

Pupil premium strategy statement

This statement details our school's use of pupil premium (including recovery premium for the December 2024 - December 2027 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	Vane Road Primary School
Number of pupils in school	415 pupils
Proportion (%) of pupil premium eligible pupils	23.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Kieran Pavey
Pupil premium lead	Gemma Sim
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,257
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	£184,257

Statement of intent

At Vane Road Primary School, we believe that every child has the ability to achieve their potential.

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.

Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners. They may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing good people for the future remains the same. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The main barriers to learning for Pupil Premium pupils at Vane Road tends to be lack of resilience, basic skills in reading, writing and maths having access to a wide range of real-life experiences. This then impacts our disadvantaged pupils on achieving higher standard at the end of key stage two.

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. High-quality teaching is at the heart of our approach to our strategy – and more widely at the heart of all that we do at Vane Road. We focus on areas in which disadvantaged pupils specifically require the most support, so that barriers and issues are systematically addressed over time. Whilst these may be academic barriers; we also address those that that may be social or emotional – so that learning can happen. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, including attendance needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Through observations, discussions and analysis of date we have found that many of our disadvantaged pupils often lack exposure to real life experiences and extra-curricular activities. This means we need to offer children these experiences in school where we can.

2	Through observations, discussions and analysis of date we have found that many of our disadvantaged pupils lack basic skills in reading, writing and maths. As a school we need to ensure we are offering additional support to these children especially with early reading and phonics through quality first teaching and identified intervention.
3	Through observations, discussions and analysis of date we have found that many of our disadvantaged pupils tend to achieve less than our non – disadvantaged children at the higher standard. It is essential that across school we identify pupils early and allow opportunities for pupils to perform at the higher standard by the end of Key Stage Two.
4	Through observations, discussions and analysis of date we have found that many of our disadvantaged pupils have low attendance compared to our non-disadvantaged pupils which impacts on their learning and in turn their progress. Persistent absentee rates are higher in KS2 and it is essential we work with these families in increasing their attendance rates.
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.

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
School will offer all pupil premium children the opportunity to attend an after-school club or early bird session across the year.	Pupil premium children will attend at least one after school club and one early bird session across a school year.
School will offer all pupil premium children the opportunity to attend a wide range of trips and visits across the school curriculum.	All pupil premium children will attend all trips/visits offered.
Pupil premium children will be identified early and targeted intervention put in place to support them in achieving the higher standard at the end of Key Stage Two.	Increased percentage of disadvantaged pupils will achieve higher standard in Reading, writing and maths at the end of KS2.
Planned CPD for staff in enabling all pupils to access higher standard opportunities across reading, writing and maths.	% of Pupil premium children achieving the higher standard will increase from 2024.
Pupil premium families that find attending school difficult will be supported in improving attendance by our school attendance team. This may involve, referrals to outside agencies.	Pupil premium pupils will have a good level of attendance at 96%.
Pupil premium children including our service families will feel supported in accessing services to support their mental health and wellbeing.	Pupils will show good levels of resilience and have high aspirations for themselves supported by their families.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £92 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Register of all activities/experiences our disadvantaged children have participated in.</p> <p>A wide range of after school clubs across school will be offered to children free of charge.</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>All teaching assistants across school offer a wide range of extra -curricular activities outside of school hours.</p> <p>Subsidising of school trips for disadvantaged children across school.</p> <p>A planned and purposeful coverage of school visits/trips and experiences linked to the school curriculum.</p>	<p>Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. 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>At Vane Road Primary School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their experiences.</p>	<p>1 3 6</p>
<p>School will offer a high level of support to parents/carers: -</p> <p>School will sign post parents/carers to appropriate outside agencies for support.</p> <p>School will continue to operate an open-door policy in which all parents/carers feel valued.</p> <p>All staff will be trained to deliver a high-quality systematic phonics programme, Little Wandle across school.</p> <p>School will use early identification methods and implement interventions to enable all pupils to achieve.</p>	<p><i>An increase in social, emotional and behavioural issues for children and parents during Covid-19 has had a detrimental impact on attainment and progress.</i></p> <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Engaging Parents as Partners - Teacher Development Trust (tdtrust.org)</p> <p>Studies from EEF regarding phonics state that:</p> <p>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</p>	<p>1 2 3 6</p>

