and groups, no matter their background.

We recognise that pupils who are eligible for pupil premium are individuals and their needs are all different. Therefore, all strategies that we use to raise attainment will take these needs fully into account. We will use high quality teaching and learning to narrow the gaps and utilise interventions with proven evidence of impact to assist those pupils who need additional support.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring pupils meet at least expected levels in reading and writing.
2	Ensuring pupils meet at least expected levels in maths.
3	Engaging pupils in enrichment activities.
4	To develop resilience and independence
5	To ensure pupils with speech and language difficulties are identified early and intervention put in place to meet needs.
6	Ensuring pupils remain regulated and are able to identify their emotions.

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
All pupils eligible for pupil premium will meet the expected standards in reading for their year group.	<ul style="list-style-type: none"> • 100% of pupils achieve this in reading in July 2025. • Relevant intervention programs identified via data scrutiny and implemented.
All pupils eligible for pupil premium will meet the expected standards in writing for their year group.	<ul style="list-style-type: none"> • 100% of pupils achieve this in writing in July 2025. • Relevant intervention programs identified via data scrutiny and implemented.
All pupils eligible for pupil premium will meet the expected standards in maths for their year group.	<ul style="list-style-type: none"> • 100% of pupils achieve this in maths in July 2025. • Relevant intervention programs identified via data scrutiny and implemented.
All pupils eligible for pupil premium will demonstrate increased independence and improved resilience.	<ul style="list-style-type: none"> • All identified pupils will have attended an ELSA or similar invention. E.g. Drawing and Talking Therapy.
All pupils eligible for pupil premium will have attended school trips.	<ul style="list-style-type: none"> • 100% of pupils have attended school trips
All pupils eligible for pupil premium will have had the opportunity to attend clubs and other enrichment activities.	<ul style="list-style-type: none"> • All pupils invited to join clubs and uptake monitored.
All pupils eligible for pupil premium will have attendance of at least 95%	<ul style="list-style-type: none"> • Attendance figures show 95% attendance.
All pupils eligible for pupil premium will have been screened for speech and language needs.	<ul style="list-style-type: none"> • All pupils identified with a Speech & Language need have attended an intervention. Progress in language skills has been accelerated. • If appropriate pupils will be referred to specialist services.
Improvement in behaviour in all areas of the school.	<ul style="list-style-type: none"> • New behaviour policy in place • Paul Dix training has been completed by staff.

	<ul style="list-style-type: none"> • Zones of Regulation in use across the school and children able to use it independently. • PACE Training delivered to staff
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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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Run Drawing and Talking Therapy intervention.	Social emotional learning intervention has 'an identifiable and significant impact' on pupils' progress. EEF states that 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs'	4,6
ELSA trained staff to attend ELSA briefing meetings.	As above	4,6
Training new staff in our schemes of work and Valley End way of working. e.g. White Rose Maths Talk for Writing Little Wandle	EEF states- Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.... proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods (will aid this).	2

Targeted academic support

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly ELSA intervention in groups or individually.	Social emotional learning intervention has 'an identifiable and significant impact' on pupils' progress.	4
Train an additional member of staff as an ELSA to increase capacity.	Social emotional learning intervention has 'an identifiable and significant impact' on pupils' progress.	4
Phonic sessions for all pupils. Including SEN Little Wandle program.	EEF states- Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.... proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods (will aid this).	1
Targeted interventions based on pupil's individual needs.	EEF states that 'small group tuition is most likely to be effective if it is targeted at pupil's specific needs' Including Wellcom Speech and Language, Little Wandle keep up reading, Lego therapy, turn taking and attention autism.	1-5

Wider strategies

Budgeted cost: £4,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a member of staff in LEGO Therapy.	EEF research highlights that to close the attainment gap between those children eligible for PP and those who are not. The support needs not be generalised support but targeted within the classroom or high- quality delivery of 1:1 or small group	3,5

	<p>interventions for which the LSA is trained to deliver.</p> <p>EEF states that ‘small group tuition is most likely to be effective if it is targeted at pupil’s specific needs.</p>	
Run Lego therapy intervention.	<p>EEF research highlights that to close the attainment gap between those children eligible for PP and those who are not. The support needs not be generalised support but targeted within the classroom or high- quality delivery of 1:1 or small group interventions for which the LSA is trained to deliver.</p> <p>EEF states that ‘small group tuition is most likely to be effective if it is targeted at pupil’s specific needs.</p>	3,5
Invite all pupils eligible for pupil premium to join an after-school club each term.	To enable pupil premium eligible pupils to have the same opportunities as their peers.	3
All pupils to receive a school meal during the day and be offered milk.	To enable pupil premium eligible pupils to have a school lunch and the opportunity to have daily milk.	1-5
Offer all pupil premium eligible pupils funding for enrichment activities. e.g. Forest School	To enable pupil premium eligible pupils to have the same opportunities as their peers.	3

Total budgeted cost: £ 15,100

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 2023 to 2024 academic year.

- Pupils in receipt of pupil premium who accessed ELSA sessions demonstrate an improved resilience and are able to articulate strategies they can access in order to help themselves.
- 100% of pupils attended the school visits, Forest School and other in school enrichment activities that were provided.
- All pupils were offered the opportunity to enrol in an enrichment (extracurricular) club of their choice each term. Those that took up the offer showed an increasing independence and enjoyment in the activities.
- All pupils in receipt of pupil premium were offered the opportunity to have daily milk. All pupils had a hot school lunch every day.
- LEGO Therapy ran for 2 terms and pupils who took part learnt turn taking, listening skills and social skills.
- 5 pupils were given targeted phonic intervention and all made progress.
- 3 pupils were given targeted intervention based on their needs in English and maths.
- 66% of pupils who took the phonic screening check passed.
2 pupils (20%) had no mark in end of year assessments due to long term absence
- All pupils in receipt of pupil premium have made progress in reading.
50% reached or exceeded age related expectation.
- All pupils in receipt of pupil premium have made progress in writing.
60% reached age related expectation.
- All pupils in receipt of pupil premium have made progress in maths.
70% reached age related expectation.
- Emotion coaching training was completed with staff.
- Zones of regulation resources were purchased, whole school training completed and program introduced across the school.

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