

# Pupil premium strategy statement – Verwood First School

## School overview

Detail	Data
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	7% (18)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	R Christopher
Pupil premium lead	L Palmer
Governor / Trustee lead	J Mearns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,680
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 49,680

# Part A: Pupil premium strategy plan

## Statement of intent

At VFS&N, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and improve their attainment across all curriculum areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal, including those who are already achieving well. We will ensure that our pupils are not disadvantaged in any way as a result of their socioeconomic context, whether they are in care or are young carers. We believe that, with the correct support, all pupils can achieve their full potential.

### **Our ultimate objectives are to:**

- 1) Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged.
- 2) All teaching and learning meet the needs of all the pupils.
- 3) Remove barriers to learning created by poverty, family circumstances, and background
- 4) All pupils are able to read fluently and with a good understanding to enable them to access the breadth of the curriculum.
- 5) Enable pupils to look after their social and emotional wellbeing and to develop character and resilience.
- 6) Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Our Context:**

VFS&N is a two-form entry first school and is part of Initio Learning Trust consisting of 19 schools. Eight of these are first schools. Verwood is predominantly an area of low deprivation and currently 8% (18) of pupils are disadvantaged. However, we also know there are pockets of deprivation and some families are not identified. The school works hard to identify these families to ensure they can access the support available to them.

### **Achieving our objectives:**

To achieve our objectives and overcome barriers to learning we will:

- 1) Deliver a well-sequenced and progressive curriculum for all pupils
- 2) Provide all teachers and TAs with high-quality, evidenced-based CPD to ensure that pupils access effective quality first teaching and additional support (through the use of EEF guidance, Walkthrus, UL&S, coaching and reflective dialogue)
- 3) Provide targeted, evidence-based intervention and support to address identified quickly gaps in learning including the use of small group work and 1:1 tuition
- 4) Deliver additional catch-up sessions through the school-led National Tutoring partnership
- 5) Use diagnostic tools such as Star Reader to provide personalised targets
- 6) Target funding to ensure that all pupils have access to trips, extra-curricular clubs and online learning facilities
- 7) Provide appropriate nurture groups to support pupils in their emotional and social development
- 8) Ensure children from all Inclusion groups have opportunities to contribute to the wider life of the school (through becoming Eco Warriors, Pupil Voice Champions etc.)
- 9) Engage all pupils in extra-curricular opportunities for personal development.
- 10) Improve the attendance of our disadvantaged cohort.

## Key Principles:

We will ensure that high-quality teaching, learning, and assessment meet the needs of all pupils through a carefully sequenced curriculum alongside the use of assessments and analysis of data. Class teachers will identify barriers and provide appropriate provisions through individual pupil premium plans, specific interventions, and support for individual pupils which will be reviewed termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high-quality provision from appropriately trained adults including our ELSA.

## Challenges

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

Challenge number	Detail of challenge																																				
1	<p><b>Attainment in reading:</b></p> <table border="1"><thead><tr><th>Area</th><th>July 2024</th><th></th></tr></thead><tbody><tr><td>• EYFS GLD</td><td>73% Literacy 75% Ma 84%</td><td></td></tr><tr><td colspan="3"><b>Year 1</b></td></tr><tr><td>• Y1 Phonics</td><td>93%</td><td></td></tr><tr><td></td><td>ARE</td><td>GD</td></tr><tr><td>• Y1 Reading</td><td>79%</td><td>13.5%</td></tr><tr><td>• Y1 Writing</td><td>69%</td><td>0%</td></tr><tr><td>• Y1 Maths</td><td>79.6%</td><td>10.1%</td></tr><tr><td colspan="3"><b>Year 2</b></td></tr><tr><td>• KS1 Phonics</td><td>90.8%</td><td></td></tr><tr><td>• Yr 2 Reading ARE+</td><td>78.8%</td><td>30.3%</td></tr><tr><td>• Yr 2 Writing ARE+</td><td>64%</td><td>5%</td></tr></tbody></table>	Area	July 2024		• EYFS GLD	73% Literacy 75% Ma 84%		<b>Year 1</b>			• Y1 Phonics	93%			ARE	GD	• Y1 Reading	79%	13.5%	• Y1 Writing	69%	0%	• Y1 Maths	79.6%	10.1%	<b>Year 2</b>			• KS1 Phonics	90.8%		• Yr 2 Reading ARE+	78.8%	30.3%	• Yr 2 Writing ARE+	64%	5%
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• Yr 2 Maths ARE+	78.5%	19.6%
• Y3 Reading ARE+	80.3%	19.6%
• Y3 Writing ARE+	67.8%	16%
• Y3 Maths ARE+	82%	17.8%
• Y4 Reading ARE+	80.3%	19.6%
• Y4 Writing ARE+		
• Y4 Maths ARE+	88%	18.6%

2

**Attainment in mathematics:**

See the tables above.

3

**Barriers to learning:**

For many of our Reception and KS1 PP children, one of the main barriers to learning is currently poor concentration, focus, engagement, and low self-confidence as learners.

This is also true for some of our KS2 PP children, where the barrier is lack of confidence in learning and a lack of self-belief which means they can be reluctant to participate and contribute in

4

**Attendance:**

5% difference between PP and Non-PP.

PA difference is 21%.

Learning Trust

**Detail:**

## Attendance by Pupil Contextual Factors

Selector Name	Cohort	Present	Authorised Absence	Unauthorised Absence	Persistent Absentees	Persistent Absence
<input type="checkbox"/> <b>Pupil Premium</b>						
PP	24	90.64%	7.56%	1.79%	7	29.17%
NON PP	276	95.15%	3.48%	1.37%	23	8.33%
<input type="checkbox"/> <b>FSM</b>						
FSM	25	90.68%	7.53%	1.79%	7	28.00%
NON FSM	275	95.15%	3.49%	1.37%	23	8.36%
<input type="checkbox"/> <b>SEN</b>						
E - Education, health and care plan	8	73.75%	13.37%	12.87%	3	37.50%
K - SEN Support	19	92.48%	5.75%	1.76%	3	15.79%
N - No special educational need	8	93.70%	6.22%	0.08%	1	12.50%
Non SEN	265	95.66%	3.29%	1.06%	23	8.68%
<input type="checkbox"/> <b>English Additional Language</b>						
EAL	4	97.21%	2.71%	0.08%		
NON EAL	286	95.07%	3.48%	1.45%	26	9.09%
<input type="checkbox"/> <b>In Care</b>						
Yes	1	97.24%	2.76%			
No	299	94.80%	3.79%	1.41%	30	10.03%
<b>Total</b>	<b>300</b>	<b>94.81%</b>	<b>3.79%</b>	<b>1.40%</b>	<b>30</b>	<b>10.00%</b>

## 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
Continue to close the gap between children's reading age and chronological age.	Star Reader data will show all PP children have a reading age in-line with or exceeding their chronological age by the end of KS1/Year 4. Tracking data (Sims/Arbor) will show the majority of PP children are achieving at least ARE in reading.
PP children will close any gaps in their phonic knowledge and will pass the Phonic Screening at the end of Year 1.	Phonic tracking data (from UL&S) will show children in Year R and 1 closing the gap on their non-PP peers. Results of the Phonic Screening Check at the end of Year 1, will show that all PP children have passed.
PP children in Y2-4 will be accessing Greater Depth challenges in mathematics on a regular basis and some will achieve ARE+/GD at the end of the year.	Book Scrutiny will show children being successful in applying their learning in new contexts in accessing and completing Greater Depth tasks in mathematics. Sims data will show an increase in the number of PP children achieving at ARE+/GD.
Children in YR/Y1/Y2 will have improved number fluency.	Tracking data will show an increase in the number of children achieving ARE in mathematics in YR/Y1/Y2. More than 50% of PP children will be ARE or above in mathematics.
The percentage of all children achieving 80% or above in the Multiplication Check at the end of Y4 will increase and this will include some PP children.	Tracking data will show an increased number of children demonstrating number fluency in the Multiplication Check. At least 50% of PP children will achieve 80% or above in the Multiplication Check.
Parents of PP children will have better engagement with their children's learning and PP children will have improved attendance.	Parents of PP children will understand the impact of low attendance on their children's attendance and will show greater engagement with their children's learning. The majority of PP children will have an attendance of 96% or above

