

Pupil Premium Strategy Statement 2026/2027

The Valley School uses pupil premium funding to improve disadvantaged students' attainment and wider outcomes. In 2026-27, our central priority is to help disadvantaged students attend more regularly and access the opportunities available to them, building on individual progress and continuing support for learning, wellbeing and preparation for adulthood.

This statement sets out our planned spending for 2026-27 and the findings from the 2025/26 Pupil Premium Impact Statement. The previous-year analysis covers 91 Pupil Premium (PPG) and 103 non-PPG students; the school overview below relates to the current strategy year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	43% (86 students out of 200)
Academic year that our current pupil premium strategy plan covers	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	David Pearce
Pupil premium lead	Jack Hugo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,850
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£83,850

Part A Pupil premium strategy plan

Statement of intent

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

Given the disadvantaged context and high proportion of pupils eligible for pupil premium, our policy is designed not only to support our students, but also to provide wider support for their families and the community. We recognise that some students and families experience disadvantage without meeting pupil premium eligibility criteria. We prioritise the identified needs of pupil premium eligible students while allowing whole-school approaches to benefit other students. We will evaluate eligible students' progress and participation separately, alongside that of their peers, to monitor the impact of this funding.

The 2025/26 review highlights meaningful individual attendance gains and the opportunity to extend this progress to more students. We will combine early attendance support and strengthened family engagement with:

- quality first teaching focused on areas where disadvantaged students need it most;
- targeted support informed by robust diagnostic assessment of barriers to learning; and
- access to a broad and balanced curriculum.

Although our strategy prioritises disadvantaged students, it benefits learners where funding is invested in whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes outlined below is our commitment to ensuring that progress for non-disadvantaged students improves alongside that of their disadvantaged peers.

We will also provide disadvantaged students with opportunities to develop independence, life skills and social skills. In addition, we will continue to offer high-quality work experience, careers guidance and post-16 placement support.

Our strategy is driven by each young person's needs and strengths. In 2026/27, we will improve attendance and reduce persistent absence through earlier intervention, strengthened family engagement and personalised attendance plans. We will reduce recurring Level 1 and Level 2 behaviour incidents, sustain the reduction in suspension days and support students at risk of repeated suspension. We will track time spent on reduced timetables, increases in access to education and sustained returns to full-time learning. Mental health support will be evaluated through changes in wellbeing, attendance and engagement. We will strengthen KS3 performance against targets, sustain the improvement at KS4 and reduce gaps with non-PPG students at both key stages. Accessible learning intentions, explicit vocabulary teaching and appropriate challenge will support this work. Stronger destination and progression tracking will inform preparation for adulthood and post-16 support.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils require additional support to develop literacy and numeracy skills from their individual starting points, limiting their ability to access and succeed across the curriculum. Literacy and numeracy outcomes require continued improvement through structured phonics, a consistent numeracy programme and reliable assessment. Learning intentions are not always sufficiently clear or accessible, and some cognitively more able pupils require greater challenge to achieve their potential. Continued focus is needed on high-quality teaching, accurate assessment, explicit learning intentions and appropriately targeted support to improve outcomes for disadvantaged pupils.
2	Some disadvantaged pupils have speech, language and communication needs that make it more difficult for them to access learning, communicate their understanding and express their needs effectively. Speech, language and communication difficulties can impact engagement, learning and social interaction across the curriculum. Explicit teaching of key vocabulary is not yet consistently embedded across all subjects, which can limit pupils' understanding and confidence. Continued focus is needed on SALT-informed support, accessible communication strategies and regular opportunities for pupils to develop and use subject-specific vocabulary in a range of contexts.
3	Some disadvantaged pupils experience lower attendance and higher levels of persistent absence, reducing their access to learning and wider school opportunities. In 2025/26, attendance for Pupil Premium pupils was 88.1%, compared with 93.4% for non-Pupil Premium pupils, while persistent absence affected 30.8% of Pupil Premium pupils compared with 13.6% of their peers. Attendance has declined from 90.1% in 2024/25, and authorised absence has increased from 7.8% to 10.5%. Anxiety, disengagement, social, emotional and mental health needs, and complex family circumstances continue to be barriers to regular attendance. Continued focus is needed on early identification, personalised support, strong partnerships with families and targeted intervention to improve attendance, reduce persistent absence and increase engagement in learning.
4	Some disadvantaged pupils face financial and practical barriers that limit their access to enrichment activities and wider opportunities, affecting their personal development, social skills and preparation for adulthood. Costs associated with uniform, educational visits, clubs and transport can reduce participation in school and community experiences. Without targeted support, disadvantaged pupils may be less likely to access cultural experiences, leadership opportunities, work experience and post-16 guidance. Continued focus is needed on removing barriers to participation, monitoring engagement and ensuring all pupils can access the opportunities available to their peers.

Challenge number	Detail of challenge
5	Some disadvantaged students benefit from ongoing, personalised support to develop regulation skills and sustain engagement in learning. In 2025/26, PPG Level 1 and Level 2 incident rates were higher than peers at 3.77 versus 2.77 and 4.91 versus 4.71 per student; Level 3 rates were lower at 0.59 versus 0.94. PPG suspension days fell from 21 to 8, but 7.7% of PPG students were suspended compared with 5.8% of peers. Connecting these outcomes with individual support plans will help us recognise progress and refine provision. Priorities are to reduce recurring lower-level incidents, sustain fewer days lost and support students at risk of repeated suspension through pastoral, therapeutic and trusted-adult support.

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, particularly in literacy and numeracy, from individual starting points.	By autumn 2026, each student has a recorded baseline and appropriate literacy/numeracy targets. Termly moderated reviews evaluate progress by pathway and against comparable peers, with action where progress falls behind. By January 2027, structured phonics and vertical reading groups are embedded; by April 2027, the numeracy programme is embedded. Learning walks check accessible learning intentions, explicit vocabulary teaching and suitable stretch, with follow-up where practice is inconsistent. Use the 2025/26 KS3 baseline of 66.2% of PPG subject results at or above target and 33.8% below. Keep the assessment point, target definitions and calculation method consistent, record missing assessments, and examine literacy and numeracy separately before attributing changes to funded teaching.
Improved communication, wellbeing and independence so disadvantaged students can engage in learning.	Each student receiving targeted support has a recorded baseline, named lead and individual communication, wellbeing, regulation or engagement targets. Termly reviews will compare baseline and follow-up wellbeing measures, staff assessment, student and parent feedback, attendance and engagement. Record mental health support completion and ongoing provision separately from outcomes, and follow progress after support ends to assess whether gains are sustained. Half-termly reviews will assess independence and refine support where students need more time or a different approach to reach their targets.

Intended outcome	Success criteria
Appropriate alternative provision supports engagement and progress towards individual goals.	Each disadvantaged student accessing alternative provision or a reduced timetable has a recorded purpose, learning goals, family and agency input, a named lead and a reintegration or progression plan. Review reduced timetables and phased reintegration at least half-termly through APDR. Record attendance before and during support, timetable arrangements, time spent in provision and increases in access to education. Track successful returns to full-time learning and whether they are sustained; review provision together when further support or a different approach would help. Evaluate outcomes against individual starting points. Alongside participation records, individual progress and sustained access to learning will guide our evaluation of impact.
Disadvantaged students access strong careers guidance and meaningful preparation for adulthood.	Maintain all Gatsby Benchmarks, evidenced through Compass Plus. Record guidance and transition plans for disadvantaged students in Years 9-11. By July 2027, all disadvantaged students in Years 10-11 access meaningful workplace experiences adapted to need. Review plans termly and record intended, actual and sustained post-16 destinations, following up unknown destinations. Compare outcomes by PPG status and review barriers with students and families.
Improved attendance and sustained re-engagement for disadvantaged students.	By summer 2027, improve on the 2025/26 PPG attendance baseline of 88.1% and reduce persistent absence below 30.8%. Narrow the attendance gap of 5.3 percentage points and persistent absence gap of 17.2 percentage points, while working towards the SDP ambition of 95% or above. Monitor weekly and review all PPG students fortnightly. Use personalised family attendance plans and early intervention as attendance approaches 90%; review severe absence individually and evaluate progress termly, recognising medical and SEND circumstances. At the autumn review, agree a measurable interim attendance milestone and termly checkpoints, using the previous PPG attendance level of 90.1% as a reference alongside individual starting points.

Intended outcome	Success criteria
Equitable participation in enrichment, with financial and transport barriers addressed.	By January 2027, maintain pupil premium participation records for lunchtime and after-school clubs, trips, summer school and workplace experiences. Review participation and reasons for non-participation termly, comparing eligible students with their peers. Provide funded support where cost or transport prevents access. Review the rewards system by April 2027 using student voice, participation and fairness of access.
Improved behaviour outcomes with fewer recurring incidents and suspensions.	Review recurring behaviour and individual support plans termly. By summer 2027, reduce Level 1 and Level 2 incident rates from 3.77 and 4.91 per PPG student and sustain or improve the lower Level 3 rate of 0.59. Aim to reduce days lost through suspension from 8 and the proportion of PPG students suspended from 7.7%, monitoring repeat suspensions separately. Track counts alongside rates: 2025/26 baselines were 343, 447 and 54 incidents, 10 suspension events and 7 students suspended. Compare groups using cohort-adjusted rates and link support records to subsequent frequency and severity; adapt plans where incidents recur.

