

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 -2023/2024

Detail	Data
School name	The Vineyard School
Number of pupils in school	599
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	7th December 2023
Date on which it will be reviewed	March 2024 (progress check) December 2024
Statement authorised by	Frances Bracegirdle
Pupil premium lead	Alice McArdle
Governor / Trustee lead	Firas Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,049
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56,414

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
1	Currently in our school, approximately 34% of pupils who are eligible for the PPG also have special educational needs. This is consistent with the previous year. 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. 17% of our PPG pupils are either currently looked after or are post looked after children. The school is working closely with social care and The Virtual School to meet academic, social, emotional and holistic needs. 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. The cultural capital gap is big between our PPG and non PPG families.
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. 38% of all PPG pupils are also categorised as multilingual.

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 & KS2 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 and pupil well-being survey data. • PPG children will be monitored for reading variety, challenge and access, with children who are below expected level on the reading tests, given targeted intervention devised by the class teacher and leaders. • 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 residentials • 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 uniform grants and other individualised support will be provided where families have financial stress
<p>3. Parental contacts and school engagement will be monitored and the Senior 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"> • 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 "FUEL"
<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 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.

Activity in this academic year- 2023-2024

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: £5,984

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>PPG pupils requiring involvement from the service has necessitated this delegation of funds. The aims are to use 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 aims are to use 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>Diagnostic evidence to support early identification of strengths and difficulties Here</p> <p>Here</p>	1,2
<p>CPD 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 Cognitive Load Theory Adaptive Teaching 	<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>	2
<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</p>	<p>Reading Development & Difficulties- Kate Cain (BPS Blackwell)</p> <p>OFSTED Education Inspection Framework- Quality of Education Here</p>	1

to one learning. In house training and monitoring by the Phonics Lead.	Deploying Teaching Assistants Effectively: What We've Learned from the Evidence (so far)- Rob Webster UCL- Centre for Inclusive Education Here	
CPD on the importance of vocabulary development to narrow the gaps in cultural capital and comprehension attainment. Whole school CPD of the teaching of reading. Review of all English and reading for pleasure texts to ensure all focus groups are reflected in the literature promoted in school. Family workshops on the teaching of reading at The Vineyard. Staff time for targeting bottom 20% readers. Continuing to develop and embed teaching maths through a mastery approach	DfE Reading Framework- Here Here Here	1

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

Budgeted cost: £12,402

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	1

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

Budgeted cost: £39,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of extra-curricular club places & funding for PPG pupils- 90% deprivation pupil premium receive a funded place (all paid for clubs required to provide at least one funded places)	Here	2
Funding of wrap around care for PPG families that were struggling with attendance and punctuality		
Invite only book club for PPG children that were identified as not reading at home.		
Invitation to homework club for identified PPG families weekly		
Extra 1:1 reading for PPG families identified as not reading at home		
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 pupils access a physical activity	Here	4
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 well-being survey, where staff are guided to spotlight PPG children in analysis of outcomes	Here Here	2
Gardening nurture group for PPG pupils weekly to provide support for those with social and or emotional needs.	Heret	

Total budgeted cost: £57,608

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

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.

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. They are also regularly assessed for phonics, fluency and comprehension and put in targeted interventions.

The number of PPG children accessing at least one club a week has dramatically improved.

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.

Overall, KS2 PPG pupils achieved well with 91% achieving at least the expected standard in reading and where expected levels were not reached, academic and holistic progress and engagement were strong.

Parental engagement has been a strength and the school has been pleased with the involvement of some historically hard to reach families.

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

- No external programmes have been used.

Further information (optional)

Three year outcomes that were devised in 2022/23 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 continued level of progress needs to be achieved in reading for PPG children. Gaps in reading support at home are beginning to be 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.

Reading attainment and progress at the end of KS2 was strong, but the caveat with our data lies around the very small numbers of children within the school that fall into this category.