

Pupil premium strategy statement – The Vine Inter Church School 2025 - 2028

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil 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	367 excluding Pre-School 394 including Pre-School
Proportion (%) of pupil premium eligible pupils	15.4% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	July 2026
Statement authorised by	P Hynes (Head Teacher)
Pupil premium lead	W Johnson (Assistant Head Teacher)
Governor / Trustee lead	Tracey Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94, 592
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£1.78m

Part A: Pupil premium strategy plan

Statement of intent

At The Vine, we have high aspirations for all pupils and strive to provide an education that enables all to achieve academic and social success. Our intention is that all students irrespective of their background or the challenges they face, make good progress as social disadvantage should not be a barrier to learning.

The focus of our pupil premium strategy is to support disadvantaged students to reduce any barriers, accelerate progress and maximise attainment.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy will continue to consider where additional support is required for students whose education and wellbeing were impacted by many factors and they have many different complex needs.

Attendance and the importance of attending school to help safeguard these young people plays a pivotal and curricula role. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Each strategy needs to be individualized and bespoke to meet the needs of the young people.

The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

- ensure who disadvantaged cohort are emotionally supported with a strong pastoral network
- ensure that are disadvantage cohort has exposure and can access many culturally enriching opportunities beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged students' attainment and progress overall is less than their non disadvantage peers – particularly at end of KS2.
2	Attainment and Progress gap of disadvantaged pupils with SEND compared to non-disadvantaged pupils with SEND.
3	Parental Support / Engagement in earning at home: less homework support/reading at home / times tables practise at home.
4	Raising Aspirations and extra-curricular opportunities. Take up of after school clubs, music lessons and enrichment opportunities for PP pupils is lower than non-PP pupils.
5	Our assessments observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, and low self-esteem. These challenges particularly affect disadvantaged students, impacting their attainment and attendance.

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
The disadvantaged students' attainment and progress overall is less than their non disadvantage peers – particularly at end of KS2.	To increase the % of PP pupils who at age-related expectations in RWM at the end of KS2 to broadly in line with their peers (or at least a 15% increase on 2025 data)
Attainment and Progress gap of disadvantaged pupils with SEND compared to non-disadvantaged pupils with SEND.	ADPR data and internal data system would show that at least 80% of children have made progress when RAG rated at the end of each term.

	Pupil Premium data for KS1 and KS2 reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.
Parental Support / Engagement in earning at home: less homework support/reading at home / times tables practise at home.	To increase the attendance of PP parental engagement opportunities (workshops, parental consultations, sports days) to 60% Baseline – 2025 academic year – 48%
Raising Aspirations and extra-curricular opportunities. Take up of after school clubs, music lessons and enrichment opportunities for PP pupils is lower than non-PP pupils	Frequent and consistent opportunities for all disadvantaged students to engage with culturally enriching experiences outside of the classroom- close monitoring of trips offered and students who attended and benefitted from these, student voice and surveys capture how students feel they have benefited from these trips and experiences are tracked on Program 21 tracker. Disadvantaged students' engagement in extra curricular clubs are monitored and analysed to ensure that they are attending and engaging in at least one extra curricular club.
Our assessments observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, and low self-esteem. These challenges particularly affect disadvantaged students, impacting their attainment and attendance.	Develop a positive sense of self and understanding self and others. Discovering different roles and relationships with others. Understand consequences of their behaviour and are familiar with social expectations. Learn about their own and others' way of doing things to develop new skills. Less behavioural incidents for children which have stopped them learning. Over each year, behavioural incidents should drop by 50% for PP children.

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: £33500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLT focus on PPG pupils – improving outcomes of PPG pupils £28,500</i>	<p>Increased knowledge of PPG pupils through close focus on individuals learning needs and barriers.</p> <ul style="list-style-type: none"> • Increased SLT support for class teachers to set and achieve individual progress targets for PPG pupils. • Improved teaching of PPG pupils through SLT class support. • Attainment of PPG pupils raised through learning gaps closed through increased use of preteaching and over learning. <p>Metacognition and self-regulation evidence (EEF)</p>	1, 2
<i>Contribution towards salary of Senior Leader and Middle Leaders £5,000</i>	<p>To ensure all curriculum areas have a clear intention to enable for a progression of skills and the appropriate acquisition of knowledge for PPG pupils.</p> <ul style="list-style-type: none"> • Curriculum content reviewed 1 6 • Clear end of year expectations and progression maps created for all subjects • Increased focus on Assessment To provide targeted interventions to pupils within MLT year groups. <p>Mastery Learning Reading comprehension strategies evidence (EEF)</p>	1, 2

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

Budgeted cost: £ 25200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Academic Tutors <i>Contribution towards salary of RWI tutors (x4)</i> £18000</p>	<p>Targeted support by qualified teacher tutor. Reading – bottom 20% daly reading Maths tutoring 1:4 ratio – 15 hours each (4Ams over 3 weeks) Early bird booster clubs and free breakfast club for these pupils Small group tuition 20 day challenge After school learning – evidence (EEF)</p>	1, 2
<p><i>Contribution towards salary of SLT</i> £7,200</p>	<p>To ensure all PPG pupils are read with at least once a week in addition to class based activities. • HT/DHT/AHT/Sendco assigned groups of PPG children from across the school</p>	1,2

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

Budgeted cost: £ 21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>25% Contribution towards salary of pastoral support assistant £6,000</i></p>	<ul style="list-style-type: none"> • Soft Start groups (low anxiety) • Mental health groups • Self esteem support • Attendance support 	5, 3
<p><i>Raising aspirations and broadening horizons</i> £15000</p>	<p>To enable PPG pupils to see themselves as citizens of the world, where they aspire to 'do all the good they can'. Ensure all PPG pupils have access to Educational Visits and Extra Curricular Opportunities</p>	4, 3

Total budgeted cost: £ 79700