

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Vicarage Park CE Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 Current Year 2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Katie Green, Acting Head teacher
Pupil premium lead	Natalie Evans
Governor / Trustee lead	Shanthi Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18830
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18830

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils regardless of their background will make good or better progress and achieve high attainment in all subject areas. We believe that with the correct levels of support, curriculum and a provision that meets their needs all pupils can achieve their full potential.

Our ultimate objectives are to:

- Remove barriers to learning for disadvantaged pupils
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Enable disadvantaged pupils to achieve nationally expected progress and attainment
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Ensure all pupils achieve expected or better attainment levels in Maths
- Ensure all pupils attend school regularly in order to support their wellbeing

In order to achieve our objectives and overcome barriers to learning we will:

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 support
- Use the National Tutoring Programme to deliver high quality booster lessons in maths
- Invest in resources and software to support a new phonics programme which will be delivered to all pupils to support their reading development
- Increase access to mental maths resources to improve times table knowledge and support number agility

Key principles of our strategy plan:

- We will ensure that we use effective teaching, learning and assessment strategies to meet the needs of all pupils through careful analysis of data.
- Our approach will be responsive to the individual needs of pupils through effective assessment analysis.

Challenges

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

Challenge number	Detail of challenge
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1	Pupil progress in Maths for PP pupils is lower than for non PP pupils
2	Pupil progress in Phonics and Early Reading for PP pupils is lower than for non PP pupils
3	Reconnecting the curriculum for PP pupils who needed additional support during both national lockdowns
4	Increasing the attendance of PP pupils
5	Ensuring the wellbeing of PP pupils

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
<p>Progress in Maths</p> <p>High levels of progress in Maths skills will be present across the school for all pupils</p> <p>Pupil Premium learners will achieve at least in line with National Expectations at the end of KS2</p> <p>Progress in Maths is at or above expectations for Pupil Premium pupils</p>	<p>An increase in the percentage of pupils achieving expected or better in all year groups</p>
<p>Progress in Maths</p> <p>High levels of pupil achievements in mental maths skills</p> <p>High levels of attainment in the Year 4 Multiplication check</p>	<p>Pupil progress on Times Tables Rockstars will show regular access to the programme and an increase in knowledge of Pupil Premium pupils.</p> <p>The Year 4 Multiplication Check will show high levels of achievement for all pupils.</p>
<p>Progress in Phonics</p> <p>The percentage of Pupil Premium pupils working at their expected phonic phase will increase.</p> <p>Pupils in Year 2 who didn't pass the phonics screening in Autumn 2021 will pass in Summer 2022</p> <p>The percentage of pupils passing their Phonics Screening Check in Year 1 will show an increase from 64%</p>	<p>Pupil Premium pupils will make accelerated progress to achieve within and beyond their age related phonics phase</p> <p>2023 Phonics Screening check predictions will show an increase from the 2022 results</p>
<p>Curriculum</p> <p>Pupil Premium pupils will make a greater number of links in their learning and this will be evident in their classrooms</p>	<p>Links will be evident within all classrooms from Pupil Premium pupils</p> <p>Pupil work will demonstrate an understanding of how to answer 'Big Questions' and make links across subjects</p>

<p>Attendance Increased attendance for Pupil Premium pupils</p>	<p>The number of persistent absentees among pupils eligible for Pupil Premium will reduce Pupil Premium pupils will have termly attendance of 95% or above</p>
<p>Well Being Increased well being of Pupil Premium pupils</p>	<p>Sustained high levels of wellbeing for Pupil Premium pupils Information and data from student voice, student and parent surveys and teacher observations will be used to regularly assess the increase in this.</p>

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: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring staff use evidence –based whole class teaching interventions consistently. e.g. Number Mastery	The Maths Hub Programme (NCETM) brings together professionals in a collaborative national network each locally led by an outstanding school to develop and spread excellent practice, for the benefits of all pupils. “The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.” (Mastery Learning Education Endowment Foundation)	1, 3
<i>Purchase of resources to support a DfE validated Synthetic Phonics programme to secure strong and consistent teaching of Phonics for all pupils.</i>	“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.” (Phonics Toolkit Strand Education Endowment Foundation)	2, 3
Teacher development of reconnecting the curriculum to address and fill gaps and experiences as a result of remote education	In order to teach effectively teachers need a full and clear understanding of the children’s learning experiences throughout remote education and gaps which this has caused in their knowledge, skills and understanding. Teaching a Broad and Balanced Curriculum for Education Recovery	3

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

Budgeted cost: £10800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics groups targeted at disadvantaged pupils and those children who need support following remote education.</p> <p>Training for this will be in line with whole school phonics developments.</p>	<p>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.”</p> <p>Studies show that pupils eligible for free school meals typically receive greater benefit from phonics interventions. Phonics interventions can also be used to support clear articulation of sounds and decoding skills for children who have this as a barrier to learning.</p> <p>(Phonics Toolkit Strand Education Endowment Foundation)</p>	<p>2, 3</p>
<p>Making use of additional support in Maths lessons targeted at disadvantaged pupils and those who we have identified as needing additional support to close the learning gap in knowledge, skills and understanding.</p>	<p>As outlined in the Research Review for Mathematics “Teachers and leaders should try to strike a balance between curricular approaches that enable pupils to keep up with their peers and reactive approaches that identify, help and support pupils after they have fallen behind.”</p> <p>Research Review Series: Mathematics</p>	<p>1, 3</p>

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working towards the Well Being for Schools Award in order to continue to hold well being at the heart of school life</p>	<p>In light of the recent events of the pandemic and remote education pupils need support for their mental health as well as their attainment and progress.</p>	<p>5</p>
<p>Ensuring that our whole school attendance policy is robust and consistent.</p> <p>Use the principles of good practice from the DfE document Improving School Attendance</p>	<p>The guidance document has been created using the experiences of schools who have had significantly reduced levels of absence and persistent absentees.</p>	<p>4</p>

Total budgeted cost: £18800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our assessments and observations made us aware of the need for a consistent and high quality approach to the teaching of phonics to ensure that we are enabling our students to achieve the best outcomes particularly those who are disadvantaged. Following research by the Phonics Lead the school purchased Essential Letters and Sounds in the Spring Term of 2022. This led to whole staff training on the programme to ensure that any children who had fallen behind in Phonics were able to access high quality interventions regardless of their year group. This continues to be a focus for development as a new school year has begun and the phonics programme has become more embedded.

Alongside the Phonics programme we also reorganised our reading books in EYFS/KS1 to ensure that pupils were accessing books which matched their achievements on the phonics programme. This also included a support session for parents to understand the importance of Systematic Synthetic Phonics and how they can support their children at home with Phonics and Reading.

Access to the National Tutoring Programme enabled a member of support staff to carry out training to deliver high quality interventions in maths with a particular focus on disadvantaged pupils. This enabled the gap to narrow for these pupils and supported them in developing confidence in maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Essential Letters and Sounds	Oxford University Press Essential Letters and Sounds

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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