



Pupil premium strategy statement – Vernham Dean Gillum's C of E Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	84-2021 69-2022
Proportion (%) of pupil premium eligible pupils	8.8%-2021 9.3%-2022
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Dec 2021
Date on which it will be reviewed	Updated throughout year.
Statement authorised by	Cheryl Hawkings
Pupil premium lead	Cheryl Hawkings
Governor / Trustee lead	Paul Nicoll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6725 (2021) £1860-Service (2021)= £8585 £5435 (2022) £1280- Service (2022)=£5435
Recovery premium funding allocation this academic year	£ 1000 (2021) £ 500 (so far 2022)

<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£ 0</p>
<p>Total budget for this academic year</p>	<p>£ 9585 (2021) £ 5935 (2022-so far)</p>

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At Vernham Dean, high quality inclusive teaching is at the centre of what we do. Quality first teaching and effective assessment for learning enable us to take children from their starting points and plan appropriately for their specific needs enabling them to make good progress. This means that teachers at Vernham Dean Gillum's are highly skilled in being able to adapt and attune the environment, timetable, physical needs as well as social/emotional needs to provide successful provision for each child.

As Vernham Dean is a Church of England school we have Christian Values that underpins our whole school ethos. These are; Compassion, Courage and Creativity. Our aim is to ensure that through these values, the children we teach are prepared and have the skills they need to be confident citizens of the future.

Our learning principles are also firmly rooted in these Christian Values as we want children to Soar. Isaiah 40:31- "Those who hope in the Lord will renew their strength. They will soar on wings like eagles." Through a growth mindset (Courageous) attitude they can persevere to achieve whatever they set their mind to. At Vernham Dean our curriculum ensures that "Every child is challenged, no matter what their starting point".

S= Success for all

O=Ownership of learning

A=Achievement and aspirations

R=Resilient, risk takers

Our curriculum intent ensures that through our Christian Values of Compassion, Courage and Creativity, the children take ownership and the lead on their learning, through their own lines of enquiry, questioning and ability to reflect on and improve their learning:

S= Stretch - How did I challenge myself? Courage

O= Ownership of learning; out of the box thinking - How did I show Creativity?

A= Apply - How did I apply new skills/skills I already knew?- Creativity

R= Resilience; risk taking - How was I resilient? How did I show Courage in the lesson?

This document outlines the amount of funding available, the federation's strategy for spending the Pupil Premium funding effectively, and the procedure for ensuring the funding is allocated correctly.

The Leadership Team ensure Pupil Premium funding and provision impacts achievement, Health and Wellbeing, and attendance. The Headteacher and Governors

regularly monitor the provision and outcomes compared to other children in the school, to ensure good outcomes for all groups of children.

At Vernham Dean our ultimate objectives for our disadvantaged pupils are to:

Narrow the attainment gap between disadvantaged pupils and their peers through bespoke interventions and high quality teaching.

Remove barriers to learning created by known circumstances, which may include academic needs, family or background.

Raise attendance of disadvantaged pupils.

Ensure staff are highly trained for the needs of specific children.

Provide a highly inclusive environment to learn in.

Provide support for the children's emotional health and well-being.

Provide support for parents of disadvantaged pupils through targeted support and intervention where needed.

Challenges

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

Challenge number	Detail of challenge
1	Vulnerability due to disadvantaged home lives, known to Children's services and on CIN plans.
2	SEND- Differing SEND needs of differing complexities requiring outside agency involvement such as EP/SALT. Metacognition, working memory issues.
3	Attendance- Emotional school based avoidance severely affecting learning due to persistent absence.
4	Mental Health- Anxiety. Increased need for ELSA due to pandemic/home circumstances/anxiety.

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>Disadvantaged children make at least expected progress from their individual starting points in all areas of the curriculum- Reading, Writing and Maths.</p> <p>The gap is narrowed in the attainment of PP and Non PP children.</p>	<p>By the end of KS1 and KS2, the gap between disadvantaged and other groups of children is narrowing in Reading, Writing and Maths.</p> <p>A larger proportion of children achieve RWM combined at the end of KS2.</p>
<p>Teaching staff to have a clear understanding of the new assessment model to track progress and address gaps in learning. Good teaching addresses gaps in learning so all pupils make good progress against fundamental objectives and have a firm foundation to build their learning on.</p>	<p>Internal assessment data and progress in books shows that all pupils are secure in the fundamental objectives for reading, writing and maths. All pupils will be secure in the fundamental objectives in reading, writing and maths. SEN pupils will make good progress against fundamental skills and objectives appropriate to their level of attainment Assessment data will show all children have made good progress across the year.</p>
<p>Improved attendance and punctuality for pupils eligible for PP in line with National figures.</p>	<p>Effective strategies in place to support school absenteeism through staff CPD on supporting reasons for absence.</p> <p>Successful engagement with parents regarding attendance with frequent meetings and reviews.</p>
<p>Ensure the health and wellbeing of all children in receipt of Pupil Premium are met to ensure they are ready to learn.</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed.</p> <p>Emotional and physiological needs supported to promote mental health and wellbeing. needed to support them in making progress</p>
<p>School led LSA targeted support will focus on providing focussed teaching to disadvantaged children, children with Special Educational Need and Disabilities (SEND), children who have social services involvement, young carers and vulnerable children who have been identified as being vulnerable.</p> <p>The targeted LSA support will be linked explicitly to classroom teaching and children's specific needs. It will be delivered in small groups or as a 1:1 session, leading to better outcomes for the children.</p>	<p>Groups of children are taught in small groups or 1:1 session to provide high quality focussed teaching that is bespoke to their needs. This will improve progress.</p> <p>Children receiving School Led targeted support offers a safe space to discuss concepts they are struggling with, building resilience and confidence</p>

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of LSA to support teaching and learning.</p> <p>Targeted support small groups or 1:1 sessions in Reading, Writing and Maths. (All years where appropriate)</p> <p>HIAS (Hampshire Inspection and Advisory Service) Extra time purchased for Maths, English, and the school LLP (Learning and Leadership Partner)</p>	<p>High quality first teaching and targeted group teaching using AFL in class</p> <p>Daily quality first provision is essential for disadvantaged children to make good progress in every lesson. This in turn improves outcomes for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one LSA support</p> <p>Precision teaching, phonic keep-up interventions- Little Wandle, Solent therapy done one to one shows children make progress in these areas.</p> <p>Nessy programme</p> <p>Purchase of specific support tools for children with Autism/ADHD</p> <p>Purchase Insight tracking of progress and attainment tool. CPD for staff on effective use of this.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy.</p> <p>Subscription purchased for individual children with dyslexia to support spelling.</p> <p>Wobble cushions, elastic supports for chairs, fidget toys.</p>	2

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

Budgeted cost: £ 5520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD Emotional School based avoidance	Stronger understanding of the reasons behind school based avoidance and the strategies such as the 4:4 breathing	3 & 4

	technique, movement breaks in lesson to help if the work is challenging.	
Residential trips, school trips, extra-curricular activities such as piano lessons in school are subsidised by the school for PP children.	This helps to build the children's self-confidence and for them to have opportunities to use their courage to explore things that they wouldn't normally experience and take them out of their comfort zone.	1
<p>Emotional health and well-being</p> <p>ELSA- 2 x days per week planning and delivering bespoke sessions to individual children on areas of emotional need.</p> <p>JIGSAW REST programme to develop the children's well-being and help them have the ability to overcome adversity and have strategies to deal with day to day struggles building self-confidence and esteem.</p>	<p>It is important to unpick why some children are not making the progress we would expect.</p> <p>Meeting the emotional needs of very vulnerable pupils through ELSA and play therapy sessions can break down barriers to learning, allowing them to make greater progress in their learning.</p> <p>From Government Review</p> <ul style="list-style-type: none"> • Pupils with better health and wellbeing are likely to achieve better academically. • Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. • The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. From <p>Attendance at school is vital to narrowing learning gaps and improving life chances.</p>	4

Total budgeted cost: £ 9585 (2021)
£ 5935 (2022-so far) =£15,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils at Vernham Dean Gillum's are monitored closely through pupil progress meetings and discussions with staff about barriers to learning. Adjustments were made for the children in order that they made the progress they should through bespoke planning, interventions and assessment. This meant that those children solely considered disadvantaged and receiving Pupil Premium achieved ARE or greater depth and those that didn't achieve age related standards made strong progress in their learning.

These children may have been open to children's services and through careful ELSA provision left the school with good emotional health and well-being.

Those disadvantaged that were less confident, gained in confidence through the extra-curricular opportunities the school offered.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
TT Rockstars Charanga Language Angels Phonics tracker Phonics Play Mathletics Tapestry	https://trockstars.com/ £200 https://charanga.com/ £195 Nubridge Publishing Ltd £212 Phonics Play £60 https://www.mathletics.com Tapestry EYFS £250
Little Wandle Letters and Sounds Nessy	https://www.littlewandlelettersandsounds.org.uk £1250 https://www.nessy.com › £60 per child

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Last academic year our pupil premium allocation for Service children was spent on a designated member of staff to ensure service children had a strong emotional well-being, they also tracked their progress and identified any area of need academically, providing interventions where necessary

The impact of that spending on service pupil premium eligible pupils

The Service children in school are working at a level of potential greater depth and so interventions supported challenge to move the children on. All Service children in the school during well-being questionnaires throughout the year scored positively.