



This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning that are additional to special educational needs, is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To ensure that all teaching is consistently good or better in every classroom
- To ensure that teaching assistants are highly trained to support pupils to achieve the very best they can
- To have clear and robust performance management systems that focus on discussions about pupils eligible for pupil premium
- To address non-academic barriers to attainment such as attendance and behaviour
- To ensure that the PPG reaches the students who need it most
- To ensure that mental health and well-being is a key priority across the whole school

Barriers to future progress

Academic barriers to attainment	Non-academic barriers to attainment
Special Educational Needs	Poor attendance
Cognition and learning difficulties	Challenging behaviour
Communication difficulties	Lack of parental engagement
Profound learning difficulties	Social Interaction difficulties
	Lack of social opportunities
	Physical difficulties
	Emotional regulation difficulties/Anxiety/Social and emotional difficulties
	Poor health



Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

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Quality of teaching

1. To ensure that all day to day teaching meets the needs of each learner

Targeted academic support

1. All teachers to have pupil progress meetings to ensure that all learners are on track and no gaps appear
2. A clear system for recording and monitoring progress and attainment
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Parental engagement: Including parent/carer voice in decision making
2. Use of a Family Support Worker (FSW) full time to foster links with parents
3. To ensure that pupil mental health is a key priority across the whole school
4. Music therapy & Play therapy to develop communication and interaction skills and also for confidence building and raising self esteem
5. Horse riding for improving core strength and posture.
6. School Dog intervention to raise self-esteem, gain confidence, increase independence, improve personal hygiene and improve wellbeing.

Full planning details for interventions are outlined in the [‘Intervention planning in full’](#) section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with teachers through staff meetings, performance management and pupil progress meetings.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The **Principal** is responsible for ensuring a pupil premium strategy is always in effect.

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Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

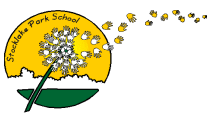
Pupil premium is reported to the Governors and there are termly meeting with the PP lead and PP Governor.

Our funding

Funding summary: Year 1					
Total number of pupils	82	PPG received per pupil	£935	Indicative PPG as advised in School Budget Statement	£16,755 (13 Ever 6 and 2 LAC) Version 1 Additional Grants LA
		Number of pupils eligible for PPG	24 @ £935 3 @ £2300 LAC 27 =32.9% As at 1/11/2019	Actual PPG budget	£12,155 (13) as per ESFA data £18,700 (Jan 19 census)
Funding estimate: Year 2					

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Total number of pupils	82	PPG received per pupil	£955		
		Number of pupils eligible for PPG	21@£955 1@2345 LAC 22= 27%	Actual PPG budget	£20,710 (Jan 20 census)
Funding estimate: Year 3					
Estimated pupil numbers	82				
Estimated number of pupils eligible for PPG	31				
Estimated funding	£29,605				

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The Vale Federation – 3 Year Long Term Pupil Premium Strategy 2019

Intervention planning in full

Intervention Number	Action	Page numbers for further detail
Intervention 1	To ensure that we work closely with families who are eligible for pupil premium and to establish a system where parental/carer's voice is involved in decision making.	Pages 5 - 10
Intervention 2	To have a clear and robust performance management system for all staff, focus on discussions about pupils eligible for PP in pupil progress meetings.	Pages 12 - 15
Intervention 3	To ensure pupil mental health and well-being is a key priority across the whole school.	Pages 16-20
Intervention 4	To ensure that children eligible for pupil premium are able to access extra-curricular activities and are equipped for school. For example, we may purchase uniform, equipment, contribute to trips or holiday clubs/residentials.	Pages 21-26

Intervention 1:	To ensure that we work closely with families who are eligible for pupil premium and to establish a system where parental/carer's voice is involved in decision making.		
Category:	Wider strategies		
Intended outcomes:	For all students to attend school and not have gaps in their learning.	Success criteria:	<ul style="list-style-type: none"> • To employ a family support worker to work with PP families and ensure they are involved in PP decisions. • Families will be well supported whilst allowing more time for SLT to focus on leaning and teaching

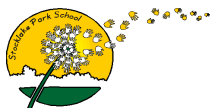
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	<p>For families to feel supported and able to ask for help or have support offered when required.</p> <p>To liaise effectively with families and other agencies to support families and aid attendance.</p>		<ul style="list-style-type: none">• For attendance to be improved, particularly addressing any persistent absenteeism• Parent/carer voice will be heard in decision• 1:1 meetings and correspondence with families
Staff lead:	Christine Stephenson/Sophie Robinson/Family Support Worker		

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	Year 1	Year 2	Year 3
Implementation of Intervention 1	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> To appoint a family support worker to make links with our families and offer support or signpost support as needed To have a clear attendance policy where and issues are identified immediately following the everyday call system. Systems are in place to provide home visits and offer transport where required To record attendance in 2 ways, looking at the overall picture and also removing medical/health issues Families to have involvement in how PP money is spent on their child Persistent absenteeism will be challenged and perused We will devise parent contact sheets which will be kept in individual pupil's files. There will be an expectation for staff to complete these half termly and record conversations with parents/carers, support needed or offered and to share good news with families. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> As the FSW becomes more established and builds relationships with families we will introduce training/workshops for families to attend Support offered for mid-year starters. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> Liaise with class teachers to support organising parent/carer involvement sessions so that families feel involved in school life. This will also support less confident and harder to reach families, providing a positive experience of school

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Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none"> • FSW appointed and starts 1/1/2020 – firstly she will settle into school, getting to know the children, families, staff as well as the physical environment • Organise a coffee morning to meet families and advertise the service and support offered • Use the schools social media to raise the profile of the service • To have a FSW section on the school website <p>Summer Update:</p> <p>FSW has been supporting our Covid-19 response to families. Particularly in respect of Stocklake Park and HH families.</p> <p>Work has taken place on one week holiday club for secondary and Stay and Play option for pupils at Booker Park school.</p> <p>Work this term has been remote and telephone contact with parents.</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Ongoing FSW costs <p><u>December 2020 update:</u></p> <p>FSW has built good relationships with all families. Regular telephone contact and support where required.</p> <p>FSW has supported families with applications for FSM, housing renovations, social care support.</p> <p>FSW and SLT has supported where attendance of students is low. Working closely with parents to breakdown any barriers, offer Covid support and work on improving attendance.</p> <p><u>March 2021 update</u></p> <p>FSW continues to be in place and has supported students and their families throughout the national lockdown.</p> <p>FSW has supported parents and carers with applying for grants, FSM, Universal credits as appropriate when family situations have changed due to Covid 19.</p> <p>FSW has supported with Child in Need meetings.</p> <p>FSW has attended bereavement training to enable students to be supported if they have experienced loss during the pandemic.</p>	<p>Final review notes:</p> <ul style="list-style-type: none"> • Ongoing FSW costs
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Light-touch review overall assessment	The intervention is performing:			The intervention is performing:			The intervention is performing:			
	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations due to Covid-19 Far below expectations 			<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 			<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 			
Anticipated expenditure	Year 1	£15,700	Is expenditure anticipated to increase, decrease or remain the same?	<ul style="list-style-type: none"> Increase Decrease Remain the same 			Is expenditure anticipated to increase, decrease or remain the same?	<ul style="list-style-type: none"> Increase Decrease Remain the same 		
			Year 2	£16,000	Year 3	£16,300				
	Total anticipated expenditure:	£48,000								

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			Year 2	£	Year 3	£
Actual expenditure <i>This section to be completed at the end of the year.</i>	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same
	Total actual expenditure:	£				

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Intervention 2:	To have a clear and robust appraisal system for all staff, focus on discussions about pupils eligible for PP in pupil progress meetings.		
Category:	Targeted academic support		
Intended outcomes:	<p>That a robust system for appraisal will ensure quality first teaching throughout the school.</p> <p>For SLT to be able to track teacher progress robustly and ensure/evidence the support and structure in place</p> <p>The most vulnerable pupils will be placed with the very best teachers and teaching assistants.</p>	Success criteria:	<ul style="list-style-type: none"> • A clear system in place for recording performance management • All staff have clear targets and expectations to ensure QFT • Record of all support and CPD to maintain quality first teaching in all classes
Staff lead:	SLT		

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	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Teachers to have a rigorous and robust appraisal system for all staff. • Investigate appraisal software. • Ensure clear targets and expectations are set with an expectation for evidence to show progression and achieving the targets. • SLT to have training on leading appraisals 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Teaching assistants to have targets and performance management meetings 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Ongoing continuation of the performance management cycle

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<p>Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p> <p>Update Dec 2020: this project was on hold for last year due to disruption from the Covid 19 pandemic.</p> <p>SLT have discussed current performance management process and are planning to make changes as necessary to the performance management timeline, paperwork and process.</p> <p>Update March 2021</p> <p>All support staff have had their appraisals.</p> <p>Continue to review paperwork to ensure best practice.</p> <p>Probation documents completed for all new TA's.</p> <p>Teachers performance management has taken place and pay review has been agreed. Targets have been set for any teachers that were under performing.</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations On hold • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	
Anticipated expenditure	Year 1	£2000 – appraisal software cost	Is expenditure anticipated to increase, decrease or remain the same?	Increase Decrease Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Increase Decrease Remain the same
			Year 2	£2000		Year 3
	Total anticipated expenditure:	£2,000				

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Actual expenditure <i>This section to be completed at the end of the year.</i>	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same
Total actual expenditure:		£				

