# Vine Tree Primary pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 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 | 199 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-26 |
| Date this statement was published | 07/12/2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | D Locke |
| Pupil premium lead | D Locke |
| Governor / Trustee lead | A Gadsden |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £50,925 |
| Recovery premium funding allocation this academic year | £5,220 |
| School Led Tutoring Grant | £2,225.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £56,370.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our school is a smaller than average sized primary school with 199 pupils on roll from aged 4-11, serving the local area of Crewe. The majority of our pupils are White / British (76.1%) with a further 23.9% coming from other ethnic groups:  An increasing minority of our pupils have English as an additional language (19.3%), which is above average a rise of 10.2% from 2016 (6.5%).  Although pupils come from a wide range of social economic circumstances, just over half (56%) live in the IDACI bottom 40% of families’ who experience high levels of social and economic disadvantage. Consequently, the proportion of pupils known to be eligible for free school meals is (19%), which is close to the average  The socio-economic backgrounds of our pupils are mostly working families. The majority of pupils are supported from home that enhances participation in extracurricular clubs and funding for education visits.  The stability/mobility of our pupils is above average (89%). The proportion of our pupils on our provision map for SEN Support is 14.7%.  Our curriculum at Vine Tree Primary School is broad and balanced, with the aim to equip all pupils, including those who are disadvantaged, with the knowledge and skills they need to be valuable citizens of the 21st Century.  Effective quality first teaching is the most important tools that allow us to address the needs of all learners, including those who are disadvantaged and the first objective of our strategy focus on ensuring that teachers are well-equipped to provide the best learning experiences for all of our pupils. This approach is proven to have the greatest impact on outcomes for disadvantaged pupils and their non-disadvantaged peers.  At Vine Tree Primary School, we recognise and consider the barriers faced by our disadvantaged pupil and ensure that our approach targets all those children with those additional barriers regardless of whether they are in receipt of pupil premium funding. We aim to diminish as many barriers as possible so that disadvantaged pupils can achieve in line with their peers and have as many opportunities as possible.  We use a range of diagnostic assessments in order to understand the barriers that some children may face and recognise that each individual’s needs may be different. Once barriers have been identified we use evidence-based approaches to ensure that children receive targeted support so that they can achieve their full potential.  We carefully scaffold children’s learning to develop their academic knowledge, skills and understanding; develop their personal and social skills, and support their emotional and physical well-being so that every child can achieve their future potential.  Our approach will also address educational recovery and outlines more targeted support for those whose education and wellbeing has been worst affected by partial school closures.  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 underperforming. 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 carefully.  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 pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * provide quality first teaching for English and Maths * provide additional hours to support children in class * adopt a whole school approach in which all staff take responsibility for all 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.

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| Challenge number | Detail of challenge |
| 1 | Through assessments and observations, it is evident that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Many children’s writing attainment has been adversely affected by school closures for most pupils and many disadvantaged pupils are not working at ARE, (particularly LKS2 pupils, whom many missed huge periods of teaching in KS1). This is evident through independent writing tasks and teacher judgements. |
| 3 | Our attendance data and analysis show that a small proportion of disadvantaged pupils are persistent absentees and this impacts negatively on outcomes for these children. |
| 4 | Our assessments, including pupil and parent voice as well as an increasing volume of referrals from teacher and parents relating to wellbeing difficulties have identified social and emotional issues for children, in particular an increase in ‘worries’. These challenges impact on concentration and learning behaviours within the classroom. |
| 5 | Our internal assessments and diagnostic assessments have highlighted that reading fluency impacts on how well some children, particularly those who are vulnerable, understand the texts that they are reading. |
| 6. | Assessments and observations indicate pupils are demonstrating poor fluency of basic maths skills in KS1 and KS2. |

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## 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 |
| 1. Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages. | Rigorous assessment process will identify any needs for intervention.  1:1 or small group interventions will focus on addressing gaps in learning. Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency.  Most PP children will pass the phonics screening test by the end of year 1 unless specific SEND. Children will use their phonics knowledge to support writing. |
| 2. Children make at least typical progress in writing. Some pupils make better than typical progress. Increased number achieving ARE and HS at the end of key stages. | Across all year groups, the number of pupils achieving ARE and the HS is greater than previous year attainment. Children in KS2 attain national average or better progress scores in reading, including those who are disadvantaged.  1:1 or small group interventions will focus on addressing gaps in learning.  1:1 or small group interventions will focus on addressing gaps in learning. |
| 3. To further improve attendance and punctuality | For the gap to be further narrowed in terms of attendance and punctuality |
| 4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  To further improve social, emotional and mental health support for all pupils within school. | Sustained high levels of wellbeing from 2025/26 demonstrated by:  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, wellbeing, approach to learning and enjoyment of school.  For all children to have accessed quality first provision within KS1 and KS2 based on managing worries.  For identified children to access appropriate ELSA interventions. |
| 5. To further improve quality first teaching, diagnostic assessment and interventions to accelerate progress in reading. | Children in KS2 attain national average or better progress scores in reading, including those who are disadvantaged.  1:1 or small group interventions will focus on addressing gaps in learning. |
| 6. Pupils will have greater number sense and fluency. | CPD develops teacher knowledge of number sense.  Consistency in teaching is observed.  Pupils’ speed and accuracy in facts improve. Children in KS2 attain national average or better progress scores in mathematics, including those who are disadvantaged  1:1 or small group interventions will focus on addressing gaps in learning. |

