



The Valley School

Pupil Premium Funding Statement for 2022/2023

Purpose: Introduced in April 2011, the Pupil Premium serves to provide schools with additional funding to help reduce the inequalities and gaps in attainment between those students who receive free school meals (or have ever received them in the last 6 years), children of Service personnel, students who are looked after (from the first day of the care episode), and their peers.

Every school can select how they choose to use their Pupil Premium allocation in order to close the attainment gap. The Valley School received £73,535 Pupil Premium Funding. A total of 77 out of 173 on roll at The Valley School are entitled to this funding. We also have seven CLA children accruing £2345 each in funding.

What barriers to educational achievement do our disadvantaged students face?

All our students have Education Health Care and Health Plans. Some of our students have complex needs such as ADHD, ASD and MLD. We are continually striving to meet these needs and the Pupil Premium grant is helping us achieve this.

Nos. of PP Students	PP Grant 2020/21	PP Grant 2021/22	PP Grant 2022/23
Number on roll	155	160	173
Eligible for funding	72	74	75
Amount of PP per student	935	955	985
Total allocation	76875	70670	73875

CLA Pupil Premium
£16,415
Reported separately to Virtual School

Ever 6 Pupil Premium
£73,535

YC Hertfordshire and Careers
£2000

Pupil Premium Allocation 2022/23
£73,875

Literacy and Numeracy Support
£4810



Family Engagement Worker, Outreach Teacher
£22,000

Therapy Support
£8,000

Social need Uniform and Trips & Clubs
£6,800

Alternative Learning
£15,000

Rewards
£8000

Increased Engagement in Reading
£9,600

How do we monitor progress for disadvantaged pupils at The Valley School?

- After every data capture for Key Stage 3 and Key Stage 4 we analyse vulnerable group's data (such as pupil premium) to address identified gaps with appropriate interventions.
- All behavioural data analysis, such as removals from class and exclusions, provides information on each group of pupils so that differences in outcomes may be carefully addressed.
- Specific interventions planning is underpinned by our SEMH tracker which enable the school to identify pupils' Social and Emotional problems.

KEY AREAS FOR DEVELOPMENT	ACTION INTERVENTION	FUTURE STEPS	FUNDING ALLOCATION
Literacy / Numeracy Support	From data analysis we will identify students in years 7 to 11 who have arrived at The Valley with considerably lower KS2 levels than those of their peers. Such students need additional support to accelerate progress in literacy and numeracy. Teaching groupings will reflect learning needs. The impact of these sessions will be measured at each data drop.	Evaluate the impact of these measures through reading age and numeracy measures. Implement the Literacy and Numeracy strategies through training and support from subject leaders.	£4810
Guided Reading	Research reveals that those students with reading ages 2 or more years below their chronological age are at significant academic disadvantage to their peers. All our students fall under this category with most having a reading age significantly lower than this. Embed the guided reading programme to support these learners develop skills in reading to learn.	Reflection on impact of guided reading programme through assessment of reading ages.	£9,600
Strong Careers information, advice and guidance	Careers education, information and advice is very strong. Careers advice and experiences are carefully mapped and recorded for all	Continued work with a number of colleges and build relationships with local businesses.	£2000

	<p>disadvantaged students. They are provided with: work experiences placements where appropriate, a wide range of preparation activities for future life; work-related learning activities; access to vocational courses; one to one interviews, post 16 information sessions and access to college. This ensures that all students can make informed decisions about future choices. Preparing for Adulthood interviews and planning. Click programme for Y10.</p>	<p>Continue to develop use of Gatsby Benchmark and Compass Plus.</p>	
Alternative Provision	<p>Many of our disadvantaged students struggle to access the curriculum in a traditional way. To support them we are developing an Alternative Provision Programme that complements their usual lessons. These will include Bushcraft, Community Projects, Mechanics, DJ/Music, Farm Projects and working with the Police Force, Fire Service and local businesses.</p>	<p>Continue to work with Creatives, Waste-Not-Want-Not and Continued work to build relationships with local schools and businesses. Develop Forest School provision.</p>	£15,000
Engagement and reintegration to school/Attendance	<p>We have students who suffer from severe anxieties and struggle to attend school on a regular basis. Students and families will be supported by the use of the Family Engagement Worker and the Outreach Teacher. An increase in attendance will be supported by the Family Engagement Worker.</p>	<p>Improve attendance figures. Develop new roles to support reintegration to school.</p>	£22,000

Social Need Resource Funding	We will be running a number of trips . PP funding enables all students to access trips. Wider selction of after school clubs offered, with transport provided for identified students. We also support students with a variety of social needs: uniform, PE kit, text books and transport home from clubs.	Continue to work with the student council to ensure trips are relevant and suitable for the students. Continued employment of driver.	£6,800
Therapy Support	Using play and Lego Therapy support students in overcoming anxieties, develop social skills and resilience.	Redistribution of Learning Partners to free up time for Therapy work. Introduction of trained counsellors.	£8,000
Rewards	Embed the rewards system which the students have helped to design.	Continue to increase the breadth of rewards on offer so that students continue to value them.	£8,000
Total			£76,210

Further Strategies & Support

- All pupils entitled to pupil premium funding are transported to and from school by taxi where it is deemed appropriate. This supports adherence to the Attendance policy.
- The development of a new curriculum will help to minimise disruption in class and create maximum engagement in learning opportunities.
- The newly appointed SENCO will focus on improving attendance for individual pupils in this group. and provide integration support for those students struggling with school life.

How will we measure impact?

By:

- Analysis of school performance data to identify gaps in progress.
- Monitor the learning in students' books – individualised plans/flight paths
- Professional discussions about learning and barriers in our Head of Year meetings

- Pupil Voice analysis- asking the pupils about what they have learnt, what has been successful and what their next steps are.
- Learning walks- by the senior leadership team (SLT) and Heads of Year
- The plan will be reviewed termly by the SLT and Governing Board.
- Students in receipt of PPG funding will be discussed with our HIP
- The School Development Plan and SEF will drive all of the above.
- The Pupil Premium Link Governor and Head teacher will meet to review the spending statements and Impact on an ongoing basis.