

## Pupil premium strategy statement

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	West Vale Academy
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	60 (44%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amanda Bennett (CEO)
Pupil premium lead	James Middleton
Governor / Trustee lead	Illy Jaffar

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£83,821</b>
Recovery premium funding allocation this academic year	<b>£8,700</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£4,749</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£97,270</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At West Vale Academy, we believe that all children should reach their full potential, whatever their background or circumstances. We want all children to leave the school with the essential knowledge and skills that they need for future success encompassing the core values of care, share, discover and learn.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in quality CPD for all our staff in order to improve pedagogical practice thus ensuring we continue to provide quality first teaching for all pupils.

Targeted identification is used to narrow gaps and support children to reach their full potential, this includes both academic and social and emotional support. Wider strategies and whole school ethos to improve children's wellbeing and build strong cultural capital and raise children's aspirations.

One of the biggest barriers to learning for our disadvantaged pupils is a lack of wider experiences, therefore as a school we will provide children with wider opportunities to provide these experiences through our curriculum design and wider school offer.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children's progress and attainment in Writing
2	Pupil Premium children's progress and attainment in Reading
3	Pupil Premium children's progress and attainment in Maths
4	Restricted opportunities to develop cultural capital worsened by the impact of Covid.
5	Pupils requiring social and emotional learning so that they can self-regulate and maintain presence and focus in lessons
6	Parental Engagement
7	Attendance

## 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's progress and attainment in writing equal to or greater than their non-pupil premium peers.	<p>Pupils achieve at or above national average progress scores in KS2.</p> <p>Pupil premium children progress equal to or greater than their non-pupil premium peers.</p>
Pupil Premium children's progress and attainment in reading equal to or greater than their non-pupil premium peers.	<p>Pupils achieve at or above national average progress scores in KS2.</p> <p>Pupil premium children progress equal to or greater than their non-pupil premium peers.</p>
Pupil Premium children's progress and attainment in maths equal to or greater than their non-pupil premium peers.	<p>Pupils achieve at or above national average progress scores in KS2.</p> <p>Pupil premium children progress equal to or greater than their non-pupil premium peers.</p>

All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers.	Pupil voice will show an increased enjoyment and engagement of learning. Data will evidence the impact of the opportunities and experiences across the curriculum.
All children will be emotionally ready to learn and fully engaged in the curriculum.	Children, parents and staff surveys evidence positive attitudes to learning and behaviour. End of year data reflects good or better for progress vulnerable/pupil premium children.
Pupil Premium children are supported at home by parents at home with reading and homework. Parents have appositive attitude towards their child's learning and engage with school.	Reading records show an increase in parental engagement. Seesaw tracking evidences parental engagement. Attendance at school events and workshops show a level of parental engagement.

## 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: £ 43,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and coaching on EEF metacognition and self-regulation report	Evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when used well. It has found that the potential impact of these approaches is very high, particularly for disadvantaged pupils. This report reviews the best available research to offer practical advice on how to develop pupils' metacognitive skills and knowledge, including recommendations in seven areas and 'myth busting' common misconceptions teachers have about metacognition. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a>	1,2,3,5

<p>Programme of CPD for all classroom staff around QFT across all subjects.</p>	<p>This report looks at the effects of high quality professional development on teacher and students. The research sheds light on what is working and where further progress needs to be made. The research and analysis spans a young person's journey from the early years through to entry to the labour market</p> <p><a href="https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review_2020.pdf">https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review_2020.pdf</a></p> <p>Evidence suggests that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement.</p> <p><a href="https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf">https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</a></p>	<p>1,2,3</p>
<p>Number Sense Program</p> <p>White Rose Maths Maths Mastery</p>	<p>This document supports staff in improving Mathematics in the Early Years and Key Stage 1. It offers five recommendations for developing the maths skills of 3–7-year olds.</p> <p>The recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day. It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></p> <p>This report focuses on the teaching of mathematics to pupils in Key Stages 2 and 3. The decision to focus on these Key Stages was made after an initial consultation period with teachers, academics, and other stakeholders. The consultation suggested that these were areas where guidance could make a big impact as not only are schools seeking advice on adjusting to a new curriculum, there is also concern about pupils making a transition between the stages. This report is not intended to provide a comprehensive guide to mathematics teaching. We have made recommendations where there are research findings that schools can use to make a significant difference to pupils' learning, and have focused on the questions.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	<p>3</p>
<p>Pupil Progress are used to support future teaching and intervention</p>	<p>In teachers providing meaningful feedback it supports pupil progress, builds learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This guidance report aims to move beyond this and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery.</p>	<p>1,2,3,5</p>

## Targeted academic support

Budgeted cost: £ 35,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of diagnostics to support SMART IEP targets and to identify barriers to learning	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers. With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> <li>• decide to adjust the level of challenge of activities</li> <li>• reteach specific concepts or topics</li> <li>• adjust curriculum content in the medium or long term</li> <li>• provide pupils with feedback through which they can address their own areas for improvement</li> <li>• decide which pupils may need additional, targeted academic support</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</a></p>	1,2,3,4,5
Targeted 1:1 and small group interventions delivered by teacher and TA's	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	1,2,3,4
The curriculum is adapted and enhanced to meet the needs of all PP learners	<p>The curriculum is written and adapted to meet the needs of our learners. The pupil premium guide is considered when deciding on which strategies to use and is focused on the 3 areas of high quality teaching, targeted academic support and wider strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This EEF/SEND report presents five recommendations for mainstream schools seeking to improve their provision for pupils with SEND. The focus is on improving the quality of teaching and learning in mainstream classrooms and ensuring pupils are full</p>	1,2,3,4,5

	<p>members of the school community who have a rich and positive experience.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p>	
Tutoring programme to raise attainment for PP learners.	<p>Research has found that small group tuition has an average impact of four months' additional progress over the course of a year. is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	1,2,3

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

Budgeted cost: £ 18,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expose children to a wide variety of subject areas, arts and wider personal development opportunities to ensure they have the knowledge and cultural capital they need to succeed in life	<p>Evidence from this report suggests that early years and primary school experiences, along with better home learning environments in the early years and up to the age of seven, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage. It recommends that reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages,</p> <p><a href="http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf">http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</a></p> <p>This report recommends Increasing the organisational capacity of schools to support their extra-curricular provision and improve information on the availability of activities in local areas</p>	4,5

	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	
Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</a></p>	5
Teachers to develop materials and relationships to support parents to engage in their child's learning.	<p>This report found that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="http://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,6
Funding of Breakfast clubs and Milk in Ks1	<p>The EEF evaluation has found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</a></p>	1,2,3,5
Monitor and support families with attendance	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities;</li> </ul>	1, 2, 3, 4, 5,6,7



	<ul style="list-style-type: none"><li>• more intensive programmes for families in crisis.</li></ul> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p>	
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**Total budgeted cost: £ 97,270**

## 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.

In 2021, we continued to build on our CPD opportunities in order to ensure that Quality First Teaching for all children was secure across our provision based on EEF research. This focussed strongly on identifying the needs of children as early as possible and putting appropriate intervention in place.

We increased our support for families and children by increasing the hours of our learning mentor so that more opportunities for social and emotional learning were available to your children as well as support for our parents also. Our learning mentor also worked alongside families whose attendance was poor and the gap between PP and non PP children's attendance continued to close.

During lockdown, 43% of our Pupil Premium families were supported by being invited into school. Devices were given to a further 27% of families as well as dongles providing them with internet access so that all families could continue to access our Remote Learning offer. Participation was monitored and support offered by class teachers in the form of wellbeing phone calls. Children who did not engage were deemed to be vulnerable and invited into school.

Book bags were provided for all Pupil Premium families ensuring that children were equipped and ready to learn as well as promoting the importance of reading books being brought into school. A new Key Stage 2 library was created and furnished and this will be used to invite families in to access books and reading activities in future.

Our Pupil Premium book club has been used to foster a love of reading and ensure children have access to high quality texts that match their interest.

### 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
Nuffield Early Language Intervention (Neli)	Elkhan - OUP
Number Sense	Brookes Publishing

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

## Costing Breakdown

<b>Teaching</b>	
Resources	£1592
CPOMS	£710
TLR Maths Lead	£2873
Training	£3000
Assessment	£2000
SLT	£9000
Leadership Time	£15626
LAC TA Support	£2643
Library	£4370
School Led Tutoring (25% contribution)	£1838

<b>Interventions</b>	
Intervention Staff Costs	£33000
Circle Psychology	£2550

<b>Wider Strategies</b>	
Parental Support Worker	£10871
SeeSaw	£797
KS1 Milk	£2000
EWO	£900
RobinWood Subsidy	£1500
Breakfast Club	£2000

<b>Recovery Premium</b>	
Staffing	£8700