## 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: £25,621

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics review and training for staff and TAs | 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 a 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 | 1,2,4,5 |
| 1. Staff CPD   SEND   1. Non-class based SENDCo   provides bespoke targeted support and CPD to develop expertise of staff to identify thresholds, needs and provision | High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.  *EEF Guide to the PP*  “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”  *EEF guidance report and online training*  *Making the best use of teaching assistants*  *Guidance from SEN in mainstream schools. EEF Oct 21* | 1,2,3,4,5,6, |
| 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. | 1,2,4,5, |
| Robust Action Plan in place to tackle the attainment gap in writing | To ensure that the teaching of writing is consistently good in all year groups in order to raise standards in writing.  To develop fluency and stamina for writing. | 2 |
| Teaching Assistants  employed to deliver  targeted interventions | EEF evidence shows that targeted interventions can have positive impact on progress. Well trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children’s needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum. | 1,2,4,5,6, |
| Appointment of an ELSA trained HLTA to  provide capacity for  subject leads to  develop and enhance  Teaching and Learning  across the curriculum | HLTA employed to provide designated release time allows for subject leads to be freed up in order to develop their subject through CPD, Monitoring, coaching, co-teaching etc. This leads to progress and development of all curriculum areas and teaching and Learning | 1,2,3,4,5,6, |
| Mastering Number - National Central Training. Mastering number embedded in EYFS and KS1. Staff across school are involved in the Sustaining Mastery Programme - working with the Great North West Maths Hub and led by the maths lead  Access to First 4 Math Academy for all staff – CPD programme and planning documents to aid all staff | This is a DfE funded programme that aims to secure firm foundations in the development of good number sense for all children. In EY/KS1, the focus is additive reasoning. The aim over time, is that children will leave KS1 and LKS2 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed to support success in the future. | 6 |
| Attendance team support, regular checks and meetings | Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:  general approaches which encourage parents to support their children with, for example reading or homework;  the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.  EEF Toolkit: Parental engagement +4 | 3 |

**Targeted academic support**

Budgeted cost: £ *12,467*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted support  School 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 classroom 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. | 1,2,4,5,6, |
| Interventions led by TA  Which 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 TAs  Teaching Assistants provide a large positive impact on learner outcomes, particularly when effectively deployed. | 1,2,4,5,6, |
| 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 classroom 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. | 1,2,4,5,6, |

**Wider strategies**

Budgeted cost: £19,890

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of uniform for vulnerable children. (6 | EEF School Uniform +0  Our 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. | 3,4 |
| Subsidise costs of visits / in school activities where voluntary contributions are asked of children.   1. Subsidise costs of residential visits. (£70 per child) | EEF Outdoor Adventure Learning - +4  Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.   1. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. | 3,4 |
| 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. ELSA trained member of staff to support children with their mental health. | EEF Social and Emotional learning - +4  The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.  Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. | 3,4 |

**Total budgeted cost: £57,978**

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

We continue to ensure that our disadvantaged children were supported fully in their learning and well-being. Disadvantaged pupils have taken part in intervention groups to support their learning to help them catch up. Access to ‘Quality First’ teaching remains a key priority for all children, in particular disadvantaged. Early reading, maths and writing remained a focus, and the school continued to invest heavily in a new Read Write Inc Portal in order to enhance the teaching of phonics for Early Years, Year 1 and Year 2. Children had targeted daily support from teachers or TA’s. Disadvantaged children continue were prioritised for in-class support to ensure that their mental health and wellbeing 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 2022 to 2023 academic year.

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| We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Data from tests and assessments suggest that, despite some strong individual performances, there is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils which was affected by the pandemic. An increasing number of our PP pupils have additional needs and although make progress some are still be working below age related expectations in some areas.  In Rec, 100% pupils achieved the ELG for CLL. 60% for Number, 60% for Writing and Reading All were working below age expectation on entry.  In Year 1 (very small cohort) 50% of pupils passed the phonics screening test. In year 2, 67% of pupils passed the retake.  In Year 2 80% of pupils achieved expected standard in reading. In Maths and Writing it was 40%  In Year 4, 65% of pupils scored more than 20 on the MTC (78%). The mean average score for disadvantaged children was 19.7 (National 17.9)  In Year 6 (small cohort), 25% pupils achieved expected standards in Reading, Writing and Maths.  Across the school, In Maths 90% of disadvantaged children made expected progress or better, 30% of children made accelerated progress. In Reading 91% of disadvantaged pupils made expected progress or better, 60% made accelerated progress. In Writing 69% of disadvantaged children made expected progress or better, 50% of children made accelerated progress. |

## Externally provided programmes

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| Programme | Provider |
| Mental Health Support Team | NHS / Cheshire East |
| Edshed | Education Shed |
| MathShed | Education Shed |
| Kapow | Kapow |
| Read Write Inc Portal | Ruth Miskin |
| TT Rockstars | Maths Circle |
| NumBots | Maths Circle |
| First 4 Math Academy | First 4 Maths |