

# Pupil premium strategy statement – Vicarage Park CE Primary School

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	101
Proportion (%) of pupil premium eligible pupils	18.8%
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> )	2025-2028 Current Year 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Katie Green, Headteacher
Pupil premium lead	Natalie Evans
Governor / Trustee lead	Joshua McLeod

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
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>	£22,725

# Part A: Pupil premium strategy plan

## Statement of intent

At our school, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve their full potential. We recognise that disadvantaged pupils can face a range of barriers to learning and that these barriers may be different for each child. Through careful assessment and targeted support, we aim to provide equal opportunities that enable every pupil to thrive academically, socially and emotionally.

As a small primary school with mixed-age classes, we understand the importance of delivering high-quality teaching and tailored interventions that meet the needs of individual pupils. Our Pupil Premium strategy focuses on addressing identified barriers through evidence-informed approaches that support both academic achievement and personal development.

Our priorities are to:

- Develop pupils' reading skills through high-quality phonics teaching and targeted phonics interventions in both KS1 and KS2.
- Improve attainment and progress in mathematics by providing targeted support, intervention and opportunities to develop mathematical fluency and reasoning.
- Enhance pupils' oracy, communication and vocabulary skills to strengthen learning across the curriculum and increase confidence in speaking and listening.
- Improve attendance and reduce persistent absence to ensure disadvantaged pupils have full access to learning opportunities.
- Promote positive mental health and emotional well-being through pastoral support, targeted interventions and the development of resilience and self-esteem.

We will regularly monitor the impact of our provision and use assessment information, pupil voice, attendance data and pastoral records to ensure that support remains responsive to need. Our ultimate aim is for disadvantaged pupils to achieve outcomes that are in line with, or better than, those of their peers, while developing the confidence, resilience and aspirations needed for future success.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessment data shows that phonics attainment for disadvantaged pupils is below that of non-disadvantaged pupils.
2	Internal and external assessment data evidences that maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils.

3	Assessment data, observations and pupil discussions indicate that oracy and vocabulary gaps are more prevalent amongst disadvantaged pupils.
4	Attendance over the last three years shows that attendance amongst disadvantaged pupils has been between 2-4% lower than that of non-disadvantaged pupils.
5	Our observations, discussions with and knowledge of the pupils and families including through TAF meetings identify social and emotional issues for a high proportion of our disadvantaged pupils.

## 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 phonics outcomes for disadvantaged pupils.	Phonics screening check results indicate a significant increase particularly for disadvantaged pupils. Those children not achieving expectation in Phonics Screening Check or those at risk of falling behind will be given timely intervention to catch up with their peers.
Improved maths attainment among disadvantaged pupils.	Internal tracking and external assessments show that the attainment difference in maths between disadvantaged pupils and non-disadvantaged pupils is diminishing.
Improved oracy skills and vocabulary among disadvantaged pupils.	Observations of children will show that oracy has improved significantly for disadvantaged pupils. This will also be evident in lesson participation, pupil work and ongoing formative assessments. Attainment for Communication and Language in the Early Years will be on an upward trend.
Continued focus on well-being of all pupils in school and in particular those who are disadvantaged.	Success will be evident when disadvantaged pupils report high levels of well-being, feel safe and supported in school, attend regularly, engage positively in learning and enrichment opportunities, and access timely support when needed. Well-being survey data, attendance records, pupil voice, and pastoral monitoring will demonstrate outcomes that are at least in line with those of non-disadvantaged pupils.
Achieve increased attendance for our disadvantaged pupils.	Overall attendance for disadvantaged pupils will increase to at least 95%, with persistent absence reducing by 5 percentage points and the attendance gap between disadvantaged and non-disadvantaged pupils narrowing by at least 2 percentage points.

## 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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional resources to secure stronger phonics teaching for all pupils matched to the DfE validated Systematic Synthetic Phonics Programme</p>	<p>“Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).”</p> <p><a href="#">Phonics Teaching and Learning Toolkit EEF</a></p>	<p>1</p>
<p>Purchase of a school license for the use of White Rose Maths to ensure access to the TA hub for each year group for pre teaching of small groups of children.</p>	<p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.”</p> <p><a href="#">Small Group Tuition Teaching and Learning Toolkit EEF</a></p>	<p>2</p>
<p>Upskill teachers through training in the delivery of metacognition and self-regulation approaches.</p> <p>Use this to teach these skills throughout the curriculum to enhance pupils’ problem solving skills.</p>	<p>“The research evidence indicates that explicitly teaching strategies to help pupils to plan, monitor and evaluate specific aspects of learning can be effective. Research suggests these should be taught and applied to the usual curriculum content, rather than taught discretely through ‘thinking skills’ lessons.”</p> <p><a href="#">Metacognition and Self-Regulated Learning Teaching and Learning Toolkit EEF</a></p>	<p>2, 3</p>
<p>Through the use of the White Rose resources enhance both maths teaching and oracy skills with the use of planning maths through stories.</p>	<p>“Using storybooks can be one particularly effective way to do this, offering rich opportunities for mathematical talk and questioning. Practitioners should carefully plan how to use storybooks by identifying key questions and discussion points to prompt exploration of specific mathematical concepts.”</p>	<p>2, 3</p>

	<a href="#">Using Stories to Promote High Quality Maths Early Maths Guidance Report EEF</a>	
Embed further speaking and listening activities across the school curriculum. These opportunities will support pupils in articulating their ideas, consolidating their understanding and extending vocabulary. The purchase of resources will support this and providing teacher training opportunities.	<p>“This approach can have a positive impact on oral language outcomes too, such as a pupil’s ability to retell a story or understand spoken vocabulary. The evidence looks promising, but measuring oral language ability reliably can be difficult. It has different dimensions, including both speaking and listening.”</p> <p><a href="#">Oral Language Interventions Teaching and Learning Toolkit EEF</a></p>	3

