

## Pupil premium strategy statement

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	Vane Road Primary School
Number of pupils in school	414 pupils
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Kieran Pavey
Pupil premium lead	Gemma Sim
Governor / Trustee lead	Helen Collingwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 151,355
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	£151, 355

# Part A: Pupil premium strategy plan

## Statement of intent

At Vane Road Primary School, we believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind.

As a school we will provide opportunities to break through barriers by adhering to our core values of respect, kindness, inclusivity, resilience and ambition which demonstrate our high aspirations for all our children.

The main barriers to learning for Pupil Premium pupils at our school tends to be lack of resilience, basic skills in reading, writing and maths and having access to a wide range of real-life experiences. The lack of resilience then has an impact on our disadvantaged pupils achieving higher standard.

We focus our Pupil Premium spending on delivering high quality teaching, quality interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their resilience and ambition and keeping a healthy body and mind.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium funding often lack exposure to real life experiences that enhance their cultural capital. This means we need to offer children these experiences in school where we can.
2	Many of our Pupil premium families lack of parental support at home and have chaotic home lives with many siblings. As a school we need to ensure we are offering additional support to these children especially with early reading and phonics.
3	Across school our Pupil Premium children tend to achieve less than our non – pupil premium children at the higher standard at the end of Key Stage Two. Our pupil premium SEND children achieve lower outcomes compared to other pupils. It is essential that across school we identify pupils early and allow opportunities for pupils to perform at the higher standard.
4	Low attendance of Pupil premium children impacts on their learning and in turn their progress. Persistent absenteeism has historically been

	an issue with our pupil premium children however this is now an improving picture; this good work needs to be continued.
5	Mental health and wellbeing of our families can have a huge impact on our pupils and it is essential that we support our families and signpost to the correct local offer.
6	Vane Road has the highest percentage of service families in County Durham and we need to implement strategies to support the emotional wellbeing of these children.

## 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>A high proportion of children across school will have enhanced their cultural capital and accessed a wide range of extra-curricular activities.</p> <p>A developed approach to a career's curriculum across school.</p>	<p>Pupil premium children across school will have had experience of a wide range of trips, visitors and after school club activities.</p> <p>Pupils will have high aspirations and understand the career options available to them.</p>
<p>Increased percentage of pupils will achieve 35 or above out of 40 in PSC.</p> <p>Increased percentage of pupils will be on track with intended learning in reading, writing and maths.</p>	<p>80% of pupils will achieve at least 35 or above out of 40 for PSC.</p> <p>Reduced gap between disadvantaged and other pupils at age related expectations.</p> <p>Early identification of pupils through pupil progress meetings and careful tracking of phonics, reading and writing will show improved attainment in PSC.</p> <p>Good levels of parental engagement will be tracked and show an increased attendance at school events.</p>
<p>Increased percentage of pupils will achieve higher standard at the end of KS2 in reading, writing and maths.</p> <p>Pupil premium children with SEND will achieve their individual targets.</p>	<p>Disadvantaged pupils will achieve at least in line other pupils for GLD.</p> <p>Teachers will target an increased number of higher attaining pupils across school during pupil progress meetings.</p> <p>Disadvantaged pupils will achieve at least in line with other pupils for higher standard in reading, writing and maths.</p> <p>Pupil premium children with SEND will make rapid progress and achieve personal targets.</p>

