# Vine Tree Primary 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

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| Detail | Data |
| School name | Vine Tree Primary School |
| Number of pupils in school  | 197 |
| Proportion (%) of pupil premium eligible pupils | 18% (35) |
| Academic year/years that our current pupil premium strategy plan covers  | 2021-24 |
| Date this statement was published | 16/12/2021 |
| Date on which it will be reviewed | 16/12/2024 |
| Statement authorised by | D Locke |
| Pupil premium lead | D Locke |
| Governor / Trustee lead | H Tunstall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £47,075 |
| Recovery premium funding allocation this academic year | £6,360 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £53,435 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 disadvantaged 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 responsive intervention support and its targeted support to ensure emotional regulation and stability in readiness for academic learning including addressing an increase in mental health and wellbeing concerns as a result of the pandemic but also wider increasing pressures in the world around us. When analysing data, we will ensure that all staff are involved so that they are fully aware of the strengths and weaknesses across the school. This then leads to action planning for intervention groups. We will ensure that all teaching staff are aware of who the Pupil Premium and vulnerable children are, and that all Pupil Premium children benefit from the funding, not just those who are under-performing. Underachievement at all levels is targeted through teachers differentiating appropriately in class as well as the intervention groups and children’s individual needs are considered care-fully.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
* Quality first teaching for Literacy and maths
* Additional hours to support children in class
* adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | 1. Our assessments (including wellbeing and attitude surveys), observations and discussions with stakeholders indicate that pupil’s emotional regulation and stability in readiness for academic learning has been adversely affected by the pandemic. Referrals to the SEN team for support have also increased and there is therefore a need to bolster support in this area. This includes mental health and wellbeing support.
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| 2 | 1. Gaps in experiences that are supportive of pupil’s learning and wider development and a lack of enrichment opportunities during school closures have created challenges that particularly affect disadvantaged pupils, including their attainment.
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| 3 |

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| Assessments, observations, and discussions with pupils indicate underdeveloped early writing skills amongst pupils. The impact of lockdowns on writing is evident from Reception through to KS2. Overall, Writing has seen the smallest gains in closing the gap to pre-pandemic levels of attainment in relation to pupils achieving in line and exceeding ARE. Early writing is a specific focus area. * In Reception, some children knew their sounds but were unable to write them. Pencil control had been a limiting factor as a result of yet another lockdown. Some children entered Reception with less pencil control than previous years and were not able to hold a pencil in the expected manner.
* Handwriting/letter formations have been affected by remote education.
* As a result of the disruption, pupils have not had enough exposure to the application of phonic knowledge to spelling.
* There have been limited opportunities to write freely/creatively.
* Confidence and motivation have been adversely affected by lockdowns. There has been reduced teacher input at the point of writing.
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| 4 | Our assessments and observations indicate that the education of a small proportion of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations in Reading and Maths. |

## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:• qualitative data from pupil voice, pupil and parent surveys and teacher observations and results of wellbeing and attitude surveys.• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.• Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing.• Evidence of improvement in pupils physical and emotional health, well-being, approach to learning and enjoyment of school.• Pupils are emotionally healthy and understand |
| Improved writing skills amongst all pupils including disadvantaged pupils. | Assessments and observations indicate significantly improved early writing skills ensuring the foundations of writing are embedded at an early age. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.Writing outcomes (2024/25) in Reception, Key Stage 1 and Key Stage 2 are in excess of the national average. |
| Improved maths attainment for pupils including disadvantaged pupils. | Maths outcomes (2024/25) in all areas of statutory assessment are in excess of the national average. |
| Improved Reading attainment for pupils including disadvantaged pupils. | Reading outcomes (2024/25) in all areas of statutory assessment are in excess of the national average. |

## 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

Budgeted cost: £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics review and training for staff and TA’s | Phonics underpins reading which supports all other areas of the curriculum. The government’s reading framework has clear guidelines about the importance of phonics provision. As school our phonics trend is 90%. To ensure our disadvantaged pupils attain this, we need to ensure our staff have up to date phonics CPD | 2, 3, 4 |
| Additional Phonics support – Additional staff released to support Whole – class and group phonic sessions throughout KS1**Booster catch ups through Intervention with HLTA** | Phonics has had a positive impact for early reading throughout KS1 and is an important component in this early development. Particularly for children from disadvantaged backgrounds. | 3, 4 |
| Teaching Assistantsemployed to delivertargeted interventions | EEF evidence shows that targetedinterventions can have positive impacton progressWell trained TAs provide targetedsupport within the classroom. TAs alsolead interventions tailored to individualchildren’s needs. Impact of interventionsis tracked for effectiveness andinterventions enable children to accesstheir age-related curriculum. | 2, 3, 4 |
| Appointment of an HLTA toprovide capacity forsubject leads todevelop and enhanceTeaching and Learningacross the curriculum | An HLTA employed to providedesignated release time allows forsubject leads to be freed up in order todevelop their subject through CPD,Monitoring, coaching, co-teaching etc.This leads to progress and developmentof all curriculum areas and teaching andLearning | 2, 3, 4 |
| *My Happy Mind programme – supporting Teachers and Pupils* | My Happy Mind programme delivered to all children in order to give all children the ability to understand their mental wellbeing.  | 1 |

**Targeted academic support**

Budgeted cost: £ *14,600*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted supportSchool led tutoring through interventions led by HLTA | **EEF Teaching and Learning Toolkit - +5 (1:1 Tuition) +4 (Small Group Tuition) +1 (Teaching Assistants)**Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate class-room or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  | 2, 3, 4 |
| Interventions led by TAWhich include reading, writing and maths boosters. | **EEF Teaching and Learning Toolkit +4 (Small Group Tuition) +1 (Teaching Assistants)**Teachers monitoring progress throughout the school in reading, writing and maths – preparing interventions to be delivered by their own TA’sTeaching Assistants provide a large positive impact on learner outcomes, particularly when effectively deployed. | 2, 3, 4 |
| Catch up Interventions across the school | **EEF Teaching and Learning Toolkit - +5 (1:1 Tuition) +4 (Small Group Tuition) +1 (Teaching Assistants)**Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate class-room or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. | 2, 3, 4 |

**Wider strategies**

Budgeted cost: £4,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Training for all relevant staff (including new to role staff) to ensure emotional regulation and stability in readiness for academic learning including mental health and wellbeing as a result of the pandemic.* | EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning)My Happy Mind programme delivered to all children in order to give all children the ability to understand their mental wellbeing. | 1 |
| *Provision of uniform for vulnerable children.* | EEF School Uniform +0Our own school context suggests that pride in our uniform, a symbol of the Vine Tree Primary School Family, forms part of a broader system of school improvement processes such as the ethos, vision, culture and behaviour. | 1 |
| Subsidise costs of visits / in school activities where voluntary contributions are asked of children. 1. Subsidise costs of residential visits.
 | EEF Teaching and Learning Toolkit - +4 (Experiences / Outdoor Adventure Learning) | 1 |

**Total budgeted cost: £** *£59,200*

# Part B: Review of outcomes in the previous academic year

Despite the disruption of Covid-19, the school continued to ensure that our disadvantaged children were supported fully in their learning and well-being. All disadvantaged pupils were offered face to face schooling during lockdown periods and also provided with the necessary technology to access their home learning. Reading was the key priority for all children, in particular disadvantaged. Early reading was a focus, and the school decided to invest heavily in new reading / phonics books in order to enhance the teaching of phonics for Early Years, Year 1 and Year 2. These children had targeted daily support from teachers or TAs to ensure that their reading development continued. Disadvantaged children were prioritised for support following the return to full school to ensure that their mental health and well-being was addressed and that they felt ready to engage with face to face learning.

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 suggest that the pupils categorised under the disadvantaged umbrella in school have not been as adversely affected in school in comparison to the emerging national picture. Teaching, intervention and early help support needs to continue in order to remove barriers to pupil success and ensure catch up where required. The gap has widened slightly for a very small number of disadvantaged pupils who have fallen further behind than others and these are being targeted on an individual basis.Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to some of our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high quality, full curriculum, including during periods of partial closure, which was aided by use Microsoft SWAYStrategies employed enabled the school community to recover as realistically as possible from the impact of the pandemic and return to as normal a routine as possible. This included the development of a comprehensive catch up strategy to enable pupils to over-come additional barriers to learning.Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## 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*

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| Programme | Provider |
| MyHappymind | NHS / Cheshire East |
| Edshed | Education Shed |
| MathShed | Education Shed |
| Kapow Science | Kapow |