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

Budgeted cost: £10,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for those children who require additional phonics support in EYFS and KS1.	<p>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.”</p> <p><a href="#">Phonics Teaching and Learning Toolkit EEF</a></p>	1
Additional phonics sessions using ELS Progress part of the schools chosen DfE validated Systematic Synthetic Phonics Programme for those children in KS2 who have not passed the Phonics Screening Check and those children identified as needing additional time mastering phonics.	<p>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils.”</p> <p><a href="#">Phonics Teaching and Learning Toolkit EEF</a></p>	1

Purchase of a school license for the use of White Rose Maths to ensure access to the TA hub for each year group for pre teaching of small groups of children.	<p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.”</p> <p><a href="#">Small Group Tuition Teaching and Learning Toolkit EEF</a></p>	2
Run small group language intervention groups with a focus on EAL pupils many of whom are identified as disadvantaged.	<p>“Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be.”</p> <p><a href="#">Oral Language Interventions Teaching and Learning Toolkit EEF</a></p>	3, 5

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted emotional literacy and well-being support through the school's ELSA (Emotional Literacy Support Assistant). Identified disadvantaged pupils will access individual and small-group interventions focused on developing emotional awareness, resilience, self-esteem, social skills, and strategies for managing anxiety and emotional challenges.	<p>“The average impact of successful SEL interventions is an additional three months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.”</p> <p><a href="#">Social and Emotional Learning Teaching and Learning Toolkit EEF</a></p>	4, 5
Embedding the principles of good practice which are set out in the DfE’s guidance <a href="#">Working</a>	<p>“Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and</p>	4, 5

<p><a href="#">together to improve school attendance</a></p> <p>This will include staff training, adaptations to procedures and systems and working with the Westmorland and Furness Attendance Team.</p>	<p>families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.”</p> <p><a href="#">Working together to improve school attendance</a></p>	
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**Total budgeted cost: £22,725**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Challenge 1 – Pupil progress in maths for Pupil Premium pupils is lower than non Pupil Premium pupils

As part of CPD training staff have revisited maths teaching and learning in school particularly in light of the development of mixed age classes in school. In order to meet the needs of learners in maths in KS1 and LKS2 a HLTA has been teaching alongside the class teacher so that children can access their year group specific objectives and small steps. All classes were taught consistently using the White Rose Scheme and staff meeting time was used to ensure planning was consistent to meet the needs of all learners and address gaps in learning through ongoing assessment. The assessments used have been matched to the White Rose scheme and delivered consistently across the school to ensure progress and access to information regarding gaps in learning. 63% of disadvantaged pupils are accessing their year group curriculum in maths.

In addition to this staff also revisited multiplication tables as part of their staff meeting time looking at when and how these are taught to the children in school and ensuring consistent access and expectations across the school. Teachers worked on reintroducing TTRS across the school and TTRS Numbots was purchased to enhance number knowledge in the Early Years. A new approach to times tables teaching was also introduced in LKS2 to ensure pupils are adequately prepared for the Multiplication Tables Check. This saw a significant increase in the number of disadvantaged pupils achieving the expected standard and an overall increase of 20% over the three years.

#### Challenge 2 – Pupil Progress in Phonics and Early Reading for Pupil Premium Pupils is lower than non Pupil Premium Pupils

Following the successful implementation of our systematic synthetic phonics scheme Essential Letters and Sounds we explored the ways in which this can be taken into later years of school by purchasing the ELS Spelling programme for Year 2. This led to further training for whole staff so they became skilled in how to deliver the spelling programme and how to address gaps in learning for any children who have fallen behind or at risk of falling behind to access high quality interventions regardless of their year group. The result of the new schemes has also been consistency of approach for our pupils as they now know what to expect when they are working on their phonics and spelling work as the structure is the same every lesson. The work with phonics and spelling will continue to be developed in the next Pupil Premium report as we begin work on timely intervention and supporting pupils who have not achieved the expected standard by the end of KS1.

Training and using additional adults in the classrooms to listen to children read has also had a positive impact as those children who are not being read with at home are being targeted for additional reading times during the week. This is having an impact on pupils' early reading as they are getting regular consistent support in school.

### Challenge 3 – Increasing the attendance of Pupil Premium pupils

	2023-2024	2024-2025
Attendance of all pupils	94.72%	94%
Attendance of Pupil Premium pupils	92.22%	90%

As the information above shows this is an area to continue to work on for PPG pupils.

### Challenge 4 – Ensuring the well-being of Pupil Premium Pupils

In July 2024 we were successful in gaining the Well-Being for Schools Award which recognised the clear focus that Vicarage Park School puts on the well-being of staff and children.

‘Throughout the award process, the school has demonstrated continued progress to support and improve the emotional wellbeing and mental health of the whole school community.’

(Vicarage Park WAS Verification report). Our school ELSA is continuing to work with children identified by staff and parents as needing additional well-being support and this has continued to have a positive impact on pupils and their families. This is work which will continue on the next report as some of our disadvantaged pupils have been added to for TAFs due to well-being and issues in the family home.

In addition to this our Pupil Premium has enabled PP pupils to attend trips and residential as this money was used towards part payment of these for these pupils. This allowed them to have the same experiences as their peers and experience activities that some families would not have been able to afford.

## 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.*

Programme	Provider
Essential Letters and Sounds	Oxford University Press