

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 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	Vicar's Green Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Iman Basu Roy
Pupil premium lead	Dean Tinney
Governor / Trustee lead	Asad Choudhury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,030
Recovery premium funding allocation this academic year	£none
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ none
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,030

Part A: Pupil premium strategy plan

Statement of intent

Vicar's Green Primary School is a fully inclusive school who serves a rich and diverse community in Ealing and Brent.

We aim to remove common barriers that children from less privileged backgrounds face, such as poor language skills, lack of parental support at home, communication issues, and lack of confidence.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress or better and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to ensure they acquire a good or better level basic skills and can maximise on their potential.

This is in accordance with the values and vision of our school, which is to develop lifelong learners with the independence and resilience needed to succeed in the outside world.

Quality first teaching is at the heart of our approach and ensures that all learners (including focus groups - PPG) engage actively and deeply with their learning, embed skills and transfer knowledge across the curriculum and enrichment opportunities. The intention is that this will have the greatest impact on closing the gap between disadvantaged pupils and their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged children are challenged in the work they are set and the expectations of them remain consistently high
- Act early to intervene at the point need is identified
- Adopt a whole school approach where all staff are accountable and take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Engage with parents of disadvantaged children to ensure they understand they can make a positive contribution to their children's achievement in school by engaging with school processes and recognising that parental involvement makes a difference.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that PPG pupils understand and make connections with their current and future knowledge when learning new concepts across the curriculum.
2	To create opportunities across the curriculum to develop pupils' language in the EYFS. To ensure that language is explicitly modelled across the different learning areas. To develop increased meaningful interactions with PPG children, both indoor and outdoor from all staff members.
3	To develop a whole school approach when support our PPG children to develop their confidence when expressing themselves. To increase the clarity of student language through carefully planned exercises, allowing our children to improve their articulation skills.
4	To raise attainment in writing for our PPG children, so that they are able to make age related expectations for the year group they are in. To ensure that the sequence of lessons allow our PPG children to consolidate their prior learning, through modelled writing to become confident writers.

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
To reduce the gap between PPG pupils and other children	Accelerated progress in English and maths so that the attainment gap is reduced.
To ensure that PPG pupils relate what they have learned to date to what they have learned in the past.	PPG children to become confident at recalling previous learning, to support their current learning.
To develop language and vocabulary in EYFS.	PPG pupils develop a rich vocabulary related to their topics and become more confident interacting with peers and adults.

<p>To meet the increasing needs around language development of children on PPG</p> <p>Improved oral language skills including improved vocabulary and increased confidence when communicating orally.</p>	<p>Pupils to make accelerated progress, from their starting points, in speaking and listening.</p> <p>Assessments and observations indicate significantly improved confidence in the use of oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>To reduce the gap between PPG children and other children in writing.</p>	<p>PPG children to be supported and differentiated for so that they are able to reduce the gap in writing.</p> <p>That they are able to independently access the writing curriculum for their year group.</p>

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: £12,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT training	<p>Teachers to receive training and support in order to ensure pupils on the caseload to make accelerated progress, from their starting points, in speaking and listening</p> <p>Children to be assessed when the need arises so teachers can be provided with necessary guidance</p> <p>TAs trained to run communication groups to help develop children's confidence and conversation skills</p> <p>The time of specialist buy in support has been doubled to one day a week so more children can be seen regularly.</p>	2 3
Staff training in Early Reading	<p>Training sessions for all staff involved in the delivery of Early Reading; this includes full training on the use of the full range of newly acquired resources and support materials.</p> <p>Training also given to staff where needed on phonics steps.</p> <p>Assistant head and Early Reading Lead to ensure consistency across the whole school.</p> <p>Progress of readers to be assessed and tracked</p> <p>Parent workshops to be run to encourage them to support their children at home</p>	4 1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support teachers to ensure high quality Wave 2 teaching for small targeted groups	<p>High quality interventions to facilitate accelerated progress in English and Maths which will reduce the gap in attainment between PPG children and others</p> <p>Identifying gaps in learning and developing a range of effective interventions in liaison with the support teachers</p> <p>Delivering specific strategies for the teaching of vocabulary in whole-class reading and other lessons</p> <p>Explicit teaching of age-appropriate editing techniques in small focus groups</p> <p>Small group adult support to address gaps in learning across the whole curriculum</p>	1 2 4
Additional experienced teacher with very secure subject knowledge in Year 6 teacher	<p>Smaller classes for English and Maths in Year 6 to accelerate progress in these subjects and thence to improve pupil attainment in all areas of the curriculum. This will be done through two additional teachers.</p> <p>Identified pupils to get more targeted support.</p> <p>Increase the life chances of these children.</p> <p>Help to boost their confidence in preparation for the transition to high school.</p> <p>To accelerate the progress of the lowest 20%.</p> <p>To support the next phase of learning and the process of transition for the lowest 20%</p>	1 3 4

Targeted in class support for the lowest 20% of pupils most affected by school closures	Narrow the gap between pupil premium children and their peers. Secure basic skills and develop a deeper understanding. To Improve life chances.	1 3 4
To buy into Ealing's Speech and Language service to meet the increasing needs around language development of children on PPG	Pupils on the caseload to make accelerated progress, from their starting points, in speaking and listening Children to be assessed when the need arises so teachers can be provided with necessary guidance Communication groups to help develop children's confidence and conversation skills	2 3
After school Boosters in English and Maths to accelerate progress for children in Year 2 & 6. (Spring Term)	Narrow the gap between pupil premium children and their peers. Secure basic skills and develop a deeper understanding. Improve life chances.	1 3 4
Experienced nursery teacher supporting ECT	This will support the ECT to plan sequences of lessons and provision so that communication and vocabulary is being planned for all areas of learning.	2 3

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

Budgeted cost: £ 7817

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide emotional and wellbeing support for many vulnerable pupils within the school day	Children will have access to the sensory room to help build their confidence and their abilities in a safe environment. The Nurture Room has been set up as a safe and quiet place for children to work in as well as to engage in various structured activities that promote	2

	<p>co-ordination and muscular development.</p> <p>Pupils will feel better engaged and have improved focus.</p> <p>Play and Lego therapy will equip pupils with social skills to communicate better, change their behaviour, develop problem solving skills and relate to others in positive ways.</p> <p>Children will be ready physically, mentally and emotionally to learn.</p>	
Attendance team to monitor and maintain all processes around issues relating to attendance	<p>To make certain all issues relating to attendance are dealt with promptly and effectively to ensure no children are missing education</p> <p>To track and monitor levels of attendance on a regular basis to identify any attendance issues</p> <p>To follow the Child Missing Education procedures fully, we will use the Assistant Headteacher and a member of the attendance team to make home visits for our PPG children and all of our students.</p>	1 2 3 4
To provide social and emotional support on the playground at lunchtimes	<p>To ensure those pupils with communication difficulties are supported through structured play activities</p> <p>To support those pupils with social skills issues through targeted play activities and directed socialisation activities</p> <p>To ensure the safety and health of our PPG children, we will be using Additional Sports Coaching during lunch times. This allows us to help our children learn the skills they need to participate in sports that they might not otherwise be able to.</p>	2
Resources to help develop concentration and focus skills	Range of resources that help to develop the whole child by working improving their concentration and focus - using these resources when staff	4

	are taking the intervention, bucket time.	
Home resources for English and Maths.	To provide additional resources through the year so that our PPG pupils have workbooks they can access at home. This enables children to use high-quality resources to reinforce their learning at home. Depending on the level they are working at, their class teacher will carefully select these materials for English and Maths.	

Total budgeted cost: £ 96, 030

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

<p><u>Impact of Support Teachers</u></p> <p>High-quality interventions were planned to narrow the English and maths attainment gaps for our PPG students. Due to this, the achievement gap between our PPG students and other students who were not performing at the expected level for their year group was closed. This was successful because it provided these children with the individualised support they needed to fill in their knowledge gaps. This was a particular area of focus for Year 6, where we used two experienced teachers to help the lowest 20% of students perform as expected in their SATs.</p> <p><u>Phonics and early reading interventions</u></p> <p>To support children's reading at an age-appropriate level, a variety of phonics and early reading interventions were developed and put into place across the school. For our PPG</p>
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students, there was a specific emphasis on phonics knowledge development in year 1. This enabled our phonics screening check to be well above national level in 2023. Year 2 PPG children were supported with their reading to develop their reading and comprehension skills, and the end of phase reading data is well above national average. The end-of-phase reading data for Year 2 PPG students is significantly higher than the national average because they received reading support to help them improve their reading and comprehension skills. Children in key stage 2, who were still on our Read Write inc scheme had targeted weekly support to develop their early reading skills which enabled them to make progress throughout the year towards the age related standard.

Impact of SALT

Regular Speech and Language Sessions run by a trained Therapist, helped PPG children with meet their individual targets and has had a positive impact on their writing skills particularly in the use of prepositions. TAs have also been trained to deliver these sessions during the week, so the plan from the therapist is followed and there is steady progress. These sessions have been added to individual provision maps, for more focused intervention.

Year 2 and 6 booster sessions

To narrow the gap between pupil premium children and their peers, we ran booster sessions after school for to close any knowledge gaps in English and Maths. These sessions were taken by experienced class teachers, with strong subject knowledge for the SATs that the children took at the end of the year.

Impact of pastoral provision

The emotional support delivered throughout the year was a stabilising factor for these pupils with vulnerable family circumstances. Our staff has worked with our PPG children to help them learn how to express and communicate with others during this provision. This is accomplished through the use of Lego therapy, zones of regulation training, mindfulness, art, music, and our nurture and sensory rooms.

Impact of Wave 2 & 3 Interventions

The school delivered high quality interventions which enabled the pupil premium pupils to make good or better progress. The attainment gap between the disadvantaged pupils and their peers was narrowed as a result of the carefully targeted support which focussed on the delivery of the basic skills essential for ensuring basic skills progress for these pupils.

Emotional and well-being support for vulnerable pupils

These sessions have had a lasting impact on pupil wellbeing and has helped children with emotional needs display good learning behaviours, as they have been taught different ways of expressing their emotions. Lego Therapy, pastoral sessions in the sensory room happened regularly.

Additional resources

We offer additional resources to all our pupils in receipt of the pupil premium. These resources are always targeted to their needs and follow consultation with parents/carers. The funding of specific and targeted resources ensures these pupils are given resources appropriate to their needs.

Attendance

- Attendance for all pupils was for the year was very high at 96.4%. Attendance for the pupil premium group was at 94.26%, which is above the Ealing average for this group (93.7%).

EYFS

- There were 7 pupils in receipt of the Pupil premium. 57.1% of these achieved a Good level of Development. This is slightly below the figure for all pupils which was 63.8% and for non-Pupil premium pupils which was 64.7%.
- The total average points was 30.4%, equal to that of the non PPG group (29.2) and that for all pupils (30.4)

Phonics Screening Check

- In Year 1, there were 6 PPG students. Five of them reached the pass mark, and one did not.
- Two children completed the assessment during the Year 2 re-check, and both of them received a passing score.

KS1 Teacher Assessment

- There were 4 pupils in receipt of the PPG.
- 2 (50%) children met the expected plus standard in reading, 2 (50%) for writing and 1 (25%) for maths.
- This is broadly in line with the figures for all pupils (R - 80%, W - 65% and M-75%) and for the non-Pupil Premium group (R - 82%, W - 66% and M-79%).
- 1 out of 4 pupils achieved Greater Depth across the three subjects.

KS2 SATs

- There were 18 pupils in receipt of the PPG in 2022-2023.

- 18 pupils sat the tests. 78% met the expected standard in maths, 78% in reading and 78% in EGPS.
- 18 pupils were teacher assessed for writing with 13 (72%) meeting the expected standard.
- 13 of the 19 pupils met the standard in reading, writing and maths combined.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.