

# 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 ( <b>3 year plans are recommended</b> )	2022-2025 Current Year 2024-25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Katie Green, Acting Head teacher
Pupil premium lead	Natalie Evans
Governor / Trustee lead	Shelagh Hughes

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

<p><b>Attendance</b></p> <p>Increased attendance for Pupil Premium pupils</p>	<p>The number of persistent absentees among pupils eligible for Pupil Premium will reduce</p> <p>Pupil Premium pupils will have termly attendance of 95% or above</p>
<p><b>Well Being</b></p> <p>Increased well being of Pupil Premium pupils</p>	<p>Sustained high levels of wellbeing for Pupil Premium pupils</p> <p>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.” ( <a href="#">Mastery Learning Education Endowment Foundation</a> )	1, 3
<i>Purchase of resources to support a <a href="#">DfE validated Synthetic Phonics programme</a> 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.” ( <a href="#">Phonics Toolkit Strand Education Endowment Foundation</a> )	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. <a href="#">Teaching a Broad and Balanced Curriculum for Education Recovery</a>	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><a href="#">(Phonics Toolkit Strand Education Endowment Foundation)</a></p>	2, 3
<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><a href="#">Research Review Series: Mathematics</a></p>	1, 3

## 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>	5
<p>Ensuring that our whole school attendance policy is robust and consistent.</p> <p>Use the principles of good practice from the DfE document <a href="#">Improving School Attendance</a></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>	4

**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 2023 to 2024 academic year.

#### **Challenge 1 - Pupil progress in Maths for PP pupils is lower than for non PP pupils**

As part of CPD training staff have revisited 2 areas in school particularly in light of some mixed age classes in school. In order to meet the needs of learners in maths in LKS2 a HLTA taught alongside the class teacher so that children could access their year group objectives. All classes were taught consistently using the White Rose Scheme and staff meeting time was used to ensure planning was consistent to meet the needs of all learners and address gaps in learning through ongoing assessment.

In addition to this staff also revisited multiplication tables as part of their staff meeting time looking at when and how these are taught to the children in school and ensuring consistent access and expectations across the school. Teachers worked on reintroducing TTRS across the school and TTRS Numbots was purchased to enhance number knowledge in the Early Years.

#### **Challenge 2 - Pupil progress in Phonics and Early Reading for PP pupils is lower than for non PP pupils**

Following the successful implementation of our new systematic synthetic phonics scheme Essential Letters and Sounds we explored the ways in which this can be taken into later years of school by purchasing the ELS Spelling programme for Year 2. This led to further training for whole staff so they became skilled in how to deliver the spelling programme and how to address gaps in learning for any children who have fallen behind or at risk of falling behind to access high quality interventions regardless of their year group. The result of the new schemes has also been consistency of approach for our pupils as they now know what to expect when they are working on their phonics and spelling work as the structure is the same every lesson. The work with phonics and spelling will continue to be developed in the 2024-25 academic year.

Training and using additional adults in the classrooms to listen to children read has also had a positive impact as those children who are not being read with at home are being targeted for additional reading times during the week. This is having an impact on pupils' early reading as they are getting regular consistent support in school.

#### **Challenge 4 - Increasing the attendance of PP pupils**

Attendance of pupils for the year 2023-2024 was 94.72% for the whole school

Attendance of Pupil Premium pupils for the year 2023-2024 was 92.22%



### Challenge 5 - Ensuring the wellbeing of PP pupils

In July 2024 we were successful in gaining the Well-Being for Schools Award which recognised the clear focus that Vicarage Park School puts on the well-being of staff and children.

‘Throughout the award process, the school has demonstrated continued progress to support and improve the emotional wellbeing and mental health of the whole school community.’ (Vicarage Park WAS Verification report). Our school ELSA is continuing to work with children identified by staff and parents as needing additional well-being support and this has continued to have a positive impact on pupils and their families.

In addition to this our Pupil Premium has enabled PP pupils to attend trips and residential as this money was used towards part payment of these for these pupils. This allowed them to have the same experiences as their peers and experience activities that some families would not have been able to afford.

## 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
ELS Spelling	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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

**Further information (optional)**