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: teaching for Mastery through a well sequenced and progressive curriculum	A high quality, carefully sequenced, curriculum ensures all children develop the knowledge and skills as the building blocks for future learning. By a well sequenced and progressive curriculum. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</a>	1,2,3
Regular teacher and TA development through the use of 'Walkthrus' and developmental dialogue	The use of Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff and TAs to review their own and reflect on others' actions in the classroom. <a href="https://educationendowmentfoundation.org.uk/news/new-eeef-rapid-evidence-assessment-remote-professional-development">https://educationendowmentfoundation.org.uk/news/new-eeef-rapid-evidence-assessment-remote-professional-development</a>	1,2,3,4
The use of a DfE validated Systematic Synthetic Phonics Programme – Unlocking Letters and Sounds – to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF Unlocking Letters and Sounds teaches and practices decoding, fluency and prosody, with every child having two guided reading sessions a week.	1,3,4
Use of Star reader assessments, Daily story time, whole class reading strategies	Decades of reading research has identified the best practices that transform "regular reading" into high-quality reading practice that sends growth soaring. <a href="https://www.renaissance.com/products/accelerate-d-reader/evidence/">https://www.renaissance.com/products/accelerate-d-reader/evidence/</a> By using Star Reader it allows staff to identify those with comprehension or retention concerns, enabling staff to target their teaching and interventions appropriately.	1,3,4

Mastering Number implemented across Years R-2	<p>‘Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations.’</p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a> By implementing the Mastering Number Programme we will be supporting children to develop automaticity with number bonds and times tables.</p>	1,2,3,4
Maths Hub Sustaining Mastery workgroup	<p>Participating in the Developing Mastery workgroup enabled teachers to effectively reflect upon their teaching and develop their pedagogy. the MathsHubPrimaryMasterySpecialist.</p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/">https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/</a></p>	2

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

Budgeted cost: £ 14k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unlocking Letters and Sounds interventions	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>‘Keep-up not catch-up’ strategies aimed at ensuring all children can access current learning in phonics. Backed up by Ambitious Expectations - a set of six focused intervention strategies that support children with reading.</p>	1,3,4
National Tutoring Partnership	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</p>	1,3,4

A trained TA to provide 1 hour a week 2:1 tutoring before school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> NB This will be part (50%) funded through the NTP and part through our PP allocation.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21k

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.	1,2,3,4
Ensure disadvantaged children are represented in school roles and take part in extracurricular and enrichment activities linked to Personal Development.	There are a number of whole school roles available including Voice Champions, Eco Warriors and Peer Mediators. Taking on leadership roles helps to instil confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. Having access to and being involved in extracurricular activities is known to be linked with social mobility:	1,2,3,4
Improve engagement of parents of PP children and work with	Parental engagement has a positive impact on average of approximately four months additional progress. Considering how to engage parents is	1,2,3,4



them to help improve attendance.	crucial in improving attendance for children.	
Homework club /free entry to clubs of choice such as BRS football/multi sports/dance	Children are now completing homework tasks on time and able to have support when needed.	1,2,3,4

**Total budgeted cost: £ 50,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

%Maths:

Year	PP	Non-PP
R	100%	79%
1	67%	82%
2	60%	80%
3	100%	80%
4	78%	80%

Reading:

Year	PP	Non-PP
R	50%	64%
1	60%	80%
2	73%	75%
3	50%	85%
4	88%	76%

Writing:

Year	PP	Non-PP (change from Autm)
R	100%	96%
1	68%	68%
2	61%	63%
3	50%	76%
4	44%	64%

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Forest School	Woodland Experiences
Sports	BRS