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Intervention 3:	To ensure pupil mental health and well-being is a key priority across the whole school.		
Category:	Wider strategies		
Intended outcomes:	For staff to have greater awareness of mental health and well-being. They will be able to look out for signs of any issues with pupils and support or sign post effectively. They pay particular attention to children with PP ensuring their mental health and well-being is paramount	Success criteria:	<ul style="list-style-type: none"> • Well Being award achieved • Staff, pupils and families feel that their mental health and well-being is well supported through a variety of strategies
Staff lead:	Christine Stephenson		

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	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> To have a DSL for mental health who will be trained and a point of contact for staff and children To train staff as mental health first aiders which will support those PP children with SEMH issues, anxiety, emotional regulation difficulties Pupil mental health and well-being will be incorporated into all relevant policies and practice across the school 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Year 1 strategies will become embedded Key staff will be trained in Mental health first aid 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> Ongoing support and training to continue strategies from year 1 and 2 Any new staff will receive mental health first aid information and training

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<p>Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p> <p>Update December 2020:</p> <p>New curriculum module 'Being safe is in place for all pupils. Focus on student wellbeing.</p> <p>Recovery curriculum in place and completed. This supported students who were returning to school after a long period of absence due to covid lockdown restrictions and the school Summer holiday. Focus on communication, wellbeing, SMSC and healthy living.</p> <p>Staff wellbeing group set up. Fortnightly meetings are taking place with Wellbeing committee.</p> <p>Mental health first aider training being sought but currently postponed due to covid situation.</p> <p>Update March 2021</p> <p>Curriculum modules in the last term have focused on Wellbeing, Healthy Living, Being Safe, Communication, Beyond the classroom – Horticulture, PE – team games and Creative arts.</p> <p>All students that have been home learning have had regular contact with class teachers. SLT and FSW have been in weekly contact with families.</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations due to Covid-19 • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations - due to Covid – training is unavailable. • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	
Anticipated expenditure	Year 1	Mental health first aid training for staff – Cost TBC approx.. £600	Is expenditure anticipated to increase, decrease or remain the same?	Increase Decrease Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Increase Decrease Remain the same
			Year 2	Mental health first aid training for new staff – Cost TBC £600		Year 3
	Total anticipated expenditure:	£1500				

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Actual expenditure <i>This section to be completed at the end of the year.</i>	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same
	Total actual expenditure:	£				

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Intervention 7:	To ensure that children eligible for pupil premium are well supported and are equipped for school.		
Category:	Wider strategies		
Intended outcomes:	<p>For all pupils to have the correct equipment/uniform they need for school.</p> <p>For our families to be supported and for pupils to be able to attend extra-curricular activities.</p>	Success criteria:	<ul style="list-style-type: none"> • To purchase school uniform if needed to support individual families • To contribute to school trips if needed in order for pupils eligible for PP to attend • To contribute to holiday club to support the family and to maintain routine for specific pupils • To ensure that pupils have the correct equipment they need to ensure that their learning is level with their peers
Staff lead:	Sophie Robinson/SLT		

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	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> To make sure that the classes with pupil premium pupils have access to ipads to support access to learning To substitute holiday club for some PP families so that they are supported. Students will also approach the new term more regulated as they will have had less time away from school and will have maintained their routine. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Ongoing 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> Ongoing

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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Review of PP wider strategies to support students back into school as we assess any new needs following re-opening.</p> <p>Holiday provision currently under review.</p> <p>Boxes of toys sent to identified children during closure</p>	<p>Annual review notes:</p> <p>Update December 2020:</p> <p>Resources provided for students to carry out home learning if required.</p> <p>OT equipment bought for families of children who receive PP.</p> <p>Music therapy continued remotely during any lockdown.</p> <p>Update March 2021</p> <p>Resources provided for students to carry out home learning if required.</p> <p>OT equipment bought for families of children who receive PP.</p> <p>Music therapy continued remotely during any lockdown.</p> <p>FSM support has continued for all eligible students through lockdowns and school holidays.</p> <p>Laptops provided for all students who do not have appropriate technology at home to engage in learning.</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	
Anticipated expenditure	Year 1	<p>£500 – summer club subsidised for PP children.</p> <p>LAC expenditure - £2000 (bid through PEP meetings for individuals)</p> <p>£300 for uniform, trips, etc...</p>	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase
				Decrease		Decrease
		Year 2			Remain the same	Year 3
	Total anticipated expenditure:	<p>Other PPG to be used for: (Amount TBC)</p> <p>Music therapy, play therapy £500</p>				

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Actual expenditure <i>This section to be completed at the end of the year.</i>	Year 1		Year 2		Year 3	
		£	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same
	Total actual expenditure:	£				

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YEAR	TOTAL SPEND TO DATE (Nov 2019)	REMAINING SPEND	COMMENTS
Total PP Budget Year 1 Includes LAC	29600 To be added as applications approved		
Total Spend Year 2	20,200 (Dec 2020)		
Total Spend Year 3			

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