

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Vine Inter-Church Primary School
Number of pupils in school	443
Proportion (%) of pupil premium eligible pupils	17% (74)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lee Faris, Headteacher
Pupil premium lead	James Harvey, Strategic Leader
Governor / Trustee lead	Maurice Hopper

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73,560.00
Recovery premium funding allocation this academic year	£ 5,670.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2.08m

# Part A: Pupil premium strategy plan

## Statement of intent

The following barriers to learning have been identified through our own research, CPD and engaging in national and international research findings.

- Quality of teaching
- Mental health,
- Lack of Support network
- Attendance,
- Parental engagement
- Raising aspirations

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. We believe that social disadvantage should not be a barrier to learning and we use our pupil premium funding to reduce these barriers, accelerate progress and maximize attainment.

Barriers to educational achievement cover a wide range of academic, emotional, social and behavioural issues including developmental delay, identified additional needs, low self-esteem, children who are experiencing or have experienced domestic violence, both mental and physical health of a parent, disrupted family life due to separation or bereavement and families who are without support networks.

At The Vine we believe that one of the many barriers to learning for our PPG children comes from their disrupted home lives due to mobility. Whilst the % of children on pupil premium is below national, due to the nature of the new build development the vulnerable children at The Vine have a higher than average level of emotional need.

Family life is disjointed for many due to them being moved by the council from the city (where support networks are) to the new village of Cambourne. This results in many vulnerable families being isolated within a community that is relatively affluent around them. **At least 60% of the PPG children at The Vine have child protection issues or receive mental health support** and 100% of pupils in receipt of support from social care are PPG.

Attendance of PPG pupils is lower than that of their non-PPG peers (2021 Autumn: 92.3% and 94.4% respectively) and PPG parents require increasing support from class teachers to develop their understanding and confidence in order to support their child meet the demands of the curriculum.

The way that we tackle these barriers and then create academic success is through both emotional and mental health support and through providing high quality targeted

teaching. Of our current PPG children, 62% are receiving regular targeted intervention to help fill gaps in learning and facilitate their success.

We believe that by working on developing positive mental health we then allow for academic teaching to have more impact. PPG funding is used to raise QFT, through SLT coaches supporting teachers to teach more effectively in each lesson coupled with pre teaching to ensure PPG children have a head start in a lesson.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Quality of teaching</u></p> <p>PPG funding is used to raise QFT, through SLT coaches supporting teachers to teach more effectively in each lesson coupled with pre teaching to ensure PPG children have a head start in a lesson.</p>
2	<p><u>Mental health</u></p> <p>We believe that by working on developing positive mental health we then allow for academic teaching to have more impact.</p>
3	<p><u>Lack of support network</u></p> <p>Family life is disjointed for many due to them being moved by the council from the city (where support networks are) to the new village of Cambourne. This results in many vulnerable families being isolated within a community that is relatively affluent around them. At least 60% of the PPG children at The Vine have child protection issues or receive mental health support and 100% of pupils in receipt of support from social care are PPG.</p>
4	<p><u>Attendance</u></p> <p>Attendance of PPG pupils is lower than that of their non-PPG peers (2018-2019: 96.8% and 95.1% respectively) and PPG parents require increasing support from class teachers to develop their understanding and confidence to support their child meet the demands of the curriculum.</p>
5	<p><u>Parental engagement</u></p> <p>Many of our families are typical 'hard to reach' families who themselves had a negative experience of education. Working with them to build supportive relationships rooted in trust and openness. It is important for us to be able to establish the right support required by families and then in turn, provide that. This may be in the form of a phonics workshop to support home learning, or as simple as knowing that every letter sent home needs to be followed up with a phone call.</p>

6	<p><u>Raising aspirations</u></p> <p>Our Aspiration Enrichment provision is in keeping with our school ethos and offers appropriate extended and enrichment opportunities to meet the academic and social needs of our pupils. These needs are recognised as part of our school inclusion strategy which acknowledges the importance of identifying a wide range of abilities and providing a suitable educational environment to nurture the child.</p>
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## 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
Improved attainment of PPG pupils in line with non-PPG	To Increase the proportion of PPG pupils who make at least good progress so that they begin to achieve at least in line with other pupils nationally/move closer towards this point.
Improved number of PPG achieving greater depth in reading, writing or maths (KS2)	To Increase progress in KS2, so that more PPG pupils reach greater depth, or make more than expected progress from their starting points.
Improve standard of quality first teaching through curriculum planning	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.
To create an open culture in which to share best practice	To ensure that there is consistency of best practice for all PPG pupils.
Improved aspirations for all PPG pupils	To enable PPG pupils to see themselves as citizens of the world, where they aspire to 'do all the good they can'.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</p> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SLT focus on PPG pupils – improving outcomes of PPG pupils</i> £28,500</p>	<p>Increased knowledge of PPG pupils through close focus on individuals learning needs and barriers.</p> <ul style="list-style-type: none"> <li>Increased SLT support for class teachers to set and achieve individual progress targets for PPG pupils.</li> <li>Improved teaching of PPG pupils through SLT class support.</li> <li>Attainment of PPG pupils raised through learning gaps closed through increased use of pre-teaching and over learning.</li> </ul> <p><a href="#">Metacognition and self-regulation</a></p>	1
	<ul style="list-style-type: none"> <li>Support provided for parents to understand the new heightened expectations in the curriculum and how they can help.</li> </ul> <p><a href="#">Parental Engagement</a></p>	5
<p><i>Academic Mentor Support – contribution towards salary of Academic Mentor</i> £1,700</p>	<p>To Increase progress in KS2, so that more PPG pupils reach greater depth, or make more than expected progress from their starting points</p> <ul style="list-style-type: none"> <li>Greater Depth PPG pupils identified</li> <li>Academic mentor to work with GD PPG pupils from Y2 – Y6</li> <li>Greater depth PPG pupils receive additional teaching support to ensure they achieve ongoing accelerated progress</li> </ul> <p><a href="#">Mentoring</a></p>	1
<p><i>Contribution towards salary of Senior Leader and Middle Leaders</i> £5,000</p>	<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"> <li>Curriculum content reviewed</li> </ul>	1

