
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 -2022/23

Detail	Data
School name	The Vineyard School
Number of pupils in school	613
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	7th December 2022
Date on which it will be reviewed	March 2023 (progress check) December 2023
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	£48,725
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,034
Total budget for this academic year	£64,109

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, post-looked after and looked after children 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. We are particularly mindful of pupils who are both disadvantaged and care-experienced.**
- We aim to incorporate good practice for refugee pupils who have experienced trauma and all pupils who have had adverse life experiences**
- This will be achieved through:*
- *access to a wide range of extra-curricular activities that foster resilience, team-building and independence, 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*
 - *embedding a trauma informed approach across the school and providing increased access to holistic and therapeutic interventions within school*
 - *increasing opportunities for all hard to reach families to engage with activities which have an education and/ or social focus so that they can further support children's learning*

Challenges

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

Challenge number	Detail of challenge
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1	Currently in our school, approximately 33% of pupils who are eligible for the PPG also have special educational needs. This is an increase on the previous year and we are aware that the comorbidity makes these pupils particularly vulnerable. 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. We have welcomed several refugee families into school this year, as well as an increased number of non -refugee children who fall into this category.
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. This is likely to be further impacted by the current cost of living crisis.
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.33% of all PPG pupils are also categorised as having English as an additional language.
5	We include pupils who are in local authority care; this is identified as the highest area of need for PPG pupils. The school is working closely with social care and The Virtual School to meet academic, social emotional and holistic needs.

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>PPG pupils will be prioritised by their teachers for reading to an adult in school.</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. This will be monitored through learning walks and observations, PASS survey data ● PPG children will be monitored for reading variety, challenge and access, with children who are below expected level on PIRA

	<p>tests, given targeted intervention devised by the class teacher and Inclusion Team</p> <ul style="list-style-type: none"> ● 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 ● PPG children will have priority access to ELSA slots, where need is equivalent to non- PPG pupils ● All PPG disadvantaged pupils will have funding for trips and residential ● Attainment and knowledge gaps will be ascertained by teachers and additional teaching provided to avoid inequality of access through lack of cultural capital ● Financial support such as clothing grants and other individualised support will be provided where families have additional stress related to the cost of living crisis
<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 meetings will be monitored and non- engagement will be followed up by a senior member of staff ● Parents and carers will be personally invited to attend parent workshops ● 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 and their families ● Funding for wrap-around care and holiday clubs will be extended to provide additional access to meals and “warm hubs.”
<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</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

quickly identified and remediated	<ul style="list-style-type: none"> • 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 CPD will continue to include and embed educational psychology advised practice, that has been shown to be efficacious for disadvantaged pupils and for those with adverse life experiences.
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Activity in this academic year- 2022-2023

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: £33,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further increase in the amount of hours purchased from the Educational Psychology service.</p> <p>An increase in PPG pupils requiring involvement from the service has necessitated this delegation of funds for 2022/23. The aims are to expediate funded support as quickly as possible for pupils and to give expert support to parents who may be struggling to navigate the system.</p> <p>The level of individual pupil need means that CPD from the service this year is not possible.</p> <p>The aims are to expediate funded support as quickly as possible for pupils and to give expert support to parents who may be struggling to navigate the system.</p> <p>Continuation of funding for additional HLTA hours to facilitate in-house cover for staff sickness, in line with Attachment Friendly Schools and to enable teachers to deliver targeted interventions, where PPG pupils are prioritised.</p>	<p>Diagnostic evidence to support early identification of strengths and difficulties</p> <p>Here</p> <p>Here</p>	<p>1,2</p>

<p>CPD Bitesize Sessions delivered in house to ensure all new staff are trained in:</p> <ul style="list-style-type: none"> ● emotion coaching ● restorative justice ● attachment friendly approaches ● trauma informed approaches 	<p>Here</p> <p>Inside I'm Hurting & What About Me? Louise Bomber – Worth Publishing.com</p> <p>The Educational Progress of Looked After Children in England: Linking Care and Educational Data Here</p> <p>EEF Teaching and Learning Toolkit: 'Social and Emotional Learning', (+4) available Here.</p> <p>EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools' available Here.</p>	<p>2</p>
<p>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. In house training and monitoring by the Phonics Lead.</p>	<p>Reading Development & Difficulties- Kate Cain (BPS Blackwell)</p> <p>OFSTED Education Inspection Framework- Quality of Education Here</p> <p>Deploying Teaching Assistants Effectively: What We've Learned from the Evidence (so far)- Rob Webster UCL- Centre for Inclusive Education</p> <p>Here</p>	<p>1</p>
<p>CPD on the importance of vocabulary development to narrow the gaps in cultural capital and comprehension attainment.</p> <p>Whole school CPD of the teaching of reading.</p> <p>Review of all English and reading for pleasure texts to ensure all focus groups are reflected in the literature promoted in school.</p> <p>Parent workshops on the teaching of reading at The Vineyard.</p> <p>Participation in the Spark Book Awards and a book each for all PPG children.</p> <p>TLSA time for targeting bottom 20% readers.</p>	<p>DfE Reading Framework-Here</p> <p>Here</p> <p>Here</p>	<p>1</p>

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

Budgeted cost: £ 15,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Contributions to tutoring to enable the National Tutoring Programme.</p>	<p>Here</p> <p>Educational Endowment Fund Literacy Development Evidence Review</p> <p>Bringing Words to Life: Robust Vocabulary Instruction Book by Isabel L Beck, Linda Kucan, and Margaret G. McKeown</p> <p>Here</p> <p>Here</p>	1

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

Budgeted cost: £26, 058

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 at least one 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 100% Looked After Premium pupils access a physical activity	Here	4

<p>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.</p> <p>Pupils may be identified through the use of the PASS survey, where staff are guided to spotlight PPG children in analysis of outcomes</p>	<p>Here</p> <p>Here</p>	<p>2</p>
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Total budgeted cost: £53,075

Part B: Review of outcomes in the previous academic year 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

<p>Holistic and well-being support this year has been strong, however case study details cannot be provided due to likelihood of pupil identification as our numbers are small.</p> <p>Whole school development aims are protective factors for PPG pupils ie focus on reading for pleasure, access for all evidenced within all classrooms and provision for the bottom 20% of readers in each class to regularly read to an adult.</p> <p>Access to extended educational psychology together with enhanced school involvement, supported several PPG families through both academic assessment and advice and also social emotional guidance and signposting. This strengthened the school's success in managing potential school avoidance/ change of school.</p> <p>Overall, KS 2 PPG pupils achieved well (see above) and where expected levels were not reached, academic and holistic progress and engagement were strong.</p> <p>Parental engagement has been a strength and the school has been pleased with the involvement of some historically hard to reach families.</p>
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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 B: Review of outcomes in the previous academic year	
<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>	<p><i>The number of pupils in receipt of PPG at The Vineyard is low. This prevents detailed reporting of attainment data, in order to avoid identifying particular children.</i></p> <p><i>Overall, four of 11 pupils sitting end of key stage assessments achieved the expected standard. In KS2 SATs, 60% of the achieved the expected standard in reading, writing maths combined compared to 73% of the whole group. The small number of pupils, however, means that this this is not significant or suggest that a change of approach is needed.</i></p> <p><i>Attainment was above the national level. Progress was below that of non-PPG pupils at the end of KS 2 but was broadly in line with national figures.</i></p> <p><i>Closing the gap for PPG pupils remains a priority for next year</i></p> <p><i>There was also success in a selective school test within this group.</i></p> <p><i>At progress meetings, teachers have been required to report individually on PPG pupils and then, with the Headship Team. This has ensured that any identified needs are targeted and supported.</i></p> <p><i>Engendering a love of reading was supported with provision of books for all pupils in this group through The Spark Book Awards. This will continue. Attainment and progress in reading however was significantly below school and national non- PPG.</i></p>
<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>	<p><i>PPG pupils were all offered at least one club without charge as well as a subsidised club. Take-up of extra-curricular clubs has been monitored by the sports and extra- curricular lead. Not all families took up this offer. This continues to be a school focus for 2022/23 so that all PPG families access the experiences</i></p>

	<p><i>provided by clubs to support social cohesion and cultural capital.</i></p> <p><i>Catch Up funding was used to provide tuition for those PPG pupils in Years 4,5 and 6 who were attaining below expected level. Not all families took up this offer. The summative impact of tuition is still being evaluated. Formative assessment suggests that three strands of impact are already evident: confidence as a learner, revision and retention of some key concepts and social cohesion.</i></p>
<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>	<p><i>The school has worked with families, where needed, to offer additional meetings to families in receipt of PPG. Priority has been given, where needed, to PPG families to access the school's attached educational psychologist. In person, remote and telephone meetings have been offered. Bespoke meeting arrangements have been put in place. Families have been given free tickets to school events. Meetings with external professionals have been hosted by school to support attendance.</i></p>
<p>CPD on the importance of vocabulary development to narrow the gaps in cultural capital and comprehension attainment</p>	<p><i>The school began to implement revised approach to reading for pleasure with a very high focus on the implementation of The Reading Framework. Classroom environments have been enhanced to display and promote high quality books. Explicit teaching of higher- level vocabulary, is a focus for all. For 2022/ 23 Reading for Pleasure is a ring-fenced session. PPG pupils who attain below the expected level in reading, are supported by additional interventions and reading time, particularly where reading practice is not able to be supported at home.</i></p> <p><i>All PPG children will be prioritised for daily reading, where they fall within the lowest 20% of readers within their class.</i></p>

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Further information (optional)

Three year outcomes, that were devised in 2021/22 continue to be relevant and correlate to whole school aims detailed in the school development plan.

This first review of the strategy highlights that a greater level of progress needs to be achieved in reading for PPG children. Gaps in reading support at home need to be further identified and supported at school. Parents of PPG children need to be explicitly encouraged to engage in school activities that explain and encourage reading approaches.

Overall attainment at the end of KS 2 was strong, but the caveat with our data lies around the very small numbers of children within the school that fall into this category.

Numbers have increased very slightly for 2022/23 and this is largely due to the arrival of refugee children from Ukraine.