Activity in the academic year 2026 to 2027

Teaching - Budgeted cost: £50,850

Salary contributions are shown under Teaching to match the supplied spending breakdown. The same staffing costs are not counted again under targeted academic support. Wider CPD and programme costs in the SDP require separate school-budget provision unless covered by an allocation below.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy leadership: £8,850 for TLRs. Leads will embed the literacy and numeracy strategies, support non-specialists and link teaching to assessment. Staff development will focus on accessible learning intentions, explicit vocabulary instruction and appropriate stretch.	The impact review highlights improved KS4 performance and strong Science outcomes, providing a foundation for further progress. It also identifies a clear opportunity to strengthen KS3 performance and narrow differences with peers at both key stages. In 2025/26, PPG results on or above target were 77.7% at KS3 and 80.8% at KS4, compared with 80.4% and 88.0% for peers. Leads will use subject-level assessment to target support, strengthen KS3 performance, sustain KS4 improvement and examine Science strengths. Fortnightly learning walks and half-termly CPD reviews will check learning intentions, vocabulary and challenge.	1, 2
Numeracy intervention teaching: £21,000, representing 50% of salary. Deliver assessment-led teaching and targeted practice, linked to classroom learning and individual targets. Review groups and support termly with the Numeracy Lead.	The SDP prioritises embedding the numeracy programme by April 2027 and using data drops to identify gaps. Baseline assessment, moderated work and subsequent progress will determine whether funded teaching is helping disadvantaged students and whether support should change.	1
Literacy intervention teaching: £21,000, representing 50% of salary. Deliver structured phonics and reading support appropriate to assessed need; reinforce vocabulary across subjects and support reading culture through vertical groups.	We will embed structured, cumulative and sequential phonics and reading groups by January 2027. We will support staff to further embed explicit vocabulary teaching across subjects. Termly assessment and learning walks will evaluate reading progress and transfer into classroom learning.	1, 2

Targeted academic support

Budgeted cost: £5,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy software £1,000; numeracy software £1,000; books for learning areas £1,000. Select resources against assessed needs, including existing Lexia/phonics provision where appropriate. Use targeted practice alongside teacher-led learning and ensure books are accessible and appropriately challenging.	The SDP prioritises reading, phonics, numeracy and consistent assessment. Identify participants and starting points, record usage and assess progress at each termly review. Review software and resources through both participation and assessed progress, retaining or refining provision according to how it supports learning.	1, 2
Therapy resources £1,000; therapy training £1,000. Use SALT-directed communication work and regulation support. Train Learning Partners to deliver agreed programmes and embed strategies in lessons. Coordinate with pastoral and mental health provision to review individual needs and recurring behaviour.	n 2025/26, three PPG students completed mental health support and four received ongoing support; these are participation measures. PPG Level 3 incident rates were lower than peers and suspension days fell, but Level 1 and Level 2 rates and the proportion suspended were higher. Review baseline and follow-up communication, wellbeing and regulation measures with the SENCO/SALT team, students and families, alongside attendance, engagement and recurring incidents. Use changes over time to recognise progress and inform provision, taking account of the wider influences on each student's outcomes.	2, 3, 5

Wider strategies

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Remove barriers to participation: uniform hardship £2,000; trips/visits for free school meal students £4,000; drivers' overtime for after-school clubs £5,000. Identify unmet need and prioritise access for disadvantaged students.	The SDP calls for poverty proofing and participation tracking. Review club and trip records termly by pupil premium status and respond to cost or transport barriers. Check that the support reaches students who would otherwise miss these opportunities.	3, 4
Rewards programme: £8,000. Support motivation, belonging and practical budgeting. Review the system by April 2027 so students across pathways can access rewards and feel valued.	PPG students recorded 343 Level 1 incidents compared with 285 among peers. Review recurring patterns alongside student voice and participation to assess whether rewards support engagement and fair access. Link findings to personalised behaviour plans and trusted-adult support; monitor repeat incidents and suspension days.	3, 4, 5
Services for Young People: £2,000; work experience: £2,000. Provide personalised careers guidance and meaningful workplace experiences across Years 10–11. A Careers Lead will be employed to coordinate the in-house careers service and track post-16 transition.	The impact review prioritises stronger destination tracking. Record guidance, placements and adaptations for disadvantaged students, then track actual and sustained destinations and follow up unknown outcomes. The September 2027 vocational offer remains a development priority, not an additional cost within this allocation.	3, 4
Summer school: £5,000. Target transition, confidence, relationships and readiness to attend. Coordinate family follow-up, personalised attendance plans and trusted-adult contact with tutors and the interventions team. Use weekly monitoring and fortnightly PPG attendance reviews to trigger early support.	The attendance gap of 5.3 percentage points and persistent absence rates of 30.8% for PPG students versus 13.6% for peers make early engagement a priority. Individual attendance gains during personalised support offer encouraging examples to build on; continued review will explore how this progress can be sustained and extended across the cohort. Evaluate summer school through transition goals, autumn attendance and subsequent engagement. Review phased timetables half-termly, recording time in provision and sustained returns to full-time learning. Ongoing outreach, counselling and alternative provision require separately confirmed school funding.	3, 4

