

Pupil premium strategy statement 2024 - 25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic 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	The Vaynor First School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	39 children (9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Helen Colcombe
Pupil premium lead	James Walker
Governor / Trustee lead	Penny Riddle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,800

Part A: Pupil premium strategy plan

Statement of intent

At The Vaynor First School our vision for every child is to be ‘inspired to be the best that I can be.’ Our aspirations, ambitions and expectations for all children are high, regardless of their background or the challenges they may face. This strategy not only supports our disadvantaged children to achieve that goal but other vulnerable children, such as those who have a social worker.

We aim to provide full access for these pupils to a rich, varied and exciting curriculum that gives them experiences and opportunities beyond home life and the community. Ensuring they receive high-quality teaching is our priority, followed by a focus on areas in which they require the most support. Evidence demonstrates that this has the greatest impact on closing the disadvantage attainment gap, whilst at the same time benefiting other pupils in our school.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils are as follows:

Challenge number	Detail of challenge
1	Accelerating progress in reading for disadvantaged children. 71% were at age related expectations which is broadly 10% behind their peers.
2	Accelerating progress in writing for disadvantaged children. 53% were at age related expectations which is broadly 20% behind their peers.
3	Accelerating progress in maths for disadvantaged children. 63% were at age related expectations which is broadly 20% behind their peers.
4	Persistent absence for disadvantaged children was 33% for the last academic year compared to 8% for all other children.

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>Raise reading attainment among disadvantaged children across the school to 80% at age related.</p>	<ul style="list-style-type: none"> • Little Wandle scheme introduced in Year 2 ensures high quality reading lessons are consistently taught. • Key Stage 2 implementing daily whole class reading lessons. This ensures that all children are reading age related texts every day. This 2-week specific programme will ensure that the children are taught the skills of reading, improving their comprehension and understanding. • Daily additional phonics and reading interventions, will close the attainment gap for disadvantaged children working below age related expectations.
<p>Raise writing attainment among disadvantaged children across the school to 60%.</p>	<ul style="list-style-type: none"> • Additional teacher used in year group with lowest attaining disadvantaged children, will provide quality first teaching in a small group setting. • Additional time allocated to all teachers to undertake gap analysis of lowest 20% of writers (including disadvantaged). This will identify specific next steps which teachers then focus on during teaching sequences. • Action plans created for these children will ensure a high focus is placed on them within every writing lesson. They will receive regular feedback which is centred around moving learning forward.
<p>Raise maths attainment among disadvantaged children across the school to 70%.</p>	<ul style="list-style-type: none"> • Introduction of Mastering Number programme in EYFS will ensure that all children receive high quality, daily additional maths teaching centred around number. Children's sense of number will improve and they will be able to make combinations within 10. • Mastering Number being used as an intervention for disadvantaged children in Y2 who are not at age related expectations. These sessions will again focus on building their understanding of combinations within numbers. This will ultimately lead to improvements with fluency. • Y3 maths interventions (working towards focus). These sessions will focus on re-teaching or pre-teaching, ensuring that these children have the greatest opportunity to achieve ARE, building their confidence and fluency.
<p>Reduce the percentage of persistent absentees by 13% (down to 20%).</p>	<ul style="list-style-type: none"> • Implement 'toast' club in the school's hub for disadvantaged children who are persistently absent. • Introduction of fines at the school for children who take holiday during the academic year. • Letters home when percentage drops below 90%. • Inviting parents in to discuss their child's absence and support them with strategies. • Home visits if necessary.

Activity in this academic year

This is 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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rosenshine's Principles CPD.	Rosenshine's 10 principles are based on extensive research in thousands of schools across the world. Their principles support teachers in clarifying and simplifying pedagogic theory. It's reputation is for relating research findings to classroom practice is effective.	1, 2 & 3
Implementation of Phonics Scheme <i>Little Wandle</i> across EYFS and KS1.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. A consistent, guided approach to phonics lessons will have a positive impact on the accuracy of blending, segmenting and word reading (EEF).	1
Whole Class Reading	Extensive research from EEF and OFSTED Research Review supports the notion of whole class reading. All pupils are engaged for longer periods and all children are being taught by the expert in the room. Through this method, all children are taught specific key reading skills, develop their comprehension and can read ambitious texts at a pace that promotes fluency.	1
Implementation of NCETM's Mastering Number	The program from the NCETM is recommended by OFSTED in their recent subject review of maths. Research suggests that the program develops solid and secure number sense, including flexibility and number facts. This strongly supports children identifying patterns and making connections with numbers.	3

