

# Pupil Premium Strategy Statement- Vigo Primary School

This statement details our school's use of pupil premium funding 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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Vigo Primary School
Number of pupils in school	235 Pupils
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027 Year 1 of 3
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rachel Dance
Pupil premium lead	Laura Reid
Governor / Trustee lead	Gold Pravin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£335,750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£335,750

# Part A: Pupil premium strategy plan

## Statement of intent

Vigo's aims and beliefs are that all children, regardless of their background or the challenges they face, are all entitled to a rich, broad, balanced and relevant curriculum and learning opportunities, which incorporate the aims of our school vision: To Open a World of Learning and Opportunity. That they will make good progress and achieve high attainment across all subjects, both core and foundation. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

### Our golden thread for disadvantaged children:

- To have access to high quality first teaching
- To build strong relationships with adults and peers through consistent high expectations and routines
- To have high aspiration and self-belief
- To have access to extra curriculum opportunities
- Thrive both academically and socially

Providing high- quality first teaching and learning is at the heart of our strategy to ensuring children are ready for the next stage of their education. We know the areas of need that are specific to our community and our curriculum is designed to support their development. Knowing your community and having high quality first teaching and learning is proven to have a large impact on closing the disadvantage attainment gap, whilst at the same time benefiting the non-disadvantage children in the school. Implicit in the intended outcomes detailed below, is the intention that the attainment gap between disadvantaged and non-disadvantaged pupils' will diminish.

Our approach will be responsive to challenges and individual pupil needs, rooted in robust diagnostic assessment both in class, through AFL, and the diagnostic use of standardised testing. We will consider the challenges faced by vulnerable children, such as those who have a social worker or any early help intervention from outside agencies or our in-house child family worker. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Provide high quality CPD so staff understand how to adapt learning to suit pupil needs
- Ensure disadvantaged attendance is in line with that of their non-disadvantaged peers
- Support children emotional and behaviour needs in order to access learning through as well as pastoral support
- Offer a range of extra curriculum activities in and out of school

## Challenges

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

Challenge number	Detail of challenge
1	Both internal assessments and statutory assessment indicate that writing attainment among disadvantaged children is significantly below that of non-disadvantaged pupils.
2	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Children enter the EYFS with expressive and receptive language and listening skills below their developmental age and stage. These are evident through to KS2 and in general, are more prevalent among our disadvantaged children than their peers, therefore having an adverse impact on reading, writing and accessing the wider curriculum.
3	Attendance and punctuality- Our main area for focus remains our PP children as although it is an improving picture there is still remains a gap between disadvantage and non -disadvantage children. Also, a new area for focus is our young carers whose attendance has fallen to 92.67% (23-24) from 94.93% (22-23). As well as persistent absentees which is just above national, 18.9%.
4	Well- being and emotional regulation. Some children across the school are unable to self-regulate and manage emotions in an age-appropriate manner, which can have a negative impact on overall attainment and outcomes. There continues to be an increasing picture of children on CP or CIN plans, this impacts on children's ability to recognize positive behaviours and how to make positive choices over the school day.
5	40% of PP children are have SEND.

## 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
<p>To achieve and sustain improved wellbeing for all pupils and parents in our school, particularly our disadvantaged pupils. Every identified PP child who struggles to self-regulate will be identified on a programme of study.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil's voice, student and parent surveys, THRIVE, Boxall data and teacher observations show progress through the developmental stages</li> <li>• a significant reduction in physical interventions</li> <li>• A reduction of behaviour at break /lunchtime times.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Higher levels of engagement in PE lessons and PDL lessons and application of these skills after.</li> <li>• All staff hold high expectations of behaviour</li> </ul>
<p>Gap to diminish between disadvantage and non-disadvantage pupils in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• PP to continue to drive towards national outcomes.</li> <li>• Yellow focus children to be discussed in pupil progress meetings and targeted in lessons.</li> </ul>
<p>Gap between PP and non-PP children in communication and language to close. All staff trained and can implement language link.</p>	<ul style="list-style-type: none"> <li>• Language rich environment in all classes</li> <li>• Bumping into books in EYFS</li> <li>• Language links to be delivered to all children that flag at red and blue.</li> <li>• CPD for staff on language link programme</li> <li>• Language lead to embed communication project in Year R</li> </ul>
<p>Phonics- To achieve in line with national average in PSC</p>	<ul style="list-style-type: none"> <li>• HQFT of phonics daily</li> <li>• Phonics Hub support</li> <li>• Progress in Phonics Programme (HIAS)</li> <li>• CPD and weekly phonics time for Phonics leader</li> </ul>

