

## Pupil premium strategy statement – Valence School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	31% (39 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	25 <sup>th</sup> November 2025
Date on which it will be reviewed	25 <sup>th</sup> November 2026
Statement authorised by	Matt Strange
Pupil premium lead	Katie Gibson
Governor / Trustee lead	Mark Roberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,180
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,375

## Part A: Pupil premium strategy plan

### Statement of intent

At Valence School, inclusion is at the heart of our methodology. We strongly believe that all students should have equal opportunities to achieve and thrive, to ensure that they all fulfil their potential. As a school for students with physical disabilities and complex medical needs, our approach to teaching and learning is highly bespoke and we tailor our lessons to meet the needs of individual students. We understand that disadvantaged learners require more support to achieve results in line with other children, and we are dedicated to meeting the pastoral, social, and academic needs of our Pupil Premium students, in order to reduce the gap in attainment. We understand the barriers to their learning and relentlessly encourage them to overcome these barriers. Individuality is embraced at Valence School, where staff and students champion independence, resilience, passion, respect, and positivity. Consequently, we are successful in fostering a culture of care and a deep-rooted sense of belonging among all pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Physical disability and complex medical needs.
2	Access to reading/maths activities daily – especially for those students in KS3 and beyond.
3	Access to a consistent approach from support staff in the learning environment.
4	Access and inclusion within citizenship activities, charitable events, trips, and whole school celebrations.

## 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 students to have improved progress across the curriculum, in particular the core subjects.	Students to be on track to make good progress across the curriculum, in particular the core subjects.
Pupil Premium students to have access to extra reading and maths activities in addition to English and Maths lessons.	Access to extra reading and numeracy activities to further improve progress in English and Maths.
Pupil Premium students to receive quality learning opportunities across all learning pathways.	Students to be on track to make good progress across all learning pathways.
Pupil Premium students to access and be fully included in citizenship activities, charitable events, trips, and whole school celebrations.	Students to deepen their knowledge and experience of citizenship activities, charitable events, and whole school celebrations.

## 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: £8,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online Platforms	Purchase of online platforms for a range of subjects (Bedrock, Sparx Maths, Doodle Maths, Busy things, Ed Shed, Ruth Muskin Phonics Portal, SENECA Learning) offer more variety to teaching and allow students to continue with their learning outside the classroom. Where students have missed lessons, the online platforms allow them to catch up on their learning.	1, 2, 3
Teaching Resources	Purchase of cooking ingredients for all cooking lessons. Purchase of	1, 2, 3

	extra resources, i.e. stationary, textbooks, technology to support students in lessons.	
Making Pupil Premium Students a Priority in the Classroom	The Assistant Principal for Curriculum launched a new CPD strategy for all teaching staff for this academic year – The Professional Growth Model. All teaching staff are aware of the enhanced focus on inclusion this academic year. The lesson plan template has been changed from 'Recipe of Success' to 'Wheel of Success' and Pupil Premium students are at the centre of this. Pupil Premium students will receive priority marking, praise, and feedback to help them make excellent progress.	1, 2
Reviewing Staffing Arrangements in Classes	The Assistant Principal will review arrangements for support staff to ensure improved consistency across classes. Support staff will attend training in Makaton, phonics, literacy, and numeracy to improve their knowledge and confidence in these areas.	3

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Educational Support Assistants for Maths and English	Educational Support Assistants have been recruited to work with small groups of students during KS3, KS4, and KS5 lessons. The English Assistant will also support with the phonics provision in Primary. There will be a focus on Pupil Premium students to ensure they receive targeted support.	3
Booster Block	This academic year, the Booster Block programme has been re-written as below. Students will have a 25-minute session at the end of day with a focus on different areas:	2

	<p>Monday: Communication / Current Affairs</p> <p>Tuesday: Numeracy</p> <p>Wednesday: Literacy</p> <p>Thursday: Team Building</p> <p>The implementation of the literacy and numeracy sessions in particular will support students with strengthening their skills in these areas.</p>	
Volunteering	Some of the older students in the formal pathway will volunteer as part of their timetable and support some of the younger Pupil Premium students in their lessons.	2
Structured Interventions	Progress of Pupil Premium students will be tracked in the compulsory data drops, which take place three times a year. Following the reports, any necessary interventions will be implemented to help students improve their progress across subjects. Progress of students in PE will highlight any necessary interventions from the therapy teams to support students with meeting their physical targets as identified in their EHCPs.	1, 2, 3

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

Budgeted cost: £5,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance work	The attendance of Pupil Premium students will continue to be monitored and reported on. Where attendance is of concern, students and families will be provided with the necessary support.	1, 2, 3, 4
School Trips & Whole School Events	Staff ensure that Pupil Premium students have the opportunity to	4

	access school trips and events throughout the year.	
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**Total budgeted cost: £42,375**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact the school's Pupil Premium activity had on pupils during 2024-2025 academic year.

#### **Quality of Teaching for All**

Staff were able to access training courses to support the priorities linked to the School Plan and their own individual needs both online and in person to support their professional development and enhance the quality of teaching and learning in the school. This has helped the school to improve the Quality of Education for all pupils, including those who are disadvantaged.

The school has continued to develop resources to enable all pupils, including those who are disadvantaged, to make good progress with their phonics and mathematics. The school's Leadership Team have supported teachers to provide a high quality of education through activities including regular Pupil Progress and Outcome meetings, lesson observations, and the opportunity to for peer observation and self-reflection. This has contributed to the good progress made by Pupil Premium pupils, evidenced below.

The school remains fully committed to providing enrichment activities, educational visits and community-based learning opportunities to maximise learning opportunities for all pupils, including those that are disadvantaged, linked to the curriculum.

#### **Progress of Pupil Premium Students**

In the academic year 2024-25, 31 students at Valence School were Pupil Premium. Overall, Pupil Premium students made good progress, as 53% of students achieved their target grades in nearly all subjects across Key Stages 1-4. 12 KS4 students obtained GCSE and/or Entry Level qualifications in a range of subjects and 4 of these students were Pupil Premium. On average, Pupil Premium students obtained 4 qualifications each, whereas the remaining 8 students achieved an average of 2 qualifications each. These results reflect the national picture for 2024-25, where the KS4 disadvantage gap index nationally narrowed slightly from 3.93 to 3.91. We are very proud of the progress of our Pupil Premium students and our strategy for the academic year 2025-26 should continue to support these students in making excellent progress.