Improved attendance for pupils across school with an increased focus on persistent absenteeism.	<p>Attendance figures will continue to be at least in line with NA and rates of persistent absenteeism will have reduced from previous year.</p> <p>Proactive approach to attendance across school.</p> <p>Attendance is "everyone's responsibility"</p> <p>EWO and PM will closely track attendance for all pupils.</p> <p>Weekly meetings with attendance team and SLT.</p>
School will offer a high-quality package of mental health support across school for pupils and their families to build resilience.	<p>Parent feedback will show families feel supported by school and will know how/where to access support.</p> <p>Lesson observations, learning walks, pupil and parent surveys will show all pupils have high aspirations of themselves.</p> <p>Families will be signposted to appropriate support.</p>
Service families across school will know their point of contact for school. Our service families will feel supported and achieve well.	<p>Our pastoral manager will be first point of contact for support for our service families.</p> <p>Pastoral manager will organise coffee mornings for networking of our service families and track attendance.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned overview across school of trips and visitors.</p> <p>A wide range of after school activities on offer to all pupils with an identified focus on disadvantaged pupils. These will be offered with no charge.</p> <p>Attendance of disadvantaged pupils at after school clubs will be carefully tracked.</p> <p>All curriculum topics will begin with a “wow” experience which will enable children to participate in real life experiences that they have not had access to outside of school.</p> <p>Curriculum plans are carefully planned and well embedded across school with identified vocabulary.</p> <p>Personal development curriculum will be fully embedded across school.</p> <p>The school will have a career's curriculum across school fully embedded.</p>	<p>Cultural capital, when used in relation to education, promotes the idea that <b>schools</b> should support the modern definition of what '<b>cultural capital</b>' means.</p> <p>That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development." OFSTED</p> <p>New EEF podcast: Vocabulary and Language This episode of the 'Evidence into Action' podcast focuses on vocabulary and language</p> <ul style="list-style-type: none"> <li>• Curriculum enhancement document of extra-curricular experiences – see school website.</li> <li>• Pupil voice surveys</li> <li>• Parent surveys</li> <li>• Monitoring of curriculum review days and evidence in books.</li> <li>• School will have a career's curriculum in place across school.</li> <li>• Staff will carefully plan purposeful trips and visitors into school.</li> <li>• Personal development evidence</li> </ul>	<p>1 3</p>
<p>School will continue to operate an open-door policy in which all parents/carers feel valued.</p> <p>School will sign post parents/carers to appropriate outside agencies for support.</p>	<p>Studies from EEF regarding phonics state that: Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than</p>	<p>1 2 3 6</p>

<p>Pastoral Manager will build sound relationships with families and triage support available.</p> <p>All staff will participate in a refresher training session for Little Wandle phonics.</p> <p>Keep up phonic sessions will be taught daily and monitored effectively.</p> <p>Teachers will provide extra reading opportunities for our disadvantaged children.</p> <p>Parent/carer workshops focused on phonics and reading with children.</p> <p>School will offer Maths and English workshops to help enhance basic skills which in turn support our pupils.</p>	<p>analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <ul style="list-style-type: none"> <li>• CPOM logs</li> <li>• Assessment data</li> <li>• Parent feedback</li> <li>• Staff survey</li> <li>• Pupil reading survey</li> </ul>	
<p>CPD for all staff in delivering quality first teaching with an increased focus on stretching higher attainers.</p> <p>Rigorous tracking in place across school to ensure early identification is key to diminishing the learning gap.</p> <p>Deployment of Teaching assistants is carefully planned by Senior Leaders to ensure they are</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Careful and planned monitoring is crucial for school leaders to have a solid understanding of the effectiveness of strategies implemented across school.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Triple tracking across LET for Year 6 pupils</li> <li>• Staff feedback from CPD</li> <li>• Lesson observations</li> <li>• Book reviews</li> </ul>	<p>6</p>

<p>making a positive impact across school.</p> <p>Pupils with SEND will be effectively supported in school including provision and adapted teaching.</p> <p>CPD for staff on adapting teaching for all.</p> <p>New SENDCo to support teachers in class.</p> <p>Early bird sessions before the school day starts will be re-established with a focus on our SEND and PP children.</p> <p>Rigorous monitoring and review procedures are in place to ensure Senior Leaders and the school's Middle Management Team are effective in their support to staff.</p> <p>HLTAs are employed to release Middle Management Team to monitor their areas and aid in driving standards forward across school.</p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for teaching assistants focused on delivering high quality interventions.</i>	<p><a href="#">School survey: 80% of all leaders have read EEF's Teaching...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Approaches to interventions, such as one to one and small group tuition, require close attention to effective implementation, ensuring sessions are explicitly linked to the content of daily lessons and that effective feedback structures are in place.</p>	3 6
<i>Planning and preparation time for teaching assistants and HLTAs.</i>	<p>Such interventions are typically maintained over a sustained period and require careful timetabling and associated training so that delivery is consistent for staff and pupils.</p> <ul style="list-style-type: none"> <li>• Book reviews</li> <li>• Pupil progress meetings</li> <li>• Data tracking</li> <li>• Learning walks</li> </ul>	3 6
<i>Time planned for CPD refresher training for all staff in Little Wandle</i>	<p>Studies from EEF regarding phonics state that: Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Staff feedback</li> <li>• Book Looks</li> </ul>	3 6
		3 6

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

Budgeted cost: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Proactive approach to attendance from all staff.</p> <p>Rigorous tracking systems in place.</p> <p>Weekly meetings with attendance team and SLT.</p> <p>Weekly attendance rewards and half termly awards.</p> <p>Raised awareness of attendance to parent/carers.</p> <p>Attendance protocols in place –dojo messages, phone calls and home visits</p> <p>Establish good relationships with families.</p>	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Parent/carer survey feedback</li> <li>• Pupil voice</li> </ul>	<p>4</p>
<p>School counsellor employed one day a week split over two half days.</p> <p>Pastoral manager will triage and signpost families to appropriate support.</p> <p>Piece of mind team will support families led by pastoral manager.</p> <p>Targeted groups such as social groups/lego therapy and managing emotions groups led by Pastoral manager.</p>	<p><u><a href="#">Student mental health during the pandemic - Sutton Trust</a></u></p> <p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <ul style="list-style-type: none"> <li>• CPOM Logs- minimised number of verbal/physical incidents</li> <li>• Staff feedback from CPD</li> <li>• Learning walks and book looks</li> <li>• Personal development evidence – floor books</li> </ul>	<p>5 4 6</p>

<p>CPD for all staff on trauma and attachment.</p> <p>PSHCE Curriculum fully embedded across school.</p> <p>School values fully embedded across school and celebrated.</p> <p>To develop personal development curriculum across school with clear evidencing.</p>		
<p>A key member of staff to be appointed across school to lead support for our service families.</p> <p>All staff to be aware of service families across school.</p> <p>Termly coffee mornings for our service families to create a network of support.</p> <p>Key point of contact for our service families to offer support.</p>	<p><b>Schools</b> are a critical part of <b>supporting</b> our service <b>families</b>. Children may have to change <b>school</b> when a service parent is posted, or <b>school</b> may <b>support</b> a pupil when a parent is absent for long period of time.</p> <p>We recognise the challenges that children of service families can face and the need for a key point of contact in school.</p> <p><u>Supporting military families   NSPCC Learning</u></p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent survey</li> </ul>	<p>2 4 6 7</p>

**Total budgeted cost: £151, 000**

## Part B: Review of outcomes in the previous academic year

• Activity	• Spring 2023 Evaluation
Teaching Priorities	<ul style="list-style-type: none"> <li>• PP children targeted across school and in EYFS. EYFS results show PP children are out performing non PP pupils.</li> <li>• Increased targeted support in Year 1 for phonics.</li> <li>• Teaching group set up do observe good practise</li> <li>• Further adult support deployed for keep up sessions and reading groups.</li> <li>• Positive impact seen in assessments.</li> <li>• Refresher training in LW for staff</li> <li>• JJ and GS rigorous monitoring in place.</li> <li>• Phonic workshop for parents delivered by JJ and AP.</li> </ul> <p>Year 6 staff are working with ZB Lingfield Trust on consistent approach to teaching and analysing data.</p> <p>Support staff re-deployed to target identified groups and areas of weaknesses in RWM.</p> <p>Pupil progress meetings focused on disadvantaged children and targeting top 10 achievers in each class to push to GDS.</p>
Targeted Academic Support	<ul style="list-style-type: none"> <li>• Regular tracking through PP meetings.</li> <li>• SLT and TLRs analysed data and gaps identified.</li> <li>• Reading groups identified and monitored in Year 1 – 3 x a week. Training has taken place.</li> <li>• Yr2 SEND pupils are accessing Little Wandle foundation and SEND programme.</li> <li>• Staff have been trained and progress is carefully tracked.</li> <li>• Year 6 need identified and staff re-deployed to support</li> <li>• PSM delivers emotional and social groups across school to identified pupils.</li> </ul>
Wider Strategies	<ul style="list-style-type: none"> <li>• PSM continues to be rigorous in his approach to attendance.</li> <li>• After school club offer remains in place and is well attended.</li> <li>• Newly appointed EWO (1 day a week) to focus on PA. This time last year attendance was 92.5% with PA at 113 this year attendance is 94.11% PA 74.</li> <li>• Regular meeting take place with attendance team each week and incentives and support options are discussed.</li> <li>• School currently have 2 school refusers and school team is working closely with LA/Trust to support these children.</li> <li>• Targeted emotional wellbeing support remains in place for pupils and family and is accessed through a wide range of options – EH,EWEL, MHST, SC, Piece of Mind team referrals.</li> <li>• Wide range of after school clubs in place and PP and SEND children attendance of these are closely tracked.</li> <li>• Allocated funding for teaching staff to plan visits, trips and experiences to enhance PP cultural capital.</li> <li>• Mr Lee Grady appointed to support our Armed Forces families.</li> <li>• Plans for "Let the children play" initiative to be back up and running next half term.</li> <li>• If U Care Share delivered training to staff and workshops for pupils across school on positive mental health and wellbeing. Feedback from staff and children has been very positive.</li> <li>• Chartwells nutrition team have delivered healthy eating workshops to every class across school.</li> <li>•</li> </ul>

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities	<ul style="list-style-type: none"> <li>• PP children targeted across school and in EYFS. EYFS results show PP children are out performing non PP pupils.</li> <li>• Increased targeted support in Year 1 for phonics.</li> <li>• Support from Lingfield Trust (MD and SC)</li> <li>• Teaching group set up do observe good practise</li> <li>• Further adult support deployed for keep up sessions and reading groups.</li> <li>• Positive impact seen in assessments.</li> <li>• Refresher training in LW for staff</li> <li>• JJ and GS rigorous monitoring in place.</li> <li>• Phonic workshop for parents delivered by JJ and AP.</li> </ul> <p>Year 6 staff are working with ZB Lingfield Trust on consistent approach to teaching and analysing data.</p> <p>Support staff re-deployed to target identified groups and areas of weaknesses in RWM.</p> <p>Pupil progress meetings focused on disadvantaged children and targeting top 10 achievers in each class to push to GDS.</p>	14.11.23
Targeted Academic Support	<ul style="list-style-type: none"> <li>• High quality targeted interventions continue to be in place across school.</li> <li>• Staff meeting was delivered to all staff on high quality scaffolding and differentiation.</li> <li>• Peter Foulds delivered training to all staff focused on 100% participation.</li> <li>• Gathering quotes for Whiteboard screens in shared areas to support teaching and learning of small groups.</li> <li>• Support staff work closely with teachers to plan and deliver targeted, short and effective interventions.</li> <li>• Regular tracking through PP meetings.</li> <li>• SLT and TLRs analysed data and gaps identified.</li> <li>• Reading groups identified and monitored in Year 1 – 3 x a week. Training has taken place.</li> <li>•</li> </ul>	

<p>Wider Strategies</p>	<ul style="list-style-type: none"> <li>• PSM continues to be rigorous in his approach to attendance.</li> <li>• After school club offer remains in place and is well attended.</li> <li>• Newly appointed EWO (1 day a week) to focus on PA. This time last year attendance was 92.5% with PA at 113 this year attendance is 94.11% PA 74.</li> <li>• Regular meeting take place with attendance team each week and incentives and support options are discussed.</li> <li>• Targeted emotional wellbeing support remains in place for pupils and family and is accessed through a wide range of options – EH,EWEL, MHST, SC, Piece of Mind team referrals.</li> <li>• Wide range of after school clubs in place and PP and SEND children attendance of these are closely tracked.</li> <li>• Allocated funding for teaching staff to plan visits, trips and experiences to enhance PP cultural capital.</li> <li>• Mr Lee Grady appointed to support our Armed Forces families.</li> <li>• Plans for “Let the children play” initiative to be back up and running next half term.</li> <li>•</li> </ul>	
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