	<ul style="list-style-type: none"> <li>All staff in school to be fully RWI trained</li> </ul>
PP Higher take up on in extra curriculum activities	<ul style="list-style-type: none"> <li>Support for afterschool clubs</li> <li>Financial support for residentials</li> <li>Representing the school in sporting and other events.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupil and young carers.	<ul style="list-style-type: none"> <li>To achieve as close to national for attendance for our PP and young carers</li> <li>Training and support for our attendance officer</li> <li>SLT link to attendance to drive standards supporting parents and class teachers</li> </ul>

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for new English lead to continue to embed fluency into the reading curriculum and parent workshops.	EEF- <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 4
CPD planned in across staff meetings to include, detailed scaffolds, scaffolds, adaptation, metacognitive talk, explicit instruction and core 4 walkthroughs.	EF Five a day, EEF adaptive teaching – <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  EEF - Improving Literacy guidance <a href="#">Improving Literacy in Key Stage 1   EEF</a> <a href="#">Improving Literacy in Key Stage 2   EEF</a> <a href="#">Metacognition and self-regulation   EEF</a>	1,2 5

Explicit teaching of vocabulary in all lessons and having eyes on text in foundation subjects.	EEF - Improving Literacy guidance <a href="#">Improving Literacy in Key Stage 2   EEF</a> <a href="#">Improving Literacy in Key Stage 1   EEF</a>	1,2,5
Training for staff to encourage independence and moving the scaffold away over time.	EEF - making the best use of Tas <a href="#">Making Best Use of Teaching Assistants   EEF</a>	1,2,5
Provide support for staff to strengthen relationships and support behaviour (training, coaching, thrive and Boxall profiling)	The National College of Teaching recommends coaching as an effective form of collaborative professional development. It instils a culture of continuous improvement across the school and provides a supportive environment in which staff can learn.  EEF - managing behaviour <a href="#">Improving Behaviour in Schools   EEF</a>	4
Continue to embed high quality child/adult interactions in EYFS – with a focus on oracy skills and use of ALBS across the school.	EEF - Early years evidence store <a href="#">EEF   Communication and Language</a>	2, 4
All staff to have access to coaching/training for wellbeing and professional development.	EEF Professional development guidance <a href="#">Effective Professional Development   EEF</a>	4
Coaching and support for strong learning journeys within the writing curriculum, ensuring eye on text is within foundation subjects.	<a href="#">Metacognition and self-regulation   EEF</a>	1,2,5

Continue to embed and improve the use of assessment for learning within the classroom.	<p>The EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone.</p> <p>EFF- Effective use of Alf and feedback  <a href="#">Feedback   EEF</a></p>	1,2,4,5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of a Ready to learn room (R2L) to support those children that find learning in large groups difficult and to promote skills and behaviours that will enables them to reintegrate back into the classroom and playground.	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20support">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=emotional%20support</a></p>	3,4,5
1:1 RWI phonics intervention support for children who are falling behind – supported by our Phonics lead weekly as well as the phonics hub.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1,2
Fluency/ oracy groups to be set up in all classes and delivered when suited to the class.	<p>EFF- reading strategies  <a href="#">Reading comprehension strategies   EEF</a></p>	2,1,5

