
The Vineyard School

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The Pupil Premium Strategy for The Vineyard School

This 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	The Vineyard School
Number of pupils in school	601
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Frances Bracegirdle
Pupil premium lead	Charlotte Axbey
Governor / Trustee lead	Firas Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,051.25
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,169.42
Total budget for this academic year	£57,715.67

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. These are underpinned and guided by our Vineyard Values, which encapsulate the inclusive ethos of our whole community.*

We aim to *ensure that all of our disadvantaged and post-looked after children, (currently no local authority looked after pupils on roll) progress and attain at least as well as their peers, with any barriers to reaching their potential, mitigated by the very high priority and focus that they are given within school.*

We aim to *enrich and enhance the current and future outcomes of our pupils in receipt of the Pupil Premium Grant (PPG) regardless of their PPG category, but with particular focus on those from a disadvantaged background.*

This will be achieved through:

- *access to a wide range of extra-curricular activities that foster twenty first century skills, as well as giving a depth of experience that goes beyond the remit of the school curriculum*
- *taking part in school events, visits and residential trips that build cultural capital and social cohesion*
- *proactively addressing identified gaps in vocabulary for disadvantaged children, so that reading comprehension is developed, together with gains in social and cultural capital. This aim is in response to efficacious research on the impact of weak vocabulary knowledge on life outcomes*
- *enhancing and encouraging reading development to support the acquisition of language, cultural capital and wellbeing in addition to overall attainment and improved life outcomes*

Challenges

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

Challenge number	Detail of challenge
1	Currently in our school, approximately 25% of pupils who are eligible for the PPG also have special educational needs. This increases their personal risk of low attainment and progress, even when allowing for the priority focus they are given by all members of the school community.

2	Pupils who are eligible for the PPG may also have experience of early life trauma/ adverse childhood experiences which could impact readiness to learn and /or focus and attention
3	Parental engagement and capacity to support learning beyond school, within PPG families, may be limited, particularly in comparison to the interventions and enhanced experiences that are provided by many families within the school demographic
4	Pupils eligible for PPG are at higher risk of not experiencing the advantages afforded by language rich homes, where incidental higher level vocabulary is heard and read

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>1. All pupils eligible for PPG will make at least the expected levels of progress and attainment in line with their peers, including strong progress in developing a love of reading.</p> <p>Impact of the pandemic on the group of disadvantaged pupils, will be a high focus for remediation and will give priority access to catch up and recovery interventions</p>	<ul style="list-style-type: none"> • Data from standardised tests will show evidence of progress from each assessment point • Pupils will exceed the national average for progress and attainment • Pupils will achieve expected levels at key assessment points EYFS, Phonic Screening, KS 1 & 2 SATs • Staff will consistently deploy attachment aware strategies, across all areas of school life, in order to achieve a safe, supportive environment that promotes readiness for learning • PPG children will be monitored for reading variety, challenge and access, with children who are below expected level on PIRA tests, given targeted intervention devised by the class teacher and Inclusion Team • Pre- teaching and consolidation of higher level and topic specific vocabulary will be evidenced in books and questioning and reflected in learning walks and attainment
<p>2. All members of school staff will have high expectations of PPG pupils across all areas of school life so that academic, extra- curricular and holistic access, together with potential, is both valued and realised</p>	<ul style="list-style-type: none"> • All staff will be able to demonstrate excellent knowledge of the needs and barriers for PPG pupils • All PPG children will take part in at least one extra-curricular club each term • All PPG children will take part in one or more enrichment activity each term