	<ul style="list-style-type: none"> <li>• Clear end of year expectations and progression maps created for all subjects</li> <li>• Increased focus on Assessment To provide targeted interventions to pupils within MLT year groups.</li> </ul> <p><a href="#">Mastery Learning</a></p> <p><a href="#">Reading comprehension strategies</a></p>	
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## Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tutor (RM) £35,952	<p>Targeted support by qualified teacher tutor.</p> <p>Reading – bottom 20% Y2,3,4 reading weekly.</p> <p>Writing &amp; Maths tutoring 1:4 ratio – 15 hours each (4Ams over 3 weeks) 1:4 ration – 15 hours each (4 PMs over 3 weeks)</p> <p>Early bird booster clubs and free breakfast club for these pupils</p> <p><a href="#">Small group tuition</a> <a href="#">After school learning</a></p>	1
School 25% contribution to school led tuition grant £2,500	<p>(DfE required contribution)</p> <p><a href="#">1-2-1 Tuition</a></p>	
50% of the salary of 2 booster group Tas who offer small group tuition £16,235	<p>Targeted support for pupils identified as part of pupil progress discussions.</p> <ul style="list-style-type: none"> <li>• ARE+ group to extend learning</li> <li>• Bottom 20%, low attaining pupils, key maths and English skills</li> </ul> <p><a href="#">Small group tuition</a> <a href="#">After school learning</a></p>	1, 2, 3

## Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Contribution towards salary of KS2 Mentor</i></p> <p>£4,112</p>	<p>To Increase the proportion of PPG pupils who make at least good progress so that they begin to achieve at least in line with other pupils nationally/move closer towards this point.</p> <ul style="list-style-type: none"> <li>• PPG Pupils identified for additional emotional and mental health support through self-esteem survey, pupil interviews, parents and outside agencies</li> </ul> <p><a href="#">Behaviour interventions</a></p>	2
	<ul style="list-style-type: none"> <li>• Triage of support available for PPG pupils who lack support networks.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Small group and individual mentoring provided by T Letch</li> </ul>	3
	<ul style="list-style-type: none"> <li>• Individual support provided by Vine Counsellor</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Provide uniform as appropriate to encourage pride in self and sense of belonging in school</li> </ul> <p><a href="#">Mentoring</a></p>	2
<p><i>Contribution towards salary of DH Teacher</i></p> <p>£4,500</p>	<p>To Increase the proportion of PPG pupils who make at least good progress so that they begin to achieve at least in line with other pupils nationally/move closer towards this point</p> <ul style="list-style-type: none"> <li>• PPG attendance tracked and monitored - any issues followed up through regular communication with parents</li> </ul>	5
	<ul style="list-style-type: none"> <li>• Individual families known and 'first day response' and home visit system employed if necessary</li> <li>• Support given to promote regular attendance and reduce lateness</li> <li>• Referrals made for family support as required</li> </ul> <p><a href="#">Parental engagement</a></p>	4
	<ul style="list-style-type: none"> <li>• Provide Breakfast / After School Club provision to support nurture, social opportunities and punctuality &amp; attendance</li> </ul> <p><a href="#">Social and emotional learning</a></p>	2, 3, 5

<p><i>Contribution towards salary of SLT</i> £7,200</p>	<ul style="list-style-type: none"> <li>• To ensure all PPG pupils are read with at least once a week in addition to class based activities.</li> <li>• HT/DHT/AHT/SL assigned groups of PPG children from across the school</li> </ul>	1
<p><i>25% Contribution towards salary of in house nurse</i> £4,000</p>	<ul style="list-style-type: none"> <li>• Motor groups</li> <li>• Mental health groups</li> <li>• Self esteem support</li> <li>• Body image and healthy choices</li> </ul>	1, 2, 6
<p><i>Raising aspirations and broadening horizons</i> £6,840</p>	<p>To enable PPG pupils to see themselves as citizens of the world, where they aspire to 'do all the good they can'.</p> <p>Ensure all PPG pupils have access to Educational Visits and Extra Curricular Opportunities</p>	6

**Total budgeted cost: £ 116,539**

## **Review of outcomes in the previous academic year**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*A review of our catch up spending can be found here:*

<https://primarysite-prod-sorted.s3.amazonaws.com/the-vine-inter-church-primary-school/UploadedDocument/4dcd8268-3a5d-43a4-9d6b-a4e0d274cdab/catch-up-premium-interim-report-sept-21.pdf>

## **Service pupil premium funding**

Our service premium is spent on a case-by-case basis. This is decided at pupil progress meetings and is targeted to meet specific needs, this could be funded breakfast / after school clubs to aid social skills, providing mental health support to aid transitions or academic intervention to close gaps from mobility.