

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Primary
Number of pupils in school	887
Proportion (%) of pupil premium eligible pupils	30%
Academic year that our current pupil premium strategy plan covers	2023
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Shabana Khan (Head teacher)
Pupil premium lead	Shabana Khan (Head teacher)
Governor / Trustee lead	Quintin Peppiatt (Chair of LGB/Board of Trustees)

Funding overview – 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£364,444
Recovery premium funding allocation this academic year	£36,105
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	£400,549

Part A: Pupil premium strategy plan

Statement of intent

At Vicarage Primary school our moto 'Be the best you can be', encapsulates our ambition for all our pupils.

We will target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active and socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Furthermore the impact of the pandemic has also disproportionality hit pupil premium children.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by social inequality and deprivation factors
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Enable pupils to enhance their social and emotional wellbeing
- ✓ Enable pupils to access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- ✓ Pupils come from more challenging economic circumstances than deprivation indicators suggest. Eligibility for free school meals is higher than normal. Many families live in overcrowded private rental accommodation. Mobility has been increasing over the last few years due to families moving to secure long term housing.
- ✓ 30% of pupils are eligible for Pupil Premium Funding in comparison to 25% national

Achieving our objectives:

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

- Provide targeted intervention and support to quickly address identified gaps in learning
- Ensure all pupils have access to educational and residential visits
- Provide opportunities for pupils to participate in Sports, Music and Art enrichment activities
- To achieve and sustain improved wellbeing for all pupils

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs can access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p><i>Staff observations and interactions with pupils and families have identified social and emotional issues for many pupils caused by the cost of living crisis, e.g. difficulties managing and regulating emotions.</i></p>
2	<p>Oracy</p> <p><i>Assessments on entry in EYFS and teacher observations highlight limited English language and communication skills in EYFS and Year 1.</i></p>
3	<p>Speech, language and communication</p> <p><i>Referrals from staff to SEND team show an increased number of pupils with speech and language difficulties</i></p>
4	<p>Parent Partnership</p> <p><i>Parental understanding of the role and responsibility of a school in addressing the needs of its pupils</i></p>
5	<p>Mobility</p> <p><i>Due to housing issues in the local area mobility remain high</i></p>
6	<p>Access to wider opportunities</p> <p><i>Based on our context, in an area of high deprivation where pupils limited opportunities to benefit from cultural enrichment</i></p>

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	<ul style="list-style-type: none"> • Sustained high levels of pupil wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations
To ensure attainment levels in Reading, Writing, Maths and phonics remain high	<ul style="list-style-type: none"> • Achieve outcomes in-line with, or above, national average by the end of KS2. • Disadvantage pupils attain highly in Year 1 phonics screening check and Year 2 re-check as non-disadvantaged • Fewer disadvantaged pupils in the lower phonics groups in KS1 and KS2
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 SATS maths outcomes show that the gap between disadvantaged and on-disadvantaged pupils is reduced.
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Assessment and observations indicate significantly improved oral language among disadvantaged pupils in EYFS and KS1
Improved Speech and language provision and diagnosis which will lead to pupils accessing learning	<ul style="list-style-type: none"> • Pupils needs are identified and addressed effectively with support from bought in professional service, i.e. speech and language therapist
To maintain a strong partnership between parents and school	<ul style="list-style-type: none"> • Parental engagement is developed leading to better outcomes for pupils.
To ensure pupils who are mid phase admissions settle into school quickly so that they make good or better progress in their learning	<ul style="list-style-type: none"> • On entry assessment are carried out quickly and interventions are planned.
More opportunities for pupils to widen their experiences and develop skills to prepare them for the wider world.	<ul style="list-style-type: none"> • Pupils enjoy visits and workshops and can speak about the impact on their knowledge and understanding of the world • Greater involvement in MAT level and Borough events and competitions

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: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	<p>Research by the Education policy institute and Ambition institute found positive correlations between effective staff CPD and increased pupil progress. From 42 studies, professional development interventions were found to have a “positive effect on student learning”. Again this points towards the positive impact of quality first teaching.</p> <p>EEF report on effective teaching of primary literacy states that reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> • prediction; • questioning; • clarifying; • summarising; • inference; and • activating prior knowledge. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-download-the-guidance-report-and-poster</p>	All
Pupils Social, Emotional & Mental Health Well-being addressed through targeted support	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1
Parent learning opportunities including workshops and curriculum meetings	Parental engagement is developed leading to better outcomes for pupils	5

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

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily intervention to support 'catch up' in phonics in EYFS and KS1 to ensure all pupils reach the required standards.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Catch up delivered by support staff (TAs) should be targeted and not left to the TA to plan. TAs should be trained to deliver specific programmes as per the EEF guidance on using teaching assistants https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teachingassistants/TA_Recommendations_Summary.pdf</p>	2, 3
Daily intervention to support 'catch up' in maths in Year 1, 2, 3, 4, & 5	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3
Before and After school booster classes delivered by qualified teachers and a summer booster programme for Year 5 pupils entering Year 6.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

Part fund the school's speech and language package with the NHS to allow faster diagnosis of pupils with Speech and Language needs and training for staff to run groups and interventions	NICE (NHS) have a wealth of research papers attesting to the efficacy of speech and language interventions https://www.evidence.nhs.uk/search?ps=40&q=speech+language+interventions+with+children	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club</p> <p>Pupils have an enriched out of school learning offer</p> <p>Support for working parents through quality out of school provision</p>	<p>All pupils have a settled start to the school day.</p> <p>No pupil starts the day hungry.</p> <p>All pupils have the necessary equipment.</p>	1, 5, 6, & 7
<p>Increase the provision and scope of clubs to include a range of clubs covering sports, languages, music, dance, reading and computing.</p> <p>Ensure at least 1/3 of club participants are PP children.</p> <p>Ensure participation is open to SEND pupils on FSM and pay TA to attend with 1:1 pupils.</p>	<p>Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended</p>	1, 5 & 7
<p>Develop use of school library to promote reading for pleasure for staff, pupils and parents</p>	<p>Children who begin reading for pleasure early in life tend to perform better at cognitive tests and have better mental health when they enter adolescence,</p>	1, 2, 3, 4, 6
<p>Wider curriculum opportunities</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	3, 4, 5, & 7
<p>Parent workshops and communication</p> <p>Greater communication with parents so parents are better informed</p> <ul style="list-style-type: none"> - School website - Twitter - Newsletter 	<p>Strengthened partnership with parents/carers</p> <p>Parents/Carers regularly support pupils with home</p>	All areas of challenge

Total budgeted cost: £400,549

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium pupils in the 2022 to 2023 academic year.

Key areas of impact

- ✓ 2022-2023 Year 1 Phonics screening test results 95%, all pupils, 89% PP pupils achieved the pass mark.
- ✓ 2022-2023 End of KS1 SATs results are well above National, 75% PP pupils achieved expected or greater depth in reading, 72% (31/46) PP pupils achieved expected or greater depth in writing and 72% maths.
- ✓ 2022-2023 End of KS2 SATs results are well above National, in reading 83% of PP pupils achieved expected or higher standard compared to 62% Nationally.
- ✓ In Writing 73% of PP achieved expected or higher standard compared to 56% Nationally, In Mathematics 83% of PP achieved expected or higher standard compared to 56% Nationally.
- ✓ 73% of PP pupils achieved expected standard of greater depth in Reading, Writing and Mathematics compared to 43% Nationally. 17% of PP pupils achieved higher standard in Reading, Writing and Mathematics compared to 3% Nationally.
- ✓ PP attendance figures for end of 2022-2023: 92% above national

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
Maths No Problem	Maths No Problem
Number Sense Math	Number Sense Maths
Take One Book	The Just Imagine Centre
Writing for Pleasure	Writing for Pleasure Centre
RWI Portal	Ruth Miskin and RWI

