

# Vernon Park Primary School: An exciting place to learn an exciting place to be.

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## PUPIL PREMIUM STRATEGY STATEMENT

### **Pupil Premium Grant (PPG) Report: 2020/21**

Due to the closure of schools this year, all assessment tests and reporting expectations were cancelled. There will be no official submitted data to report.

Vernon Park Primary School have made teacher assessment judgements again this year.

Our strategy was to target the vast majority of our funding on:

- ☑ Continued Professional Development (CPD) for staff for quality first teaching in the classroom and classroom support to help facilitate this.
- ☑ One-to-one intervention strategies, where tailored and practical support was provided to specific children who faced challenges in their levels of literacy and numeracy.
- ☑ Small group intervention strategies. We identified children eligible for FSM who did not have age-appropriate levels of literacy, and we particularly invested in, precision teaching, the purchase of new materials, and the provision of 1:1 sessions.
- ☑ Social and emotional support through our PHSE provision.
- ☑ Support for disadvantaged pupils, which included the purchase of resources, or the subsidy of trips and school journeys.
- ☑ Resilience support
- ☑ Provision of enrichment opportunities for our more talented children who are performing at a high level, but need more opportunities to challenge and stretch them to their full potential.

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## **VPPS Strategy**

Vernon Park Primary School is committed to ensuring that all pupils are enabled to achieve their full potential. We therefore welcome this source of funding through the Pupil Premium Grant. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. This funding is additional to the main school funding and is given by the Government to schools to support children and to help raise their attainment levels.

We identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

In June 2020, The Education Endowment Foundation reported in their rapid evidence assessment that school closure is likely to have reversed the progress made to close the gap in the last decade since 2011. “Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even in the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.”

This new strategy is written in the context of the impact that school closures, due to Covid-19, may have on emotional well-being and attainment for the children at Vernon Park Primary School.

## **Barriers to future attainment due to Pandemic (for pupils eligible for PP including high ability)**

School Barriers	External Barriers
Gaps in learning and understanding of concepts due to Covid-19 school closure.	Unknown long-term effects of the Covid-19 school closure on pupil wellbeing and emotional responses.
The range of experiences during lockdown period – it is unclear how this period will affect the children – some children have engaged in the provision and others have found this challenging.	Access to technology to complete online learning

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Summary Information					
<b>Academic Year</b>	2020-21	<b>Total P.P. budget</b>	£109945	<b>Date of most recent PP review</b>	July 2021
<b>Total number of pupils</b>	348	<b>Number of pupils eligible for P.P.</b>	88	<b>Date of next internal review</b>	December 2021

### Overall aims

Prioritise the wellbeing of all pupils eligible for PP  
 Continued focus on attainment and progress in phonics and reading at EYFS and KS1 to ensure all PP pupils make best progress.  
 To reduce the attainment gaps between the school's disadvantaged pupils and others.

Barriers to future attainment (for pupils eligible for pupil premium)		
There are a number of in school barriers to be addressed at school level;	Desired outcomes	Success Criteria
Social, emotional and mental health needs	Continue to improve the social and emotional health of pupils.	Improved behaviour for identified children
Low baseline on entry to Nursery in all areas of learning	Accelerated progress from entry to the end of KS1	EYFS and KS1 aspirational targets are achieved

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Very weak speaking skills on entry to EYFS and on entry to Key Stage 1	Children make at least expected progress and the gap between themselves and their peers narrows	Interventions narrow the attainment gap in EYFS & KS1 progress data
Low GLD, Phonics & KS1 attainment	Children make at least expected progress and the gap between themselves and their peers narrow	Interventions narrow the attainment gap in EYFS & KS1 progress data
Limited access to rich and varied texts and experiences	Children exposed to, provided with and taught a greater range of texts. Experiences create memories and enthusiasm for learning.	Reading progress is strong  Behaviours for learning are strong.

### OUR PRIORITIES 2020-2021

- To close the gap between disadvantaged pupils and their peers
- Attendance
- To closely monitor the well-being and educational impact on pupils due to Covid-19 closures.
- To ensure that children are able to access online learning resources.
- Provide targeted academic support for pupils who are not making expected progress.
- Provide targeted academic support for pupils to achieve or exceed age-related expectations

### Quality of Teaching for all

Desired Outcome	Success Criteria	Outcome
Effective transition and reintegration back to school in September 2020.	Children transition successfully into school routines, friendships and learning. Children to initially follow a catch up curriculum.	Staff to be aware of emotional challenges around transition into school which impact on readiness to learn.

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For children to re-integrate into school life and form relationships with their peers.	Recovery Curriculum	Children have rebuilt friendships and recognize the importance of being part of a team.
Gaps in learning due to Covid-19 closure do not widen between PP and non-PP pupils	Gaps identified Termly pupil progress meetings	Close tracking of acquisition of non- negotiables, Staff will have clear understanding of gaps in each PP child’s knowledge. Staff will use information from previous teacher to identify gaps. PP children prioritised for interventions
Close tracking of acquisition of non- negotiables, Staff will have clear understanding of gaps in each PP child’s knowledge. Staff will use information from previous teacher to identify gaps. PP children prioritised for interventions	Gaps are identified and closed.	Middle leaders will be empowered to have a more accurate view of learning in their subject
High level quality first teaching for all.	Teachers to plan, teach and assess taking account of needs and baselines of all children. Support from TA provided	Available TAs to support Quality First Teaching.
High quality of teaching reading and phonics for all EYFS & KS1 children.	Children confidently apply phonic knowledge reading books that are matched to their phonic knowledge.	High quality teaching of children reading and phonics in EYFS & KS1.
Subject to COVID restrictions - Subsidised Mount Cook spaces for PP	Children experience Mount Cook Residential.	Resilience and to support transition into high school

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### Targeted Support

Desired Outcome	Success Criteria	Outcome
PP children social emotional, mental health and wellbeing is supported.	Social and emotional needs are met in school and more complex needs are referred to outside agencies.	Eligible PP children demonstrating difficulties with social, emotional and mental health issues are able to access support (CAMHs). Progress from baseline assessments, discussions with class teachers, demonstrate improvements in social, emotional needs. Catalyst to provide C.B.T for selected less resilient children.
The attendance of children eligible for PP improves during the academic year 2020-2021.	Pupil Premium attendance is in line with non-pupil premium attendance and at least meets the school target of 95%. The number of pupil premium pupils with attendance below 90% (persistent absentees) is reduced.	Pastoral Manager and HT closely monitor attendance and offer support in line with the attendance policy.
Children with additional and multiple barriers to learning identified, monitored regularly and information shared with all appropriate staff.	Children with multiple barriers to learning access high quality support both in-school and from external agencies. Early SEND intervention in EYFS will result in more PP children with SEND achieving the GLD by the end of EYFS. Children eligible for the PP with multiple barriers to learning will make at least expected progress during the academic year 2020-2021 and in some cases accelerated progress.	Class teachers/Teaching assistants to support individual children and small groups. Small group interventions to be completed by relevant children with trained staff. Interventions to be monitored and reviewed.
Gaps in learning identified and interventions put in place to close them.	Gaps are identified and closed. Boosters being run by teachers and TAs following on from assessment data.	Subject-specific assessments - identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material covered builds on secure foundations.

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Children in KS2 with high level SEND to receive an adapted curriculum	High Level SEND children receive a curriculum which takes account of need.	Children are receiving adapted curriculum and making progress.
Children with speech and language delay identified.	Children access our Sp & L Therapist for assessment and program written to support need.	Children to be receiving support from TAs and class teachers to be implementing advice and strategies.
Children with emotional and behavioural difficulties identified and supported.	Children identified via SDQ and receive play therapy sessions.	Children receiving individual support from our trainee play therapist.
To close the gap between disadvantaged pupils and their peers. Provide targeted academic support for pupils who are not making expected progress.	Targeted children make expected / exceeding rates of progress as identified in progress data.	In house interventions to be tailored to meet the needs of our pupils targeting specific gaps identified. Specific resources purchased as required for targeted children. Catch up funding is closely matched to pupils identified as requiring this support. Careful timetabling of additional sessions so that further gaps in learning are avoided.