

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	584
Proportion (%) of pupil premium eligible pupils	36.3% (212)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 (Year 3 of 3)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rachel Dance
Pupil premium lead	Kelly Roach
Governor / Trustee lead	Sara Falk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,850.00
Recovery premium funding allocation this academic year	£23,351.00
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	£341,201.00

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.

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.

Providing high-quality 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 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.

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 the balance between challenge and support is right so disadvantaged pupils achieve
- Act early to intervene at the point need is identified through in class support and extra interventions and provisions as needed
- Ensure disadvantaged attendance is in line with that of their non-disadvantaged peers

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year indicates that although improving there is still an attendance gap of on average 1.% for disadvantaged pupils than for non-disadvantaged pupils. In addition, on average 77% of the pupils that are persistently absent (attendance below 90%) are disadvantaged pupils. This group have been particularly adversely impacted by Covid. Government research shows that even small amounts of absenteeism can lead to lower progress at school.
2	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception 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. Further development work needed.
3	Internal assessments indicate that mathematical attainment among disadvantaged children is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations show that the education and wellbeing of many of our disadvantaged children was impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. Also, discussions with children and families and other professionals have identified social and emotional issues for many children, notably due to poverty, limited support from parents and carers during school closures and lack of enrichment opportunities. 72% of children receiving ELSA (emotional support) are disadvantaged, of the children last year that spent time in the R2L room 70% were disadvantaged, and on average 32 families of our children have multi agency support.
5	37% of PP children are also on the SEND register.

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 attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers
Phonics- To achieve in line with national average in PSC	<p>Phonics Screening Check outcomes in 2023/24 are in line with national (national FSM was 62.8 in 2022).</p> <ul style="list-style-type: none"> HQFT of phonics daily Phonics Hub support Progress in Phonics Programme (HIAS) Weekly phonics time for Phonics leader All staff in school to be fully RWI trained
Progress in Reading- To achieve in line with national average at both KS1 and KS2	Gap between disadvantage and other will narrow in each cohort by 10%
Progress in Writing- To achieve in line with national average at both KS1 and KS2	Gap between disadvantage and other will narrow in each cohort by 10%
Progress in Mathematics To achieve in line with national average at both KS1 and KS2	Gap between disadvantage and other will narrow in each cohort by 10%
To achieve and sustain improved wellbeing for all pupils and parents in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil's voice, student and parent surveys, THRIVE, Boxall data and teacher observations. 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

	<ul style="list-style-type: none"> • Higher levels of engagement in PE lessons and PDL lessons and application of these skills after. • All staff hold high expectations of behaviour
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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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional training to ensure that the teaching of reading reflects best practice and is taught consistently across the school. This will be a mix of in-house training and training from external providers such as the Solent English hub as well as parent workshops.	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Consequently, the EEF has focused considerable effort in this area – particularly for younger and for struggling readers, as well as children with EAL. EEF suggest the average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language</p> <p>eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</p>	2/5
Additional leadership time to embed new reading curriculum and improve fluency.	<p>According to the education endowment fund the evidence for a balanced approach to reading (including strategies to improve comprehension and fluency) is extensive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2/5

<p>Additional leadership time to improve the teaching of reasoning and problem solving:</p> <ul style="list-style-type: none"> • Attending mastery readiness training • Developing teacher working knowledge of Makaton to supports maths reasoning in those with lower levels of speech and language • Coaching staff in developing pupil's maths vocabulary • Delivering in house training • Parent workshops 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Additional training to improve the use of assessment for learning within the classroom.</p>	<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>2/ 3/5</p>
<p>Embedding of the Rosenshine Principles to ensure that flashbacks, modelling- metacognition and scaffolding are part of everyday classroom practice.</p>	<p>Rosenshine's principles of instruction are a well-regarded approach to teaching grounded in evidence from cognitive science research, direct observation of master teachers, research on cognitive support and scaffolds.</p>	<p>2/3/5</p>
<p>Coaching programme to support excellent teaching practice across the school and behaviour across the school</p>	<p>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.</p>	<p>2, 3, 4 and 5</p>

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
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>On average, one to one tuition is very effective at improving pupil outcomes (5 months progress) One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2/5
Fluency groups to be set up in all classes Y2-Y6	<p>The average impact of small group tuition is 4 months additional progress over a year.</p>	2/5
Bottom 20% of readers will be read with daily across the school, including the R2L room.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
The delivery of booster groups as well as the 1:1 maths tutoring (Participation in the schooled tutoring programme) target high ability children as well as those that need to close the gap.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Also, the small groups booster evidence from the EEF as detailed above.</p>	3/5
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>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</p>	4/5

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a family support worker who will:</p> <ul style="list-style-type: none"> • support all families of children from disadvantaged backgrounds • support parenting programmes and workshops • work with office team to monitor attendance 	<p>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 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.</p>	<p>1, 2, 3 and 4</p>
<p>Free breakfast club for disadvantaged students</p>	<p>Government research into breakfast clubs has shown they can have an impact on concentration levels, behaviour and social skills.</p>	<p>1 and 4</p>
<p>Additional social and emotional support such as:</p> <ul style="list-style-type: none"> • 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 	<p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. The EEF suggest the development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of</p>	<p>4</p>

	five additional months' progress.	
Young carers and Forces club delivered every other week.	There is also extensive evidence from the EEF associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)	4
Introduction and training of Play Pod Initiative to improve opportunities for physical activity, socialisation, co-operation, coordination, resilience, creativity, imagination and enjoyment through improved play. Leading to a reduction of incidents on the playground at both break and lunchtime.	There is a vast amount of EFYS research to suggest the importance of play-based imaginative learning as well as physical activity has on ones wellbeing and the positive effects it can have with building relationships with peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4
Behaviour coaching support programme <ul style="list-style-type: none"> • Behaviour training for ECTs • Ready to learn staff to support and coach colleagues to effectively support behaviour needs in class and embed excellent practice with managing behaviour in the classroom. • Inclusion Manager to support colleagues with behaviour management, identifying addressing and supporting needs in class. 	EEF guidance indicates that a key area for improving behaviour across the school is consistent classroom managements and individual strategies for high need children. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	4 – impact 2 and 3
Development of an enrichment programme to develop knowledge about the wider world: <ul style="list-style-type: none"> • Financial support to go on trips and visits. • 50 Things to do at Vigo • New EYFS curriculum linked to our cohort of children 	There is a wealth of research to suggest the values of education trips and outdoor learning.	4 – impact 2 and 3
Greater focus on active lifestyle by: <ul style="list-style-type: none"> • Encouraging attendance at extracurricular sport 	There is extensive evidence that an active lifestyle leads to	4- Impact on 2 and 3

<ul style="list-style-type: none">• Improving engagement in PE• Promoting an active lifestyle• Introduction of storm-break	increased mental health and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
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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 2020 to 2021 academic year.

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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
NTP (1-3 Literacy support)	Teaching personal