

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Vigo Primary School
Number of pupils in school	533
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 (Year 2 of 3)
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Julie Bray (HT)
Pupil premium lead	Laura Reid (DHT)
Governor / Trustee lead	Sara Falk

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,905
Recovery premium funding allocation this academic year	£13,117
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	£312,022

# 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 teaching, 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 strategy is also integral to wider school plans for education recovery due to the impact of Covid-19, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected. We have engaged the support of external tutors through the NTP funding to support disadvantaged children and any others who have been adversely affected by the COVID-19 pandemic. We have also employed extra staff within school to support the delivery of catch-up reading programmes.

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 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 1.5% 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 maths 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"> <li>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%.</li> <li>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</li> </ul>
Phonics- To achieve in line with national average in PSC	<p>Phonics Screening Check outcomes in 2022/23 are in line with national (national FSM was 62.8 in 2022).</p> <ul style="list-style-type: none"> <li>HQFT of phonics daily</li> <li>Phonics Hub support</li> <li>Weekly phonics time for Phonics leader</li> <li>All staff in school to be fully RWI trained</li> </ul>
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"> <li>qualitative data from pupil's voice, student and parent surveys, THRIVE, Boxall data and teacher observations.</li> <li>a significant reduction in physical interventions</li> <li>A reduction of behaviour at break /lunchtime times.</li> </ul>

	<ul style="list-style-type: none"><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>
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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
<p>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>	<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 chn 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><a href="https://www.eef.org.uk/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf">eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</a></p>	2/5
<p>Additional leadership time to embed new reading curriculum and improve fluency.</p>	<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><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></p>	2/5
<p>Additional leadership time to improve the teaching of reasoning and problem solving:</p> <ul style="list-style-type: none"> <li>• Attending mastery readiness training</li> <li>• Developing teacher working knowledge of Makaton to supports</li> </ul>	<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:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

<p>maths reasoning in those with lower levels of speech and language</p> <ul style="list-style-type: none"> <li>• Coaching staff in developing pupil's maths vocabulary</li> <li>• Delivering in house training</li> <li>• Parent workshops</li> </ul>	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
<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>	2/ 3/5
<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>	2/3/5
<p>Coaching programme to support excellent teaching practice across the school (AHT-KR) and behaviour across the school (AHT-GK).</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>	2, 3, 4 and 5

## 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
<p>Purchase of the Project X and Comprehension Xpress reading intervention scheme to</p>	<p>This scheme has been used in over 500 schools and according to Edge Hill University;</p>	2

<p>improve phonics, vocabulary and comprehension skills. This is a programme designed to support struggling readers. This will include training for staff and will be delivered to small intervention groups.</p>	<ul style="list-style-type: none"> <li>• Children made an average Reading Age gain of 12 months after 5 months of support by trained teaching assistants</li> <li>• Comprehension scores rose by 70%</li> <li>• 96% of pupils showed more interest and confidence in reading after Project X CODE.</li> </ul>	
<p>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>	<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><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>	2/5
<p>Fluency groups to be set up in all classes Y2-Y6</p>	<p>The average impact of small group tuition is 4 months additional progress over a year.</p>	2/5
<p>Bottom 20% of readers will be read with daily across the school, including the R2L room.</p>	<p><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></p>	
<p>Boosters delivered by SLT/CT/LSA 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>	<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
<p>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>	<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-">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=education-evidence/guidance-reports/primary-</a></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"> <li>• support all families of children from disadvantaged backgrounds</li> <li>• support parenting programmes and workshops</li> <li>• work with office team to monitor attendance</li> </ul>	<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"> <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>	<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</p>	<p>4</p>

	that seek to improve learning by increasing self-regulation have an average impact of 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
Re- introduction and training of Opal Play Initiative from AHT (GK) 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. <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>	4
Behaviour coaching support programme <ul style="list-style-type: none"> <li>• Behaviour training for NQT and RQTs</li> <li>• Assistant head (GK) who has experience in working with children who need additional support to coach others to embed excellent practice with managing behaviour in the classroom.</li> <li>• Inclusion Manager to support CT with behaviour management.</li> </ul>	EEF guidance indicates that a key area for improving behaviour across the school is consistent classroom managements and individual strategies for high need children. <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>	4 – impact 2 and 3
Development of an enrichment programme to develop knowledge about the wider world: <ul style="list-style-type: none"> <li>• Financial support to go on trips and visits.</li> <li>• 50 Things to do at Vigo</li> <li>• New EYFS curriculum linked to our cohort of children</li> </ul>	There is a wealth of research to suggest the values of education trips and outdoor learning.	4 – impact 2 and 3

<p>Greater focus on active lifestyle by:</p> <ul style="list-style-type: none"> <li>• Encouraging attendance at extracurricular sport</li> <li>• Improving engagement in PE</li> <li>• Promoting an active lifestyle</li> <li>• Introduction of storm-break</li> </ul>	<p>There is extensive evidence that an active lifestyle leads to increased mental health and wellbeing.</p> <p><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></p>	<p>4- Impact on 2 and 3</p>
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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 2022 to 2023 academic year.

Our internal assessments during 2022-2023 show a positive indication that the gap between attainment for disadvantaged students and whole school remains but is decreasing 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. In writing, the attainment gap is also reducing in some year groups but remains. The progress data for writing indicates that majority of year groups making significant progress through the academic year and closing the attainment gaps in those year groups. In maths, attainment gaps are closing in some year groups but the gain of pupil premium progress to whole school is significantly positive. Substantial efforts were made to support disadvantaged children due to disruptions that Covid-19 caused, the continued high focus on quality first teaching and the compacity to grow our coaching model has had a positive effect on results. The development of middle leadership and subject development has enhance opportunities for immersive, interactive and experiential learning.

#### EYFS

62.65% of Year R cohort reached GLD (National and Hampshire will be released in November 2023). 50% of PP children made GLD (APS to be released November 2023). This year the SEN need has increased: 2021-22 the intake included 2 EHCPs compared to 2022-23 8 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 have adapted our EYFS provision for the year 2023-24 to be able to meet the higher and increasing SEN demand. The Pod, a flexible learning space for children who require intervention support is a provision designed to tailor learning needs, opportunities and experiences to enable all children to make progress and work towards achieves Early Learning Goals. We have also employed designated staff to support children on a 1:1 for 2 pupils with significant need.

#### Reading

74.7% of children who took the Year 1 Phonics Screening Check passed, this is just below national average. However, as a comparison, the gap between children at Vigo passing the PSC to national average has closed this year by +20%. This year in Year 1, 14 children started as an in-year transfer- coming from different school settings within the community including mainstream and special settings. The progress gain for reading in Year 2 and 3 shows that the

implementation of school wide initiative and a focus on principles of effective teaching has ensured a rapid rate of progress in these year groups. In Year 2, 24.2% of the cohort is disadvantaged, compared to 17.9% in Hampshire and 16.1% nationally. There are higher levels of SEN and EAL than the average for Hampshire and nationally. In KS2 the rapid rate of progress also shows how children have moved at an increased rate in achieving step to make excellent progress and heading towards good progress. In year 6, 43.4% of the cohort is disadvantaged, compared to 21.6% in Hampshire and 20.9% nationally, this cohort also has significantly higher percentage of children with SEND and EAL than the national average for Hampshire and nationally. Therefore the +21.8 increase of progress shows how the gap between PP and whole school is significantly making big steps to close.

PHONICS	All	FSM Ever 6	Difference
Year 1	74.7% (+4.7%)	63.2% (-12.2%)	-10.5%

READING-EOY	All	FSM Ever 6	Difference
Y1	See PSC data above		
Y2	56.25%	46.88%	-9.37
Y3	58.8%	51.6	-7.2
Y4	77%	71.4%	-5.6%
Y5	64.9%	66.7%	+1.8%
Y6	54.22%	37.84%	-16.38

