

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	606 Pupils 262 (PP)
Proportion (%) of pupil premium eligible pupils	43.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 Year 3 of 3
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£320,800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£320,800

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 the focus of young carers still remains.
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	42% of PP children are have SEND 16.4% have an EHCP

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 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 by their class teacher and support given.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil's voice, student and parent surveys, THRIVE, Boxall data and teacher observations show progress through the developmental stages • a significant reduction in physical interventions • A reduction of behaviour at break /lunchtime times. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Higher levels of engagement in PE lessons and PDL lessons and application of these skills after. • All staff hold high expectations of behaviour
Gap to diminish between disadvantage and non-disadvantage pupils in reading, writing and maths.	• PP to continue to drive towards national outcomes. • Yellow focus children to be discussed in pupil progress meetings and targeted in lessons. • All teaching staff to complete their Pupil Premium Profiles for their class and use this in pupil progress meetings.
Gap between PP and non-PP children in communication and language to close. All staff trained and can implement language link and accelerated progress in English writing and reading.	• Language rich environment in all classes. • Use of dual coding throughout the school • Bumping into books in EYFS • Language links to be delivered to all children that flag at red and blue. • CPD for staff on language link programme • Language leader to coach and support staff where needed.

	MATCH- Teach Smart Learn More - focus on specific targeted language that is used.
Phonics- To achieve in line with national average in PSC	- HQFT of phonics daily - CPD and weekly phonics time for Phonics leader - All staff in school to be fully RWI trained - Phonics support for parents to be added to school website.
PP Higher take up on in extra curriculum activities	- Support for afterschool clubs - Financial support for residentials - Representing the school in sporting and other events. - Ensuring there is a mixture on offer over a range of year groups.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupil and young carers.	- To achieve as close to national for attendance for our PP and young carers. - Training and support for our attendance officer. - SLT (Headteacher) link to attendance to drive standards supporting parents and class teachers.

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: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for new English and new Year R lead to continue to embed fluency into the reading curriculum and parent workshops.	EFF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 4

CPD planned in across staff meetings to include, detailed scaffolds, scaffolds, adaptation, metacognitive talk, explicit instruction and core 4 walkthroughs through the delivery of MATCH	EF Five a day, EEF adaptive teaching – Special Educational Needs in Mainstream Schools EEF EEF - Improving Literacy guidance Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Metacognition and self-regulation EEF	1,2 5
Explicit teaching of vocabulary in all lessons and having eyes on text in foundation subjects.	EEF - Improving Literacy guidance Improving Literacy in Key Stage 2 EEF Improving Literacy in Key Stage 1 EEF	1,2,5
Training for staff to encourage independence and moving the scaffold away over time.	EEF - making the best use of Tas Making Best Use of Teaching Assistants EEF	1,2,5
Behaviour AHT- Provide support for staff to strengthen relationships and support behaviour	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 Improving Behaviour in Schools EEF EEF Professional development guidance Effective Professional Development EEF	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 EEF Communication and Language	2, 4
Coaching and support for strong learning journeys within the writing curriculum, ensuring eye on text is within foundation subjects and Pen Portraits for foundation curriculum.	Metacognition and self-regulation EEF	1,2,5

Continue to embed and improve the use of assessment for learning within the classroom. Through the use of MATCH teaching and learning.	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. EFF- Effective use of Alf and feedback Feedback EEF	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
Inclusion Based Provisions • R2L • Stepping Stones • Speech and Language Unit • Nurture To support those children that find learning in large groups difficult and to promote skills and behaviours that will enable them to reintegrate back into the classroom and playground and make good progress from starting point.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=emotional%20support	3,4,5
1:1 RWI phonics intervention support for children who are falling behind – supported by our Phonics leader weekly as well as well as RISE support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Fluency/ oracy groups to be set up in all classes and delivered when suited to the class.	EFF- reading strategies Reading comprehension strategies EEF	2,1,5

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

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PDL – Jigsaw to be embed in all classes Thrive programme embedded and training for staff.	EFF- managing behaviour Improving Behaviour in Schools EEF	4,
Behaviour coaching support programme - AHT to support ECTs and new to the school staff in supporting both low- and high-level behaviour - 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. - Inclusion Manager to support colleagues with behaviour management, identifying addressing and supporting needs in class.	EFF- managing behaviour Improving Behaviour in Schools EEF https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	3, 4
Provision of a family support worker who will: - support families of children from disadvantaged backgrounds including EAL and SEND - support parenting programmes and workshops	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	3, 4

