

Pupil Premium Strategy Statement – Vaughan Primary School – 2023-2024

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Katy Hinson
Governor / Trustee lead	Juz Paice

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,690.00
Recovery premium funding allocation this academic year	£4386.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£176,076.00

Pupil Premium Strategy Plan 2023-2024

Statement of Intent

Vaughan Primary School's over-arching aim is "to prepare our children for a happy future." We aim to achieve this by providing purposeful opportunities for life-long learning through a passionate team and an enabling environment. This is our ambition for all pupils, including those who are disadvantaged.

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.

In doing this, we will also 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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme 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	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This impacts upon reading attainment at the end of both KS1 and KS2.</p> <p>In 2023, at the end of KS1, 86% of non-disadvantaged pupils achieved the expected standard compared with 81% of non-disadvantaged pupils. At the end of KS2, 89% of non-disadvantaged pupils achieved the expected standard in comparison with 71% of disadvantaged pupils.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2023, 94% of non-disadvantaged pupils passed the phonics screening test in comparison with 78% of disadvantaged pupils.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class the majority of our disadvantaged pupils arrive below age-related expectations in all areas compared to our non-disadvantaged pupils. This gap remains steady to the end of KS2.</p> <p>In 2023, at the end of KS1, 86% of non-disadvantaged pupils reached the expected standard in maths, compared with 81% of</p>

	disadvantaged pupils. At the end of KS2, 91% of non-disadvantaged pupils reached the expected standard in maths, compared with 75% of disadvantaged pupils.
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths.</p>
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, further exacerbated by the legacy of the COVID-19 pandemic and the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Our attendance data over some time indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Improving attendance is also a whole-school priority area.</p> <p>20.89% of disadvantaged pupils were 'persistently absent' compared to 15% of their peers during the academic year 2022-2023. Whilst persistent absenteeism impacts upon pupil progress and attainment for all pupils, our assessments and observations indicate that this is even more negatively impacting upon disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other

disadvantaged pupils.	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2025/2026 show that more than 80% of disadvantaged pupils meet the expected standard (a 3% increase each academic year.)</p> <p>KS1 reading outcomes in 2025/2026 show that more than 86% of disadvantaged pupils meet the expected standard (a 5% increase over 3 years.)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2025/2025 show that more than 85% of disadvantaged pupils meet the expected standard (a 10% increase over 3 years.)</p> <p>KS1 maths outcomes in 2025/2026 show that more than 81% of disadvantaged pupils meet the expected standard (a 10% increase over 3 years.)</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/2026 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Survey results from emotional regulation/zones of regulation work • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/2026 demonstrated by a reduction in the amount of unauthorised absence and persistent absence, as well as a narrowing of the gap between disadvantaged and non-disadvantaged pupils in these areas.</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 0.5% and the unauthorised attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.1%.

	<p>(This is currently 0.5% for non-disadvantaged pupils and 1.2% for disadvantaged pupils.)</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 12%. The current figures are 15% of non-disadvantaged pupils are persistently absence and 21% of disadvantaged pupils are persistently absent.
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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: £67,187 (5% inflation) = £70,546

Activity	Evidence that supports this approach	Challenge numbers addressed
Ensure Pupil Premium pupils achieve good or better progress and reach their predicted outcomes, narrowing the gap between the attainment of those who are disadvantaged and those who are non-disadvantaged.	<p>Use of Arbor to identify gaps in learning to inform planning and interventions</p> <p>IEPs assessed and reviewed</p> <p>Differentiated lesson plans – work in books and homework</p> <p>Interventions created and monitored on arbor</p> <p>Planning and book scrutinies</p> <p>Booster provision</p>	1, 2, 3, 4
Deploy support staff effectively to maximise the progress and attainment of pupil premium pupils	<p>Higher number of TAs providing Maths and English support in ability sets across the school particularly for Pupil Premium children – cost: £33,743</p> <p>Pupil premium champion TAs to work exclusively with pupil</p>	1,2,3,4

	premium pupils across the school – cost: £11,000	
Improve reading and writing across the school	Daily reading – embedding of Reading Roots and Fine motor skills interventions – cost: £15,747 Planning and book scrutinies Lesson observations and learning walks Subject leader work and training for all staff Booster provision for year 6 pupils – cost: £1939	1,4
Further embed new phonics scheme of work (twinkl)	Daily phonics sessions including interventions – cost: £15,747 Lesson plans and observations Learning walks Resources used Subject leader work and training for all staff	2
In EYFS, provide structured home support	Use of Evidence Me Software (Online learning journey) Parent meetings Regular information sent to parents/support given where needed	1,2,3
Continue to embed Maths Mastery skills	Lesson plans and observations Learning walks Resources used Planning and book scrutinies Attendance at Maths Mastery CPD Booster provision for year 6 pupils – cost: £1939	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Emotional regulation training for all staff</p> <p>Zones of regulation introduced into all classrooms</p> <p>Behaviour plans and ABC charts to be implemented for some pupils</p> <p>Bespoke behaviour systems introduced for some pupils (e.g. individual reward charts etc.)</p> <p>Review of behaviour policy/consultation.</p> <p>Parent information sessions.</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,881 (+5% inflation) = £28,228

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Pupil Premium Champions (in each phase) to provide targeted support</p>	<p>IEPs</p> <p>Half Termly Meetings with AHT for Inclusion with pupil premium champions - £595</p> <p>Progress and attainment data on arbor</p> <p>PP Champions timetables - £11,000</p>	<p>1, 4</p>
<p>Provide specific interventions in reading, writing and maths which target gaps in learning</p>	<p>Year 6 Boosters- £1939</p> <p>Use of Arbor to identify gaps in learning to inform planning and interventions</p> <p>Interventions on Arbor- regularly reviewed and assessed</p> <p>Personalised learning and resources</p>	<p>1,2,3,4</p>

	<p>Use of various interventions such as Toe-by-Toe. - £15,747</p> <p>Trained TAs to provide speech and language interventions –£2748</p> <p>Daily Reading for all PP children in EYFS</p> <p>Half-Termly Meetings with AHT for inclusion with DHT and class teachers to look at progress for SEND and pupil premium pupils - £1,191</p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>Daily phonics sessions</p> <p>Interventions to support pupils who did not pass the Year 1 Phonics Test – £15,747</p>	2
Provide additional reading support for PP pupils in UKS2	<p>Weekly peer to peer reading in conjunction with Harrow Boys School</p> <p>Pupil Premium Champion TAs to provide additional reading support - £11,000</p> <p>Booster reading support</p>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic and/or continue not to reach age-related expectations.	<p>School Led Tutoring- supply teacher/own staff- £6600</p>	1,2,3,4

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

Budgeted cost: £64,628 (+5% inflation) = £67,859

Activity	Evidence that supports this approach	Challenge numbers addressed
Introduce the new sensory room and implement a timetable of support for targeted pupils	Timetable Training for support staff and teachers on how to use the room Cost of implementation and maintenance Liaison with ASD advisory team Training on sensory profiles and sensory circuits	5
Provide targeted SEMH support from the Pastoral Team	Provide targeted SEMH support from the Pastoral Team Learning Mentor and CBT Counsellor timetables working with disadvantaged pupils - £17,609 Whole class Mindfulness sessions Assemblies Social communication interventions - £15,747 Participation in the EPlays pilot (social comms intervention) Sensory room timetable Emotional regulation/zone of regulation work Behaviour policy review and consultation	5
Provide specialist ASD Teacher to work with ASD pupils (without an EHCP)	Provide specialist ASD Teacher to work with ASD pupils with or without an EHCP.	3,4

	<p>Support and training provided to staff who work with these pupils (particularly around sensory profiles and the use of the sensory room.) – £1000</p> <p>‘Different Minds’ assembly for Years 4 and 6 (neurodiversity awareness)</p> <p>Inclusion week – promotion of neurodiversity and other diversity/disability – March 2024</p>	
Provide ongoing staff training and CPD	<p>SMHL training and attendance at relevant external INSET – £1000</p> <p>Staff INSET</p> <p>Behaviour policy and emotional regulation training and consultation</p>	5
Provide support to families re: at-tendance and persistent absenteeism	<p>Weekly meetings between SBL and Attendance Officer – £1997</p> <p>Attendance Contracts</p> <p>Early Support referrals</p>	6
Provide and signpost wider support to families as needed.	<p>DHT and AHT for inclusion to work with early help team to learn about local offer – £835</p> <p>Continued liaison with early help school contact</p> <p>Parent workshops and signposting where appropriate</p> <p>Safeguarding meetings and parent information sessions led by school</p> <p>School to host information sessions/workshops where appropriate led by early help team</p>	5

Provide enrichment activities and school trips	50% reduction on the cost of school trips and residential visits School to support with the cost of enrichment and extra-curricular activities for some disadvantaged pupils Total Cost: £10,000	5
Provide a set of school uniform	School uniform to be provided for all pupil premium pupils Cost: £7,080	5
Provide free breakfast club places for disadvantaged pupils who need them.	Free breakfast club places to be provided for disadvantaged pupils where there are concerns about attendance/punctuality. Cost: £9,360	6

Total budgeted cost: £166,633

+ (contingency budget (£10,000) – additional training and resources not already costed in document)

Total overall cost: £176,633

