

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 3 academic years 2019 to 2022) 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	Vaughan Primary School
Number of pupils in school (on 22.9.22)	660
Proportion (%) of pupil premium eligible pupils (on 22.9.22)	17.3% (114 pupils)
Academic years that our current pupil premium strategy plan covers	2019 to 2022
Date this statement was published	September 2022
Statement authorised by	Karen Jones Headteacher
Pupil Premium Lead	Emma Rogers AHT for Inclusion
Governor Lead	Jonathan Arrowsmith Pupil Premium Lead

### Funding overview for 2021 - 2022

Detail	Amount
Pupil premium funding allocation	£111,290
Covid Recovery premium funding allocation	£5,945
Pupil premium funding carried forward from previous years	£0
<b>Total budget</b>	<b>£117,235</b>

# 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 and achieve high attainment across 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.

High-quality 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

## Challenges

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

Challenge number	Detail of challenge
1	The school needs to continue to focus on targeting a higher proportion of

	pupil premium pupils reaching the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.
2	The demographics of the local area and school are changing. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning. Targeted intervention is required for these pupils.
3	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs. Specialist provision and support is required for these pupils.
4	Pupils not being ' <i>ready to learn</i> ' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Specialist provision and support is required for these pupils.
5	Low levels of oracy and language development on entry to school. This is further accentuated by little or no pre-school attendance.
6	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
7	Low cultural capital. Children's involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.
8	Parental engagement with school and perceptions of education.
9	There has been an increase in the past few years in the number of referrals made to Children's Services following disclosures by pupils. A number of children eligible for PP receive support from the Early Support Team or Children's Services to address issue
10	Impact of partial school closure/bubbles having to self-isolate, for many children as a result of COVID-19

## 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
A higher proportion of Pupil Premium pupils to achieve the expected or higher standard at the end of each key stage and make accelerated rate of progress and diminish differences against similar pupils/groups nationally	<p>Pupil Premium pupils will achieve targets set at the end of each key stage.</p> <p>A higher proportion of Pupil Premium pupils to make accelerated progress in order to achieve the expected or higher standard at the end of each key stage.</p>

and against all pupils/groups at Vaughan	
High levels of oracy and language skills role modelled by adults consistently to children in all key stages to support reading and writing outcomes.	<p>Pupil Premium pupils will achieve targets set at the end of each key stage.</p> <p>A higher proportion of Pupil Premium pupils to achieve the expected or higher standard at the end of each key stage.</p>
Pupils to take responsibility for their learning by responding to feedback.	<p>Good level of development data at the end of Reception.</p> <p>From their starting point, a higher proportion of Pupil Premium pupils make accelerated progress to diminish differences and are either working at, or exceeding, the expected standard.</p> <p>Book scrutinies demonstrate that pupils take greater responsibility for their learning and respond to their next steps. There is evidence of pupils responding to feedback resulting in progression of skills within written work.</p>
A higher proportion of children who are disadvantaged and have a Special Educational Need and/or Disability to make an accelerated rate of progress and diminish differences against similar pupils/groups nationally and against all pupils/groups at Vaughan.	<p>From their starting point, a higher proportion of pupils who are disadvantaged and have a Special Educational Need, make accelerated progress to diminish differences and are either working at, or exceeding, the expected standard.</p>

## Activity during 2021 - 2022

This details how we spent our pupil premium (and Covid recovery premium funding) to address the challenges listed above.

### Teaching

**Expenditure: £30,135**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Pupil Premium pupils achieve good or better progress	Use of Learning Ladders to identify gaps in learning to inform planning and interventions Use of Provision Map to create IEPs for PP Pupils IEPs assessed and reviewed Differentiated lesson plans – work in books and homework Interventions created and monitored in Provision Map Planning and book scrutinies	All
Improve reading and writing across the school	Use of Talk for Writing – lesson plans, classroom observations, learning walks Daily reading – embedding of Reading Roots Fine motor skills interventions Planning and book scrutinies	1 - 5
Embed new phonics scheme of work	Daily phonics sessions Lesson plans and observations Learning walks Resources used	5
In EYFS, provide structured home support	Use of Evidence Me Software (Online learning journey)	6
Continue to embed Maths Mastery skills	Lesson plans and observations Learning walks Resources used Planning and book scrutinies Attendance at Maths Mastery CPD	1 - 4
Provide weekly INSET plus external targeted training e.g.	Termly Monitoring Calendars INSET PowerPoints and resources	All

ECT, Subject Leader	Attendance certificates Lesson plans and observations Learning walks Planning and book scrutinies Pupil resources	
Ensure effective TA Deployment	Higher number of TAs providing Maths and English support in lower ability sets across the school	1 - 5
Begin to use Provision Map	INSET Regular use of Provision Map IEPs for SEND and PP pupils Evidence of monitoring and evaluation of IEPs and interventions Parental engagement via the portal	1 – 5, 8

## Targeted academic support

**Expenditure: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champions (in each phase) to provide targeted support	IEPs in Provision Map Half Termly Meetings with AHT for Inclusion Progress and attainment data PP Champions timetables	1 - 4
Provide specific interventions in reading, writing and maths which target gaps in learning	School Led Tutoring Year 6 Boosters Use of Learning Ladders to identify gaps in learning to inform planning and interventions Interventions in Provision Map – regularly reviewed and assessed Personalised learning and resources Use of NELLI, ELKLAN and Toe-by-Toe trained TAs to provide speech and language interventions Daily Reading for all children who receive the grant in EYFS	1 - 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Daily phonics sessions Interventions to support pupils who did not pass the Year 1 Phonics Test	1 - 5
Provide additional reading support for PP	Weekly peer to peer reading in conjunction	1 - 5

pupils in UKS2	with Harrow Boys School	
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## Wider strategies (e.g. related to attendance, behaviour, wellbeing)

**Expenditure: £72,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted SEMH support from the Pastoral Team	Learning Mentor and CBT Counsellor timetables Drawing & talking Therapy Whole class Mindfulness sessions Assemblies Social communication interventions Participation in the EPlays pilot (social comms intervention) PASS Assessment	4
Provide specialist ASD Teacher to work with ASD pupils (without an EHCP)	Weekly sessions to support pupils across the school with ASD Support provided to staff who work with these pupils 'Different Minds' assembly for Years 4 and 6 (neurodiversity awareness)	3, 4
Provide ongoing staff training and CPD	SMHL training and attendance at relevant external INSET Drawing & Talking Staff INSETs	All
Provide support to families re: attendance and persistent absenteeism	Weekly meetings between AHT for Inclusion/DSL and Attendance Officer Attendance Contracts Early Support referrals	8
Provide Parent Forums and Workshops	Termly SEND and Safeguarding Forums Parent Workshops	8
Provide pupil enrichment opportunities	Sporting events Music events Educational trips Peripatetic music lessons Sport Technician	7

	Change for Life programme Watford FC Routes to Success	
Provide additional spaces for LAC and PP pupils at Breakfast and After School Clubs	Attendance at clubs Pupil Voice	4, 8, 9

**Total budgeted cost: £117,235**

## Part B: Review of outcomes

### Pupil premium strategy outcomes

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

It was the first year of full time education since the global pandemic and lockdown. The national statutory tests returned for Years 2 and 6 and Year 6 were moderated for Writing. Both staff and pupils had to resettle into the full time routine and the impact of Covid was still evident, particularly in relation to behaviour, mental health and wellbeing.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was in line with previous years in key areas of the curriculum (see previously provided Assessment data). Gaps in learning were planned for and addressed through high quality teaching and interventions where necessary.

As evidenced in schools across the country, school closure was most detrimental to writing as children were unable to practice writing at length. Nationally, the gap between disadvantaged and non-disadvantaged pupils had widened in reading, writing and maths as they were unable to access many of the interventions and activities which they would have received in a normal academic year.

Overall attendance in 2020/21 was around 95%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and so was persistent absence. This was mainly due to the changes around Covid testing earlier in the year. Several families also took more holidays and extended holidays as restrictions were lifted. There were also a number of childhood illnesses which affected attendance for prolonged periods, which is why attendance is a focus of our plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continued to build on that approach with the activities detailed in this plan.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Easter School	Magna
Summer School	HAF/Stomp
Football Clubs	Kickup
Activities Clubs	Superstar Sports
Routes to Success	Routes to Success
PE Support for Year 3	Wealdstone Football Club
Mentoring for Year 5 Boys	Watford FC
Primary Shakespeare Year 5	Royal Shakespeare Company
Cricket Skills	Middlesex Cricket Club
Transition for Year 5	Whitmore High School

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.