Total budgeted cost: £ 83,850.00

Monitoring and evaluation

Leadership will coordinate termly reviews with the SENCO, literacy and numeracy leads, interventions lead and other subject leads. Each intervention will record its purpose, participants, baseline, named lead, review date, subsequent outcomes and an agreed next step to continue, refine or conclude support in line with the student's needs. Reviews will compare academic progress, attendance, behaviour, participation and destinations with individual starting points and peers where meaningful. Report counts and cohort-adjusted rates where group sizes differ. Academic reviews will check comparable assessment methods, target definitions and result-counting across groups and years, report missing data, and analyse literacy and numeracy separately. We will consider performance against targets alongside wider attainment and individual progress. Linking participation with subsequent outcomes will help us understand the contribution of funded provision, while recognising other influences on progress.

Our shared focus during 2026/27 will be on attendance, persistent absence, reintegration, mental health support, KS3 and KS4 performance against targets, and post-16 destinations. Leaders will recognise sustained individual attendance gains alongside whole-cohort trends, taking account of the different periods over which students have progressed since Year 7. Reduced-timetable reviews will record attendance before and during support, time spent in provision, access to education and sustained returns to full-time learning. Termly mental health reviews will link baseline and follow-up wellbeing measures, student feedback, attendance and engagement to individual support plans. Academic reviews will assess progress towards improving KS3 outcomes, sustaining KS4 improvement and narrowing the respective gaps of 2.7 and 7.2 percentage points. Destination data will be reviewed annually, including actual and sustained progression and unknown outcomes.

Attendance will be monitored weekly, with fortnightly reviews for all PPG students and early family contact when absence increases. Review reduced timetables and reintegration programmes half-termly, recording changes in attendance and sustained access to learning. Termly reviews will examine repeat behaviour, suspension events, students suspended and days lost, and the longer-term attendance and engagement of students receiving mental health support. Fortnightly learning walks and half-termly CPD reviews will check teaching implementation. Governors will review spending and impact annually. At the autumn review, leadership will confirm the named lead and funding source for attendance outreach and reintegration support, including any provision met from the wider school budget, and check delivery at subsequent termly reviews.

This addition fits best after the first paragraph because it clearly sets out the specific evaluation priorities for 2026/27 before moving into the operational monitoring arrangements.

Part B Review of the academic year 2025/2026

Outcomes for disadvantaged pupils

The 2025/26 review highlights encouraging individual progress and identifies opportunities to build on this through continued personalised support.

Attendance remains a priority. Although overall attendance for disadvantaged pupils was lower than the previous year, some students made substantial gains. Personalised approaches included transport assistance, home visits, trusted-adult contact and provision linked to students' interests. One student progressed from home and online learning to attending school daily by the end of the year. We will build on these examples through early support and close partnership with families.

There were positive developments in behaviour, with fewer days lost through suspension and a lower rate of the most serious incidents than among peers. Some disadvantaged students continued to need additional support with recurring lower-level incidents and were more likely to experience suspension. Personalised behaviour plans, mentoring and therapeutic support will remain central to helping students develop regulation skills and positive relationships.

Reduced timetables and personalised provision formed part of the support offered to students with complex needs. Regular reviews will recognise progress from individual starting points and guide next steps towards increased participation and sustained full-time learning.

Mental health provision included both completed programmes and ongoing support. We will continue to explore students' experiences and changes in wellbeing, attendance and engagement to understand how provision is helping and where it can be refined.

Teaching strengths included inclusion, SEND support, communication and independence. We will build on these through clear and accessible learning intentions, explicit vocabulary teaching and appropriate challenge.

Enrichment and preparation for adulthood remain important parts of our approach. More detailed participation records will help us identify students who would benefit from encouragement or practical support to access clubs, trips and wider opportunities. The rewards programme will continue to be reviewed through student feedback and fairness of access.

A Careers Lead will coordinate guidance and strengthen post-16 transition support. Tracking students' destinations and longer-term progression will help us understand how well this prepares disadvantaged pupils for their next steps.