	<ul style="list-style-type: none"> • PPG children will have priority access to ELSA slots, where need is equivalent to non PPG pupils • Attainment and knowledge gaps will be ascertained by teachers and additional teaching provided to avoid inequality of access through lack of cultural capital
<p>3. Parental contacts and school engagement will be monitored and the Core Leadership Team will devise individual approaches so that hard to reach families are involved with pupil progress and the wider life of the school</p>	<ul style="list-style-type: none"> • All parents of PPG pupils will be invited and encouraged to use in-school priority provision of the Wellbeing CAMHS practitioner, where need is established • Attendance at face to face / remote meetings will be monitored and non-engagement will be followed up by a senior member of staff • Reasonable adjustments will be made by all staff, in consultation with senior leadership, to ensure that barriers to parental engagement are removed • Funded enrichment opportunities and events, including those provided by the PTA, will be fully accessible, to all PPG pupils
<p>4. All PPG pupils with SEND will be prioritised for access to educational psychology advice and intervention, so that any learning needs and or emotional barriers can be quickly identified and remediated</p>	<ul style="list-style-type: none"> • Planning meetings with the EP will consider all PPG pupils and any needs/ advice that could be offered during the academic year • Advice from EP will be fully implemented by class teachers and monitored by the Inclusion Team • Where a Needs Assessment for EHCP funding is to be requested from AfC by the school, this will prioritised • Joined up working with parents will be evident and monitored • Referrals to additional services will be made by the school ie CAMHS, SPA • Whole school training will be commissioned where a need or training gap is identified that could support progress and wellbeing of PPG pupils

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: £ 9,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of increased Educational Psychology hours to ensure that any learning needs and eligibility for funded learning support, are identified quickly	Diagnostic evidence to support early identification of strengths and difficulties Here	1,2
CPD delivered on Emotion Coaching by the Educational Psychologist as an embedding and extension following the completion of the Attachment Friendly Schools Award (July 2021)	Here Inside I'm Hurting & What About Me? Louise Bomber – Worth Publishing.com The Educational Progress of Looked After Children in England: Linking Care and Educational Data Here EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available Here . EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools' available Here .	2
Continued training and development of the Read Write Inc approach within school, so that targeted, efficacious intervention can be quickly and expertly delivered by all members of staff ,including Teaching Assistants supporting small group and one to one learning	Reading Development & Difficulties- Kate Cain (BPS Blackwell) OFSTED Education Inspection Framework- Quality of Education Here Deploying Teaching Assistants Effectively: What We've Learned from the Evidence (so far)- Rob Webster UCL- Centre for Inclusive Education Here	1
CPD on the importance of vocabulary development to narrow the gaps in cultural capital and comprehension attainment	DfE Reading Framework- Here Here Here	1

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

Budgeted cost: £ 19,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an additional HLTA to enable teachers to run small group interventions and also for absence to be covered by a consistent adult, in line with recommendations for Attachment Friendly Schools	Here Educational Endowment Fund Literacy Development Evidence Review Bringing Words to Life: Robust Vocabulary Instruction Book by Isabel L Beck, Linda Kucan, and Margaret G. McKeown Here Here	1

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

Budgeted cost: £ £27,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children's Wellbeing Practitioner	Here	3,2
Allocation of extra-curricular club places & funding for PPG pupils- 75% deprivation pupil premium receive a funded place, 43% Looked After Premium receive a funded place (all paid for clubs required to provide 2 funded places)	Here	2
Financial support for visits and residential trips	Here	2
Attendance at relevant external training, both AfC and private providers for PPG lead	Here	
Applications for enrichment opportunities offered by external providers	Here	4

100% Looked After Premium pupils access a physical activity		
Additional funding for providing support from the school's Emotional Literacy Support Assistant (ELSA) in order to provide support for pupils adversely affected by the pandemic as well as those PPG pupils with identified social and / or emotional needs. Pupils may be identified through the use of the PASS survey, where staff are guided to spotlight PPG children in analysis of outcomes	Here Here	2

Total budgeted cost: £ 57,715.67

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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
The Attachment Friendly Schools Award	AfC

Further information (optional)

Participation in the above award was free to schools and The Vineyard supplemented in this training through:

- Funding a senior member of staff to attend and complete the training which was cascaded back to staff and governors
- Allocating CPD time for the whole school to attend training

The Children's Wellbeing Practitioner continued to support families throughout the pandemic and worked remotely with parents.

Please see the evaluation of the PPG strategy for 2020-2021, also accessible on the school's website.