<p>Staff will receive high quality training throughout the school year on ensuring the very best opportunities are delivered for pupil premium pupils to achieve high standard.</p>	<p>sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>EEF toolkit: Phonics - additional 4-month progress</p>	
<p>High quality CPD for all staff in delivering quality first teaching to all pupils based on Teaching Walkthrus.</p> <p>Rigorous tracking in place across school to ensure early identification is key to diminishing the learning gap and ensuring all pupil premium children have equal opportunities to achieve higher standard.</p> <p>CPD for all staff in delivering effective feedback.</p> <p>Deployment of Teaching assistants is carefully planned by Senior Leaders to ensure they are making a positive impact across school for all pupils.</p> <p>CPD for Teaching Assistants focused on delivering high quality interventions focusing on achieving deeper thinking.</p> <p>Early bird sessions before the school day will be carefully planned and focused on our pupil premium children and those pupils with SEND needs.</p> <p>CPD for staff on the new reading framework and delivering high quality reading lessons.</p> <p>Grammasarous Place Value purchased for Years 1 – 6.</p> <p>CPD planned and delivered for all staff.</p> <p>Rigorous monitoring and review procedures are in</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>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.</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> <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> <p>Careful and planned monitoring is crucial for school leaders to have a solid understanding of the effectiveness of strategies implemented across school.</p>	<p>6</p>

place to ensure Senior Leaders and the school's Middle Management Team are effective in their support to staff and reviewing interventions across school.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for teaching assistants focused on delivering high quality interventions focused on higher standard.</i>	School survey: 80% of all leaders have read EEF's Teaching... EEF (educationendowmentfoundation.org.uk)	3 6
<i>Planning and preparation time for teaching assistants and HLTAs.</i>	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. 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.	3 6
<i>As part of the school's development plan teaching assistants are deployed across school to support pupils in their higher skill thinking.</i>	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. EEF toolkit: Teaching Assistant Interventions Head of School completed training on Making the Best Use of Teaching Assistants.	3 6

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

Budgeted cost: £47 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral Manager.	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	5 4 6

<p>Employment of Educational Welfare Officer one day a week.</p> <p>CPD for all staff in improving attendance and raising the profile of a shift in staff culture of "It's everybody's responsibility to improve attendance"</p> <p>Reminders of attendance guidelines shared with parents on newsletters and media platforms.</p> <p>School follows Local Authority procedures for attendance and will refer families to LA for FPN if needed.</p> <p>Daily and weekly tracking of attendance.</p> <p>Positive reinforcements for good attendance.</p> <p>Half termly meetings with AIT and Senior Leaders to track attendance.</p>	<p><u>Engaging Parents as Partners - Teacher Development Trust (tdtrust.org)</u></p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	
<p>Employment of Pastoral Manager.</p> <p>Delivery of planned social and emotional support groups across school.</p> <p>Pastoral Manager is available to support families on an informal daily basis in addition to attending more formal meetings such as TAFs and CIN.</p> <p>Signposting families in accessing early help support.</p> <p>SENDCo and Pastoral Manager hold half termly coffee mornings for families of pupils with special education needs.</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>	<p>2 4 5 6</p>
<p>Employment of Pastoral Manager.</p> <p>Delivery of planned social and emotional</p>	<p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggest that effective SEL can lead to learning gains of 4+months over the course of a year. Yet – even though SEL is already a large</p>	<p>2 4 6 7</p>

<p>support groups across school.</p> <p>All staff have received CPD on delivering the school's PSHCE programme – Jigsaw.</p> <p>Use of RSE curriculum to educate and support our children to develop emotional resilience and to be confident in using their voice in a safe space.</p> <p>Senior Leadership triage mental health concerns and signpost to the correct offer of support.</p> <p>CPD for staff regarding service families and the difficulties families may face.</p>	<p>(and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are implementing statutory Relationship and Health education.</p> <p>Targeted intervention where appropriate – CBT interventions / Talk About intervention for those children identified as requiring further support out of the classroom (e.g. children with interventions recommended as part of a EWEL report or SEND report).</p>	
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Total budgeted cost: £184 000

Further information (optional)

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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 2021 to 2024 academic year.

Activity	Evaluation - 2024	Committee Date
Teaching priorities	<ul style="list-style-type: none"> • PP children targeted across school and in EYFS. EYFS results show PP children performing non PP pupils. • Increased targeted support in Year 1 for phonics. • Support from Lingfield Trust (MD and SC) • Teaching group set up do observe good practise • Further adult support deployed for keep up sessions and reading groups. • Positive impact seen in assessments. • Refresher training in LW for staff • JJ and GS rigorous monitoring in place. • Phonic workshop for parents delivered by JJ and AP. <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 weakness.</p> <p>Pupil progress meetings focused on disadvantaged children and targeting each class to push to GDS.</p>	
Targeted academic support	<ul style="list-style-type: none"> • High quality targeted interventions continue to be in place across school. Staff meeting was delivered to all staff on high quality scaffolding and differentiation. • Peter Foulds delivered training to all staff focused on 100% participation. • Gathering quotes for Whiteboard screens in shared areas to support teaching and learning of small groups. • Support staff work closely with teachers to plan and deliver targeted, short and effective interventions. • Regular tracking through PP meetings. • SLT and TLRs analysed data and gaps identified. • Reading groups identified and monitored in Year 1 – 3 x a week. Training has taken place. 	
Wider strategies	<ul style="list-style-type: none"> • PSM continues to be rigorous in his approach to attendance. • After school club offer remains in place and is well attended. • 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. • Regular meeting take place with attendance team each week and incentives and support options are discussed. • 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. • Wide range of after school clubs in place and PP and SEND children attendance of these are closely tracked. 	

	<ul style="list-style-type: none"> • Allocated funding for teaching staff to plan visits, trips and experiences to enhance PP cultural capital. • Mr Lee Grady appointed to support our Armed Forces families. • Plans for "Let the children play" initiative to be back up and running next half term. • 	
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Continued challenges:

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

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	Autumn	Committee Date
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Activity	Spring	Committee Date
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Activity	Summer	Committee Date
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Initial thoughts on next steps:

Activity	Summer 2024 Evaluation	Committee Date
Teaching Priorities	<ul style="list-style-type: none"> • PP children targeted across school and in EYFS. EYFS results show PP children are out performing non PP pupils. • Increased targeted support in Year 1 for phonics. • Support from Lingfield Trust (MD and SC) • Teaching group set up do observe good practise • Further adult support deployed for keep up sessions and reading groups. • Positive impact seen in assessments. • Refresher training in LW for staff • JJ and GS rigorous monitoring in place. • Phonic workshop for parents delivered by JJ and AP. <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"> • High quality targeted interventions continue to be in place across school. • Staff meeting was delivered to all staff on high quality scaffolding and differentiation. • Peter Foulds delivered training to all staff focused on 100% participation. • Gathering quotes for Whiteboard screens in shared areas to support teaching and learning of small groups. • Support staff work closely with teachers to plan and deliver targeted, short and effective interventions. • Regular tracking through PP meetings. • SLT and TLRs analysed data and gaps identified. • Reading groups identified and monitored in Year 1 – 3 x a week. Training has taken place. • 	
Wider Strategies	<ul style="list-style-type: none"> • PSM continues to be rigorous in his approach to attendance. • After school club offer remains in place and is well attended. 	

	<ul style="list-style-type: none">• 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.• Regular meeting take place with attendance team each week and incentives and support options are discussed.• 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.• Wide range of after school clubs in place and PP and SEND children attendance of these are closely tracked.• Allocated funding for teaching staff to plan visits, trips and experiences to enhance PP cultural capital.• Mr Lee Grady appointed to support our Armed Forces families.• Plans for “Let the children play” initiative to be back up and running next half term.•	
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