

Pupil premium strategy statement – The Vineyard School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	522
Proportion (%) of pupil premium eligible pupils	6% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	New 3 year Strategy 2025
Date this statement was published	31 December 2025
Date on which it will be reviewed	31 December 2026
Statement authorised by	Frances Bracegirdle
Pupil premium lead	Alice McArdle
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£52,175

Part A: Pupil premium strategy plan

Statement of intent

At The Vineyard School, we have high aspirations for all aspects of our pupils' attainment, experience and wellbeing irrespective of disadvantage. These are underpinned and guided by our Vineyard Values, which encapsulate the inclusive ethos of our whole community.

The school development plan addresses the challenges disadvantaged children face at our school. Specific focus on quality first teaching, closing gaps in attendance, and preparing children for the next stage of their school journey. The pupil premium strategy is a whole school approach.

The Oracy framework is a key theme of this strategy with a high emphasis on pupils having the physical, linguistic, and social and emotional skills that enable successful discussion, inspiring speech and effective communication. Extracurricular and our wrap around care will support this.

Our key principle for our PPG strategy is to close the gap between disadvantaged and advantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1. Oral skills and communication	<p>Internal and external (where available) assessment, observations and discussions with pupils indicate speech and language, oracy and vocabulary among many disadvantaged pupils are areas of particular weakness.</p> <p>27% of all PPG pupils are also categorised as having English as an additional language. 36% of our PPG pupils are also on our SEND register. This will have an impact on their language development.</p>
2. Reading	<p>There is a risk that children might leave Y6 not meeting the expected standard in reading and not having secured a passion for reading for themselves.</p> <p>Supporting families to engage with reading practice at home and reporting this in their child's reading record.</p> <p>Some families may not have easy access to books.</p>
3. Writing	<p>Poor oracy and reading progress and habits will impact negatively on a child's writing outcomes.</p>
4. Attendance and punctuality	<p>Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and/or arriving late to school and therefore do not fully engage in school life. This has a</p>

	negative impact on their social and emotional development as well as academic progress.
5. Pastoral Care	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

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
Improved oracy skills and wider vocabulary in pupils across all year groups.	This will be evident when triangulating evidence gathered in learning walks, observations, assessments, pupil voice and discussions with teachers. Evidence will show significant improvement in pupils' oracy skills and broadened vocabulary in disadvantaged pupils.
Improved attainment for disadvantaged pupils relative to their starting points.	Pupils will achieve expected levels at key assessment points EYFS, Phonic Screening Check, KS2 SATs Pupils will be monitored for reading variety, challenge, and access. Continue making progress in engaging pupils in reading for pleasure. By 2028, PPG children will make at least expected progress with some making accelerated progress in R, W and M.
The attendance and punctuality gap between disadvantaged pupils and non-disadvantaged pupils will reduce.	To support all pupils to have improving attendance by the end of 2025/2026 and at least 96% attendance by 2028. The % of pupils who are persistently absent will reduce to 5% by 2024/2025 and the % figure for disadvantaged pupils will be no more than 5% lower than non-disadvantaged pupils. The % of pupils who are persistently late will reduce to 5% by 2025/2026 and continue to improve by 2028.
PPG pupils are ready to learn as a result of their strong emotional well being. Their families feel well supported.	Children and families who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of wellbeing are demonstrated by: - qualitative data from pupil voice, pupil and parent surveys and teacher observations - a significant increase in participation in enrichment activities. - reduced referrals for ELSA/MHST - reduced listening box entries

	<p>- reduced reports on CPOMS</p> <p>All staff have an understanding of the PPG strategy and how best to support the children in their class, including CPD.</p>
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Activity in this academic year 2025-2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing QFT training for staff to embed The Vineyard Teaching and Learning model so that teachers are highly effective.</p> <p>AfC advisors supporting and delivering CPD.</p> <p>Assistant Headteachers supporting teachers with planning to ensure access for all and ensure that vocabulary acquisition is a key focus in all lessons.</p>	<p>Sutton Trust (2011) ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers’.</p> <p>Evidence Based Education identified key areas of effective teaching in this evidence review from 2020 including teacher subject knowledge, questioning and interactions, providing models, structuring of curricula over time etc.</p> <p>Rosenshine’s Principles of Instruction have formed the basis for The Vineyard Teaching and Learning Model to ensure that all children are able to access and be stretched in their learning.</p> <p>Doug Lemov, Teach Like a Champion</p> <p>Walkthrus</p> <p>Closing the Vocabulary Gap Alex Quigley</p> <p>Tiered vocab: Beck, McKeown and Kucan (2002)</p>	<p>1, 2, 3</p>

Educational Psychologist training for support staff - Attachment Aware and Executive Function for teachers	EEF (2020): Special Educational Needs in Mainstream Schools 'Strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND'.	1, 2, 3, 5
Developing the love of reading for all pupils. Staff time for targeting the lowest 20% readers across the school.	Reading Framework here EEF (July 2021): Parental Engagement with reading and home learning has a positive impact (+4 months)	1, 2, 3

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

Budgeted cost: £16,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and other interventions	EEF (June 2021): small group interventions by teaching assistants has an impact of +4 months	1, 2, 3

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

Budgeted cost: £23,446

Activity	Evidence that supports this approach	Challenge number(s)
ELSA Child Well-being Practitioner Mental Health Support Team Well-being hub	EEF Improving Social and Emotional Learning in Primary Schools 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'	4, 5
Extra curricular: Allocation of extra-curricular club places & funding for PPG pupil	Extra-Curricular Activities - An Unequal Playing Field	5
Attendance Officer and PPG lead meeting every 3 weeks	The Education Hub, Why is school attendance so important? (May 2023) Ofsted, Improving School Attendance (November 2023)	4

Total budgeted cost: £59,166

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

1. *Improved oracy skills and wider vocabulary in pupils across all year groups.*

Through the reading data below, it is clear that the disadvantaged children have performed well and have improved oracy. There is still a gap in writing which we will plan for in the next academic year.

2. *Improved attainment for disadvantaged pupils relative to their starting points.*

Expected Attainment- 2023/24-2024/25

	Disadvantaged	Whole Cohort
Reading End of KS2	100%	96%
Maths End of KS2	100%	97%
Writing End of KS2	71%	85%

The table above shows the number of disadvantaged children who achieved the expected standard in reading, writing and maths compared to the non disadvantaged children.

3. *The attendance and punctuality gap between disadvantaged pupils and non-disadvantaged pupils will reduce.*

The gap between disadvantaged and non disadvantaged for persistent absentees is 2.9%. This is an improvement on the previous year.

4. PPG pupils are ready to learn as a result of their strong emotional well being. Their families feel well supported.

The use of our own in house breakfast club has supported those who need a soft start into the school day with a nutritious breakfast. The teachers have reported that in these cases, the children have come in with a more positive mind set for the day.

Wider Opportunity Figures for 24/25

21% accessed Gardening / Nature Club

8% Sandplay

3% ELSA

41% class photo financial support

41% tea towel financial support

8% financial help for leavers hoodies, party, leavers book
26 % harvest Hamper
85% Extracurricular

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	TT Rockstars
Widgit visuals	Widgit Software

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
One service pupil premium child joined in Sept 2023. but was only identified in 2024.
The impact of that spending on service pupil premium eligible pupils
n/a