

# Pupil premium strategy statement 2023 - 24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	445
Proportion (%) of pupil premium eligible pupils	44 children (10%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	James Walker
Governor / Trustee lead	Nicki Wnuk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,290
Recovery premium funding allocation this academic year	5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£61,235</b>

# 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 and ambitions 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	Close the gap in attainment between disadvantaged and non-disadvantaged. The gap is closing but disadvantaged children are behind their peers by: Reading -9%                      Writing -20%                      Maths -10%
2	Persistent absence for disadvantaged children was 22% for the last academic year compared to 9% for all other children.
3	Engage children in Key Stage 2 outside of school.

## 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
Raise reading attainment among disadvantaged children across the school.	Disadvantaged children are broadly in line with their peers ( <b>currently 9% behind</b> ).

Raise maths attainment among disadvantaged children across the school.	75% of PP children (33 of 44), are working at ARE within their year group. <b>(Currently 69%)</b>
Raise writing attainment among disadvantaged children across the school.	65% of PP children (29 of 44), are working at ARE within their year group. <b>(Currently 58%)</b>

## 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: £10,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Verbal & Written Feedback CPD.	The Education Endowment Fund (EEF) has done extensive research into the impact the children can have on learning. Verbal feedback can improve attainment by 7 months.	1
Implementation of Phonics Scheme <i>Little Wandle</i>	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
Reasoning Across the Curriculum	Extensive research has suggested that reasoning improves meta-cognition, allowing pupils to monitor and assess their own thinking. Incorporating reasoning into our lives is essential for making sound decisions and achieving success in various areas of life. Reasoning allows us to think critically, analyse information and evaluate arguments, which are all crucial skills in both personal and professional contexts.	1
Prior Learning & Success Criteria	New learning is built on prior knowledge. Children need a 'small step' reviewing to help them transfer their learning and access new knowledge. Rosenshine's 10 principles of learning stress the importance of this step, along with generating success criteria with the children in the moment. This makes the 'checklist' more meaningful.	1
Sequence of learning	The English review and OFSTED framework, stress the importance of a progressive sequence of	1

support – Writing	learning, where children understand what and why they are writing. Purposeful and autonomous writing which impacts pupil's personal development.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 44,946

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
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

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

Budgeted cost: £5,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Jigsaw PSHE</i>	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.  The programme prioritises mindfulness and providing the children with techniques to calm and focus. Methods which can be transferred to the whole curriculum.	N/A
<i>Laptops for KS2 children so parents can support with learning at home.</i>	The EEF has substantial research which suggest that parent engagement has a positive impact on average of 4 months additional progress. It's crucial to engage with parents to avoid the attainment gap widening.	3

**Total budgeted cost: £61,235**

## 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 2022 to 2023 academic year.

AIM	OUTCOME
Raise phonic and reading attainment among disadvantaged children across the school.	Pupils in KS1 made good progress in phonics. In Year one PSC 10/11 children 91% of disadvantaged met the standard which is above National for 2023. At KS1 (SATs) 7/9 children (78%) met the standard expected which again is above National for 2023. In Key Stage 2, 15/22 children (68%) achieved age related expectations.
Raise maths attainment among disadvantaged children across the school.	There was an increase from Y1 to Y2 in the percentage of children achieving age related expectations. 78% of disadvantaged children met the expected standard which is above National for 2023. In Key Stage 2, 59% achieved the age related expectation which has maintained from EYFS.
Raise writing attainment among disadvantaged children across the school.	At KS1, 6/9 children (66%) achieved the expected standard in writing which is above National figures for 2023. In Key Stage 2, 50% achieved age related expectations.
To improve the quality of feedback our disadvantaged children were receiving.	Following CPD on verbal and written feedback, teachers are now trying to ensure that their feedback is specific, supportive and importantly, moves learning forwards.

### 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
Oxford Owl	Oxford University Press
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd