

Pupil Premium Evaluation Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils in 2022-2023.

It outlines our pupil premium strategy, how the money was spent during the academic year 2022-2023 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	622
Proportion (%) of pupil premium eligible pupils	17.4%
Academic years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2023
Statement authorised by	
Pupil Premium Lead	Katy Hinson (Assistant Head Teacher – Inclusion)
Governor Lead	Jonathan Arrowsmith

Funding overview for 2022 - 2023

Detail	Amount
Pupil premium funding allocation	£149,580
Covid Recovery premium funding allocation	£4,386.25
Pupil premium funding carried forward from previous years	£0
Total budget	£153,966.25

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 in September 2022

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 from the September 2022 Plan

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 and against all pupils/groups at Vaughan	<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>
High levels of oracy and language skills role modelled by adults	Pupil Premium pupils will achieve targets set at the end of each key stage.

<p>consistently to children in all key stages to support reading and writing outcomes.</p>	<p>A higher proportion of Pupil Premium pupils to achieve the expected or higher standard at the end of each key stage.</p>
<p>Pupils to take responsibility for their learning by responding to feedback.</p>	<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>
<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>	<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 2022-2023

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

Teaching

Expenditure: £52,066.25

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 Arbor 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	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 including interventions 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. ECT, Subject Leader	Termly Monitoring Calendars INSET PowerPoints and resources Attendance certificates Lesson plans and observations Learning walks Planning and book scrutinies Pupil resources	All
Ensure effective TA Deployment	Higher number of TAs providing Maths and English support in ability sets across the school particularly for Pupil Premium children	1 - 5
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: £26,000

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/HT 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 Arbor 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	Daily phonics sessions Interventions to support pupils who did not pass the Year 1 Phonics Test	1 - 5

who require further phonics support.		
Provide additional reading support for PP pupils in UKS2	Weekly peer to peer reading in conjunction with Harrow Boys School	1 - 5

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Expenditure: £76,000.

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)	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 SBL and Attendance Officer Attendance Contracts Early Support referrals	8
Provide Parent Forums and Workshops	Termly Forums Parent Workshops	8
Provide pupil enrichment opportunities	Sporting events Music events Educational trips Peripatetic music lessons	7

	Sport Technician Change for Life programme Watford FC Creative Futures Nursery and Year 6	
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: £153,966.25

Part B: Review of outcomes

Pupil premium strategy outcomes

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

The national statutory tests were carried out in Years 2 and 6. The impact of Covid was still evident, particularly in relation to gaps in knowledge and understanding, behaviour, mental health and wellbeing.

Our internal assessments during 2022/23 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.

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 2022/23 was 94.3%. Absence among disadvantaged pupils was higher than their peers and so was persistent absence. Several families also took more holidays and extended holidays which are not authorised by the school. 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. 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.