

## 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	Vernon Park Primary School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/2021 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Lee, Head Teacher
Pupil premium lead	Matthew Pattison, Pupil Premium and Assessment Lead
Governor / Trustee lead	Alexandra Jamieson, Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,360.00
Recovery premium funding allocation this academic year	£ 6,735.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 56,784.03
<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	£177,879.53

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, have positive mental wellbeing and will be the best that they can be in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged children have a positive mind-set towards their achievement.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with their <b>social, emotional and mental health needs</b> . This negatively influences their academic development and progress.
2	Internal and external (where available) assessments indicate that <b>baseline entry to Nursery</b> is significantly lower among disadvantaged pupils than that of non-disadvantaged pupils in all areas of learning. Furthermore, assessments indicate that <b>GLD, Phonics &amp; KS1 attainment are significantly lower</b> among disadvantaged pupils than that of non-disadvantaged pupils
3	Our assessments and observations show <b>underdeveloped oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from entry to EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils and families show <b>limited access to rich and varied texts and experiences</b> . This negatively affects their development as readers and writers.
5	Our assessments and observations indicate that the <b>education and well-being of many of our disadvantaged pupils have been impacted by partial school closures</b> (due to the Covid pandemic) to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
6	Our <b>attendance data</b> over recent years indicates that attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Social and emotional needs are met in school and more complex needs are referred to outside agencies. Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in negative behaviour.</li> </ul>
To close the gap between disadvantaged pupils and their peers especially in oral language skills and vocabulary and to close the gaps caused by partial school closures (due to the Covid pandemic).	Assessments and observations indicate significantly improved oral language among disadvantaged pupils and targeted children make expected / exceeding rates of progress as identified in progress data. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children with additional and multiple barriers to learning identified, monitored regularly and information shared with all appropriate staff.	Children with multiple barriers to learning access high quality support both in-school and from external agencies. Early SEND intervention in EYFS will result in more PP children with SEND achieving the GLD by the end of EYFS. Children eligible for the PP with multiple barriers to learning will make at least expected progress during the academic year and in some cases accelerated progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Pupil Premium attendance is in line with non-pupil premium attendance and at least meets the school target of 95 %. The number of pupil premium pupils with attendance below 90% (persistent absentees) is reduced.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close tracking of acquisition of non- negotiables, Staff will have clear understanding of gaps in each PP child's knowledge and the cause of these gaps. Staff will use information from previous teacher to identify gaps and causes. PP children prioritised for interventions.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">Quality First Teaching / Education Endowment Foundation/ EEF</a></p>	<p>3, 4, 5, 6</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. (e.g. Reasoning activities, metacognition reflection questions)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Continuous embedding of school-wide initiatives to support teaching and learning in all subjects including the embedding of vocabulary (topic and literacy words) and ensure cohesion and parity across the school. Whole school is using: Word Aware (Vocabulary); Cracking Comprehension (Reading); White Rose (Maths); DEAL (drama); Kagan (Cooperative learning); Growth Mind-sets and Metacognition; and focusing on the vocabulary linked to history and geography learning suggested by Rising Stars. Makaton is also used across the school to support communication.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p><a href="#">Collaborative Learning / Education Endowment Foundation/ EEF</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">Quality First Teaching / Education Endowment Foundation/ EEF</a></p>	<p>2, 3, 4, 5, 6</p>

Regularly monitor and evaluate phonics provision, promoting high standards in attainment and progress through quality first teaching, booster groups and 1-1 interventions in RWI.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Class Teachers in KS1 to lead RWI sessions: continuous provision running throughout phase in Autumn Term to support pupils post-lockdown will enable differentiated groups of children to be rotated across activities.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to lead on intervention support: class teachers to be released by supply (PM) one afternoon a week for bespoke, dynamic interventions, responding to children's needs. Intervention records to be kept and maintained by all staff. Children with additional/multiple barriers to learning to take priority in these interventions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,5,
Whole school maintain Phonics, Reading (fluency and comprehension) as a focus and priority for all children at all attainment points. DHT reading 1-1 with all children from Y1-Y6 to ascertain gaps, lost learning and next steps for development.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-launching libraries (temporarily closed during lockdowns) to ignite reading for pleasure and promote a love of reading across the school.	A growing number of studies show that promoting reading can have a major impact on children and adults and their future and significant benefits not just on all areas of academic life, but life outside of school too. <a href="#">Reading For Pleasure/ Education Standards Research Team/ DfE</a>	2, 3, 4
Pastoral Manager and HT closely monitor attendance and offer support in line with the attendance policy and the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Focus of positive mental health strategies and wellbeing in Circle work, values assemblies and PSHE sessions. Continued monitoring and support of PP children social emotional, mental health and wellbeing.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and emotional learning/ Guidance Report/ EEF</a>	1
Re-launching Forest School (temporarily closed during lockdowns) to give children access to rich and varied experiences as well as develop social skills and emotional wellbeing. Information on disadvantaged children is shared with Forest school leaders to allow them to carry out more focussed support and intervention during sessions.	Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. These experiences have a positive impact on factors such as confidence, social skills, communication, motivation, knowledge and understanding. <a href="#">Forest Schools/ Impact On Young Children/ Publications and Research</a>	1, 4, 6
Ensure standards in RWI are consistent by: releasing RWI staff to observe best practise and RWI lead to observe and support to ensure best practise; providing RWI training for all new EYFS & KS1 Staff; and continuing intervention for children in KS2 who have not passed Phonics Screening.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2