Bottom 20% of readers/ yellow focus children will be read with as frequently as possible including the R2L/Stepping stones/Pod/Rainforest.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="#">EEF Blog: Five evidence-based strategies to support...   EEF</a>	
Children falling into the red/black category to be supported with weekly intervention of Language Link	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive programme and training for staff. Identify new Thrive practitioner and lead.	EFF- managing behaviour <a href="#">Improving Behaviour in Schools   EEF</a>	4,
Behaviour coaching support programme <ul style="list-style-type: none"> <li>Behaviour training for ECTs</li> <li>R2L to support and coach colleagues to effectively support behaviour needs in class and embed excellent practice with managing behaviour in the classroom to enable first quality teaching</li> <li>Inclusion Manager to support colleagues with behaviour management, identifying addressing and supporting needs in class.</li> </ul>	EFF- managing behaviour <a href="#">Improving Behaviour in Schools   EEF</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a>	3, 4
Provision of a family support worker who will: <ul style="list-style-type: none"> <li>support all families of children from disadvantaged backgrounds including EAL and SEND</li> <li>support parenting programmes and workshops</li> </ul>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF teaching and learning toolkit suggests that effective parental engagement can lead to learning gains of +3	3, 4

	months over the course of a year. Yet it can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive. Having a CFW to support families is a beneficial role to have a positive link between school and home.	
Continue to develop the attendance lead role to improve outcomes.	EFF-Supporting school attendance <a href="#">Supporting attendance   EEF</a>	3
Free breakfast club for disadvantaged students	Government research into breakfast clubs has shown they can have an impact on concentration levels, behaviour and social skills.  EFF- Impact of Breakfast club <a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a>	3,4
Additional social and emotional support such as: <ul style="list-style-type: none"> <li>• Weekly ELSA sessions planned and delivered to meet individual needs</li> <li>• Self-regulation techniques taught in 1:1 sessions</li> <li>• Nurture sessions to support emotional needs.</li> <li>• Thrive programmes</li> </ul>	<a href="#">EEF   Personal Social and Emotional Development</a>	3,4
Young carers and Forces club delivered every other week.		4
Break and lunchtime project to support behaviour and impact on learning.	EFF- Play based learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3,4
Support for extra curriculum activities and engaging children in different activities both in and out of school		4

## 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 **2023-2024** academic year.

#### **Key Stage 2 Data and Progress 2023-2024**

Our internal school assessments during the academic year 2023-2024 show a positive indication that the gap between disadvantaged students and whole school attainment remains but has decreased over the last year. In reading, the attainment gap is closing in the majority of year groups with data trends illustrating that RWI phonic scheme is having a positive effect on disadvantaged groups. The progress data for reading indicates that all year groups have made positive progress gains and that all children are making progress in every year group over the course of the academic year, this is a significant improvement on the previous years reading attainment. In writing, the attainment gap is also reducing in some year groups but remains so will be a focus going forwards. In maths, attainment gaps are closing in some year groups but the gain of pupil premium progress to whole school is significantly positive. The continued high focus on quality first teaching and the compacity to grow our coaching model has had a positive effect on results and will continue to be the drive for the next strategy. The development of middle leadership and subject development has enhanced opportunities for immersive, interactive and experiential learning.

#### **End of KS2 Data 2023-2024**

	Vigo Primary	National	Hampshire
KS2 Reading	65.8%	62.6%	57.9%
KS2 Writing	52.6%	58.8%	54.2%
KS2 Maths	63.2%	59.4%	52.7%
Combined	50%	45.7%	38.9%

#### **EYFS Data 2023-2024**

	Vigo Primary	National	Hampshire
GLD	36.4%	52.1%	

#### **Reading Data 2023-2024**

	Vigo Primary	National	Hampshire
PSC	66.7%	68.4%	64.1%

The SEN need has within the Year R cohort has significantly increased: 2021-22 the intake included 2 EHCPs, 2022-23 8 EHCPs, 2023-24 9 EHCPs. The amount and level of increased need has impacted the outcomes in the baseline assessments, giving the current cohort a lower starting point at the beginning of the year in comparison to the previous. We adapted the curriculum offer and provision to support the children with the most significant need and developmental delay with 'POD provision' to be able to meet the higher and increasing SEN demand. The POD is a flexible learning space for children who require SEN intervention and support tailoring learning needs, opportunities and experiences to enable all children to make progress and work towards achieving Early Learning Goals. Outside agency support and specialist expertise were outsourced to evaluate and measure impact. The increase in disadvantaged student achieving GLD has provided research-based evidence and a rationale for the provision continuing this year, supporting EYFS and KS1 children with the recruitment of a SEN teacher.