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

Budgeted cost: £ 47,694.32

Reading Tutor (Lightning Squad) – £8760 Speech & Language – £6482.70

'SpeechLink' - £620 DD - £29,450.40 TTRockstars – £261.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support. This will be delivered by an experienced teacher who has delivered numerous phonics interventions which have had a positive impact on attainment.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered regularly over a prolonged period (EEF).	1
Additional classroom support targeted at disadvantaged pupils who require further support.	There is extensive research to support that high quality teaching will improve attainment, more than any other. Providing class teachers with another highly skilled colleague, who will support and provide regular bespoke feedback which moves the learning forward, will support disadvantaged pupils with every opportunity to close the gap on their peers.	1, 2 & 3
Additional reading through an intervention programme <i>Rapid Reading</i> for disadvantaged pupils who require further support.	Extensive research (using over 100 schools), found that Rapid Reading delivers more than twice the rate of normal progress. The average progress for a reader was 5.7 months.	1
1:1 tuition	Tuition targeted at specific barriers towards learning, is an effective method to support low attaining pupils or those falling behind.	1, 2 & 3
Daily Reading Intervention through Reading tutor company (Lightning Squad).	Extensive research (sample size of 20,000 pupils) found that Lightning Squad improves children's WPM on average, by 9 words. 83% of children also became faster at decoding, leading to increased fluency.	1

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

Budgeted cost: £3,894

Jigsaw - £500

Uniform – £900

CPOMS (Safeguarding) - £900

Trips - £1,144

Breakfast Club - 450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Jigsaw PSHE</i>	<p>The Jigsaw scheme of work ensures that all elements of the PSHE curriculum (personal, social, health and well-being), are being taught in a consistent approach.</p> <p>The programme prioritises mindfulness and providing the children with techniques to calm and focus. Methods which can be transferred to the whole curriculum.</p>	N/A
Uniform	Parents can claim uniform allowance to support with the rising cost.	4
Trips	To ensure that our disadvantaged children do not miss out on any enriching activities, the school will pay for any trips which include swimming transportation costs.	4
Breakfast Club	33% of our disadvantaged children were persistent absentees last academic year. To support parents getting their children into school, we will host a breakfast club which begins 15 minutes before the school day begins. The school's hub will provide children with toast and juice each morning when they attend. Using the EEF's supporting attendance document, this could help as a targeted intervention.	4

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 2023 to 2024 academic year.

AIM	OUTCOME
<p>Raise phonic and reading attainment among disadvantaged children across the school.</p>	<p>Pupils in KS1 made excellent progress in phonics. With the new Little Wandle scheme in place, 100% of disadvantaged children met the standard. 5 out of the 6 PP children met the expected standard for reading too. Additional 'catch up' sessions have had a significant impact.</p> <p>At KS1 (SATs) 10/13 children (77%) met the standard expected which again is above National for 2023.</p> <p>In Key Stage 2, 14/20 children (70%) achieved age related expectations.</p> <p>There has been a 1% gap closed to non-disadvantaged children across the school. Targeted interventions such as Lightning Squad for KS2, ensured that 86% of children improved their WPM fluency and the average improvement in reading age, was 14 months.</p>
<p>Raise maths attainment among disadvantaged children across the school.</p>	<p>There was a 7% decrease from Y1 to Y2 in the percentage of children achieving age related expectations (1 child). Overall, 70% of disadvantaged children met the expected standard which is a 4% increase on last year.</p> <p>In Key Stage 2, 64% achieved the age-related expectation in Year's 3 and 4, which is a 5% increase from last year's data.</p> <p>From last year, progress for all disadvantaged children has maintained with 66% achieving age related expectations in their year group respectively.</p>
<p>Raise writing attainment among disadvantaged children across the school.</p>	<p>At KS1, 7/13 children (54%) achieved the expected standard in writing which is below National figures for 2023. Targeted interventions</p> <p>In Key Stage 2, 50% achieved age related expectations in Year's 3 and 4 which has maintained. One to one tuition from the class teacher, ensured that progress was accelerated for 2 LAC.</p> <p>From last year, progress for all disadvantaged children has maintained with 56% achieving age related expectations in their year group respectively.</p>

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
Language Link	Speechlink
Purple Mash	2Simple
Little Wandle	Little Wandle
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd