Pupil premium strategy statement – The Valley School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

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	171
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	*David Pearce*, Headteacher
Pupil premium lead	*Taney Howarth,* Deputy Headteacher
Governor lead	*Sandra Barr, lead for disadvantaged pupils*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,875
Recovery premium funding allocation this academic year	£88,320
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£162,195

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. All our students have Education, Health and Care Plans. Some of our students have complex needs such as ADHD, ASD, SLCN and MLD.

Given the disadvantaged context and high pupil premium percentage, our policy is intended to cater not just for our students, but also to help our families and our community.

An important factor to note, is that although our percentage of students receiving pupil premium is 46%, the majority of the other 64% of our students and families are not far above the threshold, hence we do not distinguish between disadvantaged students and non-disadvantaged students for the provision we deliver.

Every day of school is important to a child's education, especially if they have a disadvantaged background, hence at the heart of our approach is high-quality teaching focussed on areas where disadvantaged students require it most, targeted support based on robust diagnostic assessment of barriers to learning, and helping students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and post-16 placement guidance is available to all. We aim to continue to ensure that high-quality teaching and learning strategies are available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge

1	Numeracy skills and literacy skills, including reading across the school has been identified as an area for development.
2	In recent years, the school's intake has changed. Due to lack of places in neighbouring SEMH provisions, we now accept an increasing number of students experiencing social, emotional and mental ill health. Provision for these students has not always been possible to achieve wholly on-site.
3	Our disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social communication difficulties. Embedding training and support from SALT is needed.
4	Our observations and discussions with students and families show that the wellbeing and wider aspects of development of many of our disadvantaged students has been impacted by Covid and anxieties around school attendance are still high.
5	A large majority of our students are from areas of high deprivation. According to the Government Deprivation Indicators, students live in areas with a mean deprivation of 58% with 48% having no or low qualifications. We have ascertained that our disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.

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
Improved attainment for disadvantaged students in all subjects, notably literacy and numeracy, relative to their starting points as identified through baseline assessments. Improved outcomes for all students in reading to support access to wider opportunities in life, reading for pleasure and to support preparing for adulthood.	Through the implementation of a Literacy Strategy and Numeracy Strategy. Through the introduction of a new MIS and progress data recording system. Through the introduction of a formal, semi-formal and informal delivery of the broad and balanced curriculum. Targeted interventions to be identified and measured at each data drop. Classroom staff to receive training to support and encourage reading across the curriculum to reduce barriers to learning and to provide opportunities throughout the school day for students to be reading for pleasure.

To ensure effective SEMH provision is offered to support the anxieties around attendance and to support the students who have this as their main presenting need. Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Provide a range of alternative provision placements to allow those students who struggle to access the curriculum in a traditional way have access to learning. To support students through the development of an alternative provision programme that complements their usual lessons, including Bushcraft, Community Projects and involvement with local businesses and charities.
Strong careers information, guidance and advice.	Full use of The Gatsby Benchmark and Compass Plus to monitor provision and the range of experiences offered. All CLA students and students from Y9 – Y11 to have access to a Personal Advisor from YC Hertfordshire. Careers advice and guidance to be carefully mapped through Learning Journeys, on line tools and Preparing for Adulthood documents. A Preparing for Adulthood subheading in all of the EHCPs, from Y7 – Y11.
Engagement and reintegration to school. Attendance.	The introduction of two new roles to the school – Family Engagement Worker and an Outreach Teacher. Students and families to receive support so that partnership working is in place to improve attendance by reducing barriers created by anxieties. Trained counsellors to provide weekly sessions to identified students. Further develop the provision accessed from the EMHP, creating support groups and targeted intervention groups based on discussions with students and families on particular areas of need within the school, such as transition, friendship skills. Develop the provision within Interventions to provide weekly sessions of PSHE and sensory circuits. The training and redistribution of Learning Partners to deliver Lego Therapy to support students in overcoming anxieties and to develop social skills and resilience.
Improve access to cultural capital and extracurricular activities.	Transport will be provided for students that would not otherwise be able to attend an

	after school club by the employment of a driver. Uniform to be provided for identified students and classroom equipment, such as fully stocked pencil cases to be provided for all. A range of trips to be either fully funded or subsidised.

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: **£77,310**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a numeracy Teaching and Learning Responsibility lead, to develop and improve numeracy teaching across the school in line with DfE guidance. Creation of a literacy Teaching and Learning Responsibility lead, to develop and improve literacy teaching across the school in line with DfE guidance. Use of Lexia in the classroom and at home. Termly assessment, which is underpinned by moderation and student progress meetings. Termly review meetings to identify how to close the gap and work with the SENCO and Literacy and	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on student outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Introduction of workbooks to be used as numeracy 'snacks' for all students at a level that can be achieved independently. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths Support for staff in following a whole school calculation policy. Meeting with HfL maths advisor to explore a range of qualifications available. Use of Lexia to support development of whole school literacy. EEF 'Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special	1

| Numeracy leads to identify interventions needed.

Use of new progress statements on Arbor to identify progress and gaps in progress supported by staff training on how to use the new system. | educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.'

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia

Purchasing Arbor allows all staff to easily benchmark and track students, while following national data trends. It is a web based platform that allows easier access for staff to use and update on a daily basis, if necessary.

SLT time to map use of Arbor in reducing workload for staff and create opportunities for staff development, which in turn will provide a greater amount of reliable data to analyse student progress and areas for development or targeted intervention.

https://arbor-education.com/blog-6-steps-to-create-an-effective-interventions-strategy/ | |
|---|---|---|
| CPD for teaching staff on developing reading for pleasure and accessing the curriculum. | CPD session delivered by the Literacy lead on implementing the literacy strategy.

CPD session delivered by an experienced Head of English focussed on reading aloud in the classroom and reading for pleasure.

Purchase of books for all classes to enrich the curriculum.

Library visits for Y7 so that all students have had the same baseline experience.

https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say

Staff training follow ups to ensure students are embedding and using knowledge fluently and staff continue to be confident to address gaps in attainment, using evidence based interventions.

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1, 5 |

Increased delivery if targeted intervention groups to support communication. Identified staff to embed SALT directed initiatives with in the school day.	Release time for Learning Partners to attend training delivered by the SLAT team. Learning Partners to lead communication groups. Interventions teacher employed to deliver targeted small group work with a focus on communication skills in group work. The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This is endorsed by the Royal College of Speech and Language Therapists. Embed Zones of Regulation use within the school and extend to use at home for identified students. This is to support communication skills in heightened times. https://www.structural-learning.com/post/zones-of-regulation-a-teachers-guide	1,3
Increase attendance by identifying and reducing barriers to attending school.	Employ a Family Engagement Worker and Outreach teacher to support students, families and the school to reengage with the school and their learning. Engage services from external businesses, charities and alternative learning centres to provide bespoke timetables as a targeted intervention for identified students. Work with an external counselling provision to provide weekly counselling sessions for students. https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence Engage with YC Hertfordshire to provide comprehensive Preparing or Adulthood plans that are specifically addressing the post-16	4

	needs of supported studies and alternative provision to develop student independence and fulfil their potential.	

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

Budgeted cost: **£38000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce barriers to learning by providing small group sessions with a focus that is devised from student voice and staff observations. Employ an Interventions teacher to deliver targeted support across the whole school.	Improving wellbeing in a school setting reduces barriers to learning, social issues and increases engagement with members of staff that get involved in supporting groups. https://www.annafreud.org/transforming-the-workforce/cyp-mh-workforce-development/emhp/ A Learning Partner in every year group to be trained and monitored by the SALT team to deliver Lego Therapy sessions. Rebound therapy and sensory circuits to be implemented across the school week to support breakout sessions that will be led by trained staff. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1, 2, 4,

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

Budgeted cost: **£29800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support social need, such as provision of uniform,	Providing core uniform for students creates a sense of belonging and reduces social anxiety around not fitting in. It also sets a frame of mind that supports the school expectations around learning and behaviour. It plays a key role in promoting pride, self-confidence allowing a greater focus on learning. https://schoolwearassociation.co.uk/the-benefits-of-school-specific-uniform/#:~:text=School%20uniform%20plays%20a%20key,the%20exp	2,4,5

contributions to trips and attendance at clubs.	ectations%20of%20their%20peers. Attending extracurricular activities promotes the engagement with the wider school life and provides additional opportunities to learn and practice social skills.	
Embed the Rewards programme.	Students taking ownership of their behaviour, attitude to learning and their personal presentation is rewarded with points that converts to money. Students are supported in managing their budgeting and appropriate spending and have a weekly reminder of their points total and discussion around spending/saving.	4, 5
Deliver an offsite curriculum to older students to prepare for post-16. Develop the student council.	Preparing our students for life after The Valley School underpins the provision for the KS4 students. Creating work experience opportunities within the curriculum and working with the school council to ensure feedback from the whole school about trips and experiences that we provide keeps it relevant to the current student body and the curriculum that is on offer.	2, 4, 5

Total budgeted cost: £145,110

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The National Tutoring Programme was implemented last year, supporting reengagement with school and tackling gaps identified in learning in disadvantaged students. Regular progress meetings were held by Heads of Year to discuss student wellbeing and any barriers to learning and strategies were devised in these meetings to support students in school.

Lego therapy was delivered with success to a small number of students as a trial to see if impact from delivering this to students that were not on the SALT caseload was positive. The engagement of students and staff and the transfer of skills to activities outside of the sessions has shown that this needs to continue and be developed across the whole school.

Attendance to clubs has increased with the employment of a driver to provide transport to the students who would not normally be able to attend because of family transport issues.

Building positive relationships with business and provision outside of school for our harder to reach students has had a positive impact on those students and this will be rolled out to a wider number of students to support continued engagement with school and build on the increase in attendance from some students.

The introduction of Lexia has provided a reliable evidence based baseline for all students that will support the implementation of the Literacy strategy and reading across the whole school.

Attendance in students within the Interventions group showed a small increase based on access to alternative learning programmes. This will continue and be developed.

Externally provided programmes

Programme	Provider
Student counsellors	London Counselling
Educational Mental Health Practitioner	Mental Health Support Team, NHS
Personal Advisor	YC Hertfordshire