Year 1 had a particularly high intake of in-year transfers this year with 8 new pupils joining mid-year, 6/8 of these pupils are disadvantaged, coming from different school settings within the community including mainstream and special settings. The table below shows the significant decreased gap between disadvantaged and the attainment gains from the previous year.

In Year 2, 57% the cohort resitting the PSC met the standard. There were gain for reading in Year 1, 2 and 3 shows that the implementation of school wide initiatives to improve reading outcomes and a focus on principles of effective teaching has ensured a rapid rate of progress in these year groups for our disadvantaged learners. The initiatives underpinning this data include RWI SSP delivery in addition to interventions targeting specific pupils and groups of pupils; ensuring the bottom 20% of reading attainment is a focus for daily reading; increasing the opportunities for reading outside of reading lessons. We have simplified our interventions, making them more relevant and purposeful to support individuals transfer skilled practiced in lesson time. We also were above nation for greater depth readers in our end of key stage 2 tests. These will be strategies carried forward to next academic year to continue this trajectory of progress.

### **Writing Data and progress 2023-2024**

In most year groups writing outcomes have marginally decreased however, Year 2 and Year 4 outcomes have overall show a rise in attainment in writing. Years 4,5 and 6 have shown vast improvements in progress measures making a significant closing of the gap between disadvantaged pupils. However, as a whole writing outcomes are not where we would like to see them and this will feature as a high profile priority on the school development plan moving forward. The table below indicated that our curriculum offer and provision for disadvantaged pupils is having a positive impact over time, where we can see the gap closing further up the school. There are many areas in planning and resourcing for writing lessons which have supported this progress, including the use of

visuals and communication prompts; the development of our staff communication champions; teaching and learning focus of collective teacher efficacy; coaching to support small step learning/planning and teaching. These are all strategies and approaches which will form as part of our quality first teaching focus in the next academic year.

### **Maths Data and Progress 2023-2024**

The gap between disadvantaged and whole school is decreasing in some year groups. The number of disadvantaged children reaching the expected standard across the year has risen steadily in most year groups with rapid progress in year 2 and 6. The progress in year is overwhelmingly positive and shows clear, undeniable impact of small step teaching, stretching learning-opportunities and embedding reasoning in all aspects of learning. The teaching approaches adopted as a school have shown improvements in progress and consequently attainment in most areas. Planning, teaching approaches and adaptations will be a priority for the newly established SLT links moving in to the next academic year. Times table teaching will remain a priority with explicit lessons to support rapid progress.

### **Attendance**

Overall attendance at Vigo has improved and remains steadily in-line with the wider national picture. Attendance last year at Vigo was 94.33% (National for 23-24 was 94.5%). However, Vigo's attendance figures include a large number of children who left Vigo but were still on roll due to not attending another school for a significant period of time. This group included a large number of refugee children and families from Finding Freedom refuge who moved out of area with little to no notice and found it very challenging to find school placements in their new areas. Unfortunately, attendance for disadvantaged pupils was lower than non-disadvantaged pupils throughout the year and fluctuated between 1%. Our main area for focus remains our PP children and a new area for focus is our young carers whose attendance has fallen to 92.67% (23-24) from 94.93% (22-23).

An area of real success is persistent absentees. Overall, our PA was 13.51% (a 2.39% reduction from 22-23). However, not including children who left during the academic year, this was 11.16% (a 2.58% reduction from 22-23).

### **Behaviour**

Staff have attended ongoing training to develop behaviour management skills and promote the independence to make decisions which support and de-escalate challenging behaviours. This increased confidence and skill development has supported and prevented situations where challenging behaviour could reach crisis point. This academic year has seen a trend on decrease in situations where staff risk assessments have identified that children's behaviours required the use of PI. Coaching has been implemented in school to support staff and year groups who have identified that they require support with behaviour management.

Ready to Learn provisions continue to be an important element of the behaviour management structure within school. This resource supports the children with the most challenging behaviours throughout the day and is a classroom environment they attend each

afternoon which supports the emotional and behavioural needs of the children who attend. This resource also supports across the school and delivers coaching/peer support where needed.

The school previously identified that we would utilise the Playpod scheme to support break and lunchtimes. This has had varying levels of success, but due to the nature of the resources and the attached costs we will not be continuing with this programme.

## 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
N/A	