• help families with finance difficulties • be the home school link	parental engagement can lead to learning gains of +3 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 Supporting attendance EEF	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 Breakfast clubs found to boost primary pupils' reading writing... EEF	3,4
Additional social and emotional support such as: • Weekly ELSA sessions planned and delivered to meet individual needs • Self-regulation techniques taught in 1:1 sessions • Nurture sessions to support emotional needs. • Thrive programmes	EEF Personal Social and Emotional Development	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3,
Support for extra curriculum activities and engaging children in different activities both in and out of school	Raising a Nation – The National Play Commission report 2025	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 **2025-2026** academic year.

Key Stage 2 Pupil Premium Data and Progress

	Vigo 23/24	National 23/24	Vigo 24/25	National 24/25	Vigo 25/26	National 25/26
KS2 Reading	63%	62%	37%	47%	43%	49%
KS2 Writing	50%	58%	47%	59%	56%	60%
KS2 Maths	60%	59%	42%	61%	59%	62%
Combined	48%	46%	37%	47%	58%	63%

EYFS Pupil Premium Data

	Vigo 23/24	National 23/24	Vigo 24/25	National 24/25	Vigo 25/26	National 25/26
GLD	38%		29%		37%	

Phonics Pupil Premium Data

	Vigo 23/24	National 23/24	Vigo 24/25	National 24/25	Vigo 25/26	National 25/26
PSC	67%	68%	86%	67%	74%	??

MTC- Average Score

An increase of 4.7% for our disadvantage children in average score.

The SEN need has within the school has significantly increased over the last three years now with 75 children on an EHCP plan 44% (Pupil Premium). In year R 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 have adapted the curriculum offer and provision to support the children

with the most significant need and developmental delay with 'Stepping Stone inclusion provision' to be able to meet the higher and increasing SEN demand.

The Stepping Stones 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/KS2 children with the recruitment of a SEN teacher and additional LSA to support these children.

Whole School Writing Progress

Writing	Pupil Premium	Non PP	Difference
2024-2025	34%	55%	-19%
2025-2026	45%	55%	-10% (gap closed by 9%)

Upon entry of EYFS there was a significant gap in "Speaking" and "Listening, Attention and Understanding" between our Pupil Premium and Non Pupil Premium children. The table below illustrates this:

Entry	Pupil Premium	Non PP	Difference
Speaking	7%	38%	-31%
Listening, Attention and Understanding	7%	48%	-41%

Summer 2	Pupil Premium	Non PP	Difference
Speaking	70% (+63%)	88%	-18%
Listening, Attention and Understanding	70% (+63%)	88%	-18%

Attendance

Pupil Premium attendance is above national. However, is still remains a key priority for the school strategy to ensure all focus groups continue to make progress. This is though attendance lead, nurture support, and close monitoring of persistent absentees.

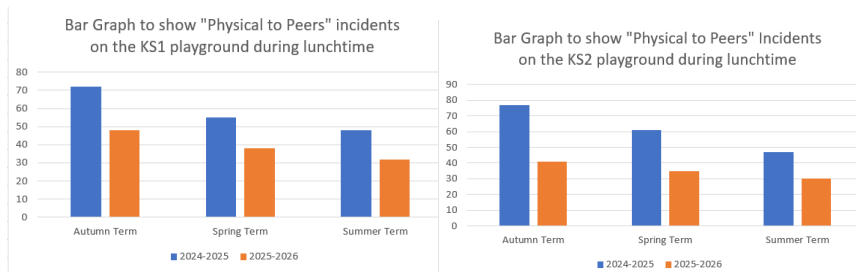
Behaviour

Ready to Learn provisions continues 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.

PI Data

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
4 out of 36 (11.11%)	10 out of 40 (25.00%)	1 out of 10 (10.00%)	5 out of 27 (18.52%)	5 out of 36 (13.89%)	6 out of 52 (11.54%)

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 did continuing with this programme. However, our AHT worked with school staff to develop a clear vision of what play will look like at lunchtime and this had a significant impact on incident of physical incidents.



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	