Progress

Reading TEST PP/All	Previous EOY 22	DEC 22	APRIL 23	July -EOY-23	Difference between DEC/ EOY-23	% gain between Dec and EOY 23
Year 1			<b>PHONICS</b> 13/20=65% 56/82=68.3% -3.3%	Did not do Pira Test	NA	NA
Year 2	EOY1 48.6%/60.4% -11.8%	10/32 31.3% 38/88 43.2%/ -11.9%	10/32 31.3% 49/90 = 54.4% -23.1%	48% PP 56%- all -8%	+3.9%	+4.8%
Year 3	<b>EOY2 SATS TEST</b> 40.9%/55.1% -14.2%	11/29 38% 40/78 51.3% -13.3%	9/29 31% 37/83 44.6% -13.8%	16/31 -51.6% 47/80 -58.8% 7.2%	+6.1%	+13.6%
Year 4	EOY3 52.7%/63.4% -10.7%	24/39 61.5% 53/74 71.6% -10.1%	28/39 71.8% 60/74 81.1% -9.3%	25/35-71.4% 57/74- 77% 5.6%	+4.5%	+9.9%
Year 5	EOY4 46.9%/55.5% -8.6%	19/34 55.9% 45/73 61.4% -6.3%	19/33 57.6% 42/75 56% -8.6%	22/33= 66.7% 48/74- 64.9% +1.8%	+8.6%	+10.8%
Year 6	EOY5 (PIRA TEST) 48.5%/66.2% -17.7%	SATS 6/37 16.2% 22/81 27.2% -11%	SATS 14/36 38.9% 44/81 54.3% -15.4%	38/%- PP 54%- all -16%	-5%	+21.8%

Due to funding this year, the following external interventions did not take place: Project X, Lightening Squad intervention.

### Writing

The increase in the number of FSM children reaching the expected standard across the year has risen steadily in most year groups. Despite the attainment gap closing in some year groups, the number of children both PP and whole school reaching the expected standard have risen steadily overall which is really positive. The progress gains in Year 3 and 6 are significant and show positive impact of our core subject leaders in supporting these year groups as a focus.

Writing- EOY	All	FSM Ever 6	Difference
Y1	60.24%	52.38%	-7.86
Y2	40.63%	21%	-19.6
Y3	47.5%	35.48%	-12.2
Y4	50.82%	33.3%	-17.52
Y5	55.4%	36.7%	-18.7
Y6	59.79%	41.67%	-18.12

### Progress

Writing- TA PP/ All	Previous year Baseline July 22	Feb 23	July 23 EOY	Difference between Feb/ EOY 23	% gain between Feb and EOY 23
Year 1		10/19 52.6% 48/81 52.7% -0.1	52.4% -PP 60.2% all -7.8%	-7.8%	-0.2%
Year 2	42.4%/53.9% -11.5%	5/29 17.3% 40/91 44.4 -27.1%	21%-PP 41%- all -20%	+2.1%	+3.2%
Year 3	40.9%/52.6% -11.7	5/29 17.2% 23/83 27.7% -10.5%	35.4%-PP 47.5%- all -12.1%	-2.4%	+18.2
Year 4	21.1%/35.3% -14.2%	13/39 33% 33/79 41.7% -8.2%	33.3%- PP 50.8%-all -17.5%	-8.3	+0.3%
Year 5	29%/32.9% -3.9%	14/33 42.4% 30/74 40.5% -1.3	36.7%-PP 55.4% all -18.7	-10.3	-5.7
Year 6	22.9%/ 45% -22.1%	8/37 21.6% 26/81 32.1% -10.5%	42%-PP 60%- all -18%	-7.7	+20.4%

## Maths

The gap between disadvantaged and whole school is decreasing year on year and shows how early quality first maths teaching is impacting our children. The increase in the number of PP children reaching the expected standard across the year has risen steadily in all year groups with rapid progress in year 1, 4 and 5. 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 show vast improvements in progress and consequently attainment.

Maths EOY	All	FSM Ever 6	Difference
Y1	74.4%	76.2%	<b>+1.8</b>
Y2	58.33%	40.63%	<b>-17.7%</b>
Y3	49.4%	38.7%	<b>-10.7</b>
Y4	77.5%	68.8%	<b>-8.7%</b>
Y5	49.3%	48.5	<b>-0.8%</b>
Y6	60.24%	45.95%	<b>-14.29%</b>

Maths TEST PP/ All	Previous EOY 22	DEC 22	APRIL 23	July EOY-23	Difference between DEC/ EOY- 23	% gain between Dec and EOY 23
Year 1		12/32 42.1% 54/78 69.2% -27.1%		16/21- 76.2% 64/86 -74.4% 11.8%	+28.9%	+34.1%
Year 2	EOY1 55.9%/76.2% -20.3%	12/32 37.5% 48/88 54.5% -17%	13/32 40.6% 51/90 56.7% 16.1%	42%- PP 58%- all 16%	+1%	+3.5%
Year 3	EOY2 SATS TEST 36.4%/62.8% -26.4%	2/29 6.9% 19/78 24.4% -17.5%	4/29 13.8% 22/84 26.2% 12.4%	14/31- 45.2% 39/79 - 49.4% 10.2%	+6.8%	+31.8%
Year 4	EOY3 32.4%/52.8% -20.4%	12/39 30.8% 39/74 52.7% -21.9%	15/39 38.5% 41/79 51.9% 13.4%	22/32- 68.8% 55/71 77.5% 8.7%	+13.2%	+38%
Year 5	EOY4 31.3%/51.3% -2	17/34 50% 38/72 52.8% -2.8%	13/33 39.4% 28/75 37.3% +2.1	16/33- 48.5% 37/75- 49.3% -0.8%	+2%	-1.5%
Year 6	EOY5 33.3%/50% -16.7%	7/37 18.9% 29/81 35.8% -16.9	15/36 41.7% 48/81 59.4% -17.3%	46%-PP 60%-all -14%	+2.9%	+27.1%

### Attendance:

Covid-19 continued to have an impact on overall school attendance especially in the summer term, this was a picture reflected nationally. The appointment of the school attendance officer has heightened the profile of attendance school wide and much investment has been placed upon working with parents and supporting them to increase attendance across the school for individual children and classes. Attendance for disadvantaged pupils was lower throughout the year and fluctuated between 1%. Overall upon comparison of the previous year the data is up by 2%. An area of real success is the significance of persistent absenteeism and the dramatic closing of the gap for PP and non-PP children. PP persistent absentees' previous year 32.3% reducing in to 23.2% year 2022-23. The communication of reporting absence is easier and followed up much more efficiently. Absence percentages are monitored more closely and parents are made aware of pupil percentages more effectively with reminder when absence is becoming a trend. Thus, support from outside agencies is more supportive and being actioned at an earlier stage. There have been many incentives for pupils and class wide treats on offer for good attendance.

### Behaviour:

Despite the pandemic and continued disruption of Covid-19, the LLP and School Improvement Manager noted strong improvements in behaviour across the school in class. The Ready to Learn room was essential in helping those students struggling with the transitions between school and home.

PI (see report)	Autumn		Spring		Summer	
PP/All (Percentage)	29/50 (58.00%)	32/52 (61.54%)	49/69 (71.01%)	54/60 (90.00%)	44/57 (77.20%)	35/57 (61.40%)



Over the course of the year, 16 children spent time in the Ready to Learn Room of which 7 children (43.78%) were successfully reintegrated back into the classroom fulltime. The remaining children have all integrated back into class for at least 25% of their school time with 6 (37.5%) of these being in excess of 50% of their school day.

Due to continued Covid-19 disruptions we were unable to deliver Opal play to its fullest, a change in play providers to Play Pod initiative was made at January 2023. Play Pod training has been led by staff in the school with wider staff completing the training to support break and lunch times. Play pod will continue into the next academic year.

### Wellbeing

Vigo has a large number of children who have experienced trauma in their lives and who struggle to emotionally self-regulate. We therefore place high importance on pastoral support. Over the course of the year 74% of the ELSA/TALA were disadvantaged children this is an increase upon the previous year. These groups or 1:1 sessions were vital in supporting children and teaching children key strategies to support them in class and at home. Over the course of the year our CFW has continued to support many families in many different aspects, from day-to-day welfare support, food bank vouchers, an array of packs for families (Christmas, Easter, Health and hygiene), holidays clubs in every half term, as well as supporting families with parent workshops.

Thrive data shows that over the course of the year children are being supporting within class as well as PDL session with a positive upward trend. 19 / 22 classes made positive percentage progress. Over the course of the year although more children joined the 1:1 Thrive sessions, steady progress was made for most children moving from 'Rarely' to either 'Emerging' or 'Developing'

## 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