

Pupil premium strategy statement

This statement details our school's use of pupil premium 2025 – 2026 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	Vernon Primary School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	September 2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Joanne Carvell
Pupil premium team	Joanne Carvell (Intent) Claire Kitchen (Implementation and impact) Julie Evans / Debbie Wilson Karen Wood (Pastoral) Kerry Walmsley (Link to SEND)
Governor / Trustee lead	Robin Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,355

Part A: Pupil premium strategy plan

Statement of intent

Vernon Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Challenges

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

Challenge number	Detail of challenge	
1	57% of Pupil Premium children left the Foundation Stage not achieving GLD. Two children do not have data as they were transferred to this school post EY. This means only 43% of PP on our register left with GLD. This puts them at a disadvantage academically and in need of academic catch up.	PB
2	44% of Pupil Premium children are achieving expected in writing. This is due to limited phonic knowledge, limited vocabulary and sentence structure when working independently.	JE/SM/ CK
3	63% of Pupil Premium children are achieving expected or above in reading. Some find basic comprehension skills challenging and require further practice and do not practise regularly at home.	JE/ST/CK
4	50% of Pupil Premium children are achieving expected or above in Maths. This is due to not having rapid recall of key number facts and the confidence to carry out basic operations of addition and subtraction and applying these skills in other	

8	Due to financial situations some Pupil Premium children are unable to access some extra-curricular activities that may benefit them in enhancing their self-esteem and a feeling of inclusion.	Office
9	Attendance of Pupil Premium children. For the academic year 2024 - 2025 Vernon's PP attendance was 97.14% this was an increase from 94% the previous year. This was inline with the whole school percentage of 96.95%. This is an area we need to ensure is maintained.	KWa

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
1. Pupil Premium children to expand vocabulary and the use of effective sentence structures to achieve expected in writing.	At least 50% of Pupil Premium children to achieve expected in writing by the end of the academic year.
2. Pupil Premium children to acquire better phonic knowledge, develop increased fluency in reading and strengthen their comprehension of the texts they read.	At least 68% of Pupil Premium children to achieve expected in reading by the end of the academic year.
3. Pupil Premium children to enhance key mathematical mental strategies to further develop their mathematical skills.	At least 63% of Pupil Premium children to achieve expected in Maths by the end of the academic year.
4. To raise attainment of Pupil Premium children currently achieving expected in reading, writing and maths combined.	Currently 31% of the Pupil Premium children 2024 - 2025 are achieving expected in reading, writing and Maths combined. Our target is to raise this to at least 50%.
5. Children to develop a sense of self-worth and deal with their emotions.	Children will be able to talk about their strengths and develop strategies to deal with their personal emotions. They will develop resilience to deal with their emotions and different social situations
6. To increase involvement in extra activities on offer in school. To ensure all children have equal access to a broad and balanced curriculum.	Pupil Premium children are able to access all activities on offer throughout school irrespective of social barriers. Including access for individual pupils to participate on educational visits and enrichment

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	This is fundamental in the progress of all of our children. Teachers are monitored by the SLT on a regular basis through planning scrutinies, professional dialogue and observations to ensure that high standards are maintained across the school.	1,2,3,4,5
Rigorous use of Spelling Frame	Every class has a focussed session on spelling frame each week with follow up activities. The children then have access to this at home to rehearse the spellings. This follows specific spelling patterns and words for each year group but is adapted to fit individual needs. J There is an annual spelling bee competition to encourage use of the programme at home and raise the profile of spelling.	1,2
CPD – further training for staff where appropriate for mental maths strategies, teaching of reading and writing and attachment issues and children's mental health.	It is important that as professionals we seek to keep our practice as current as possible and in line with new developments in pedagogy. In seeking the latest training and information this can then be disseminated through the school to enhance all practice.	2,3,4,5,7
Identify readers in each class who need to be heard read daily on a 1:1 basis.	The English Subject Lead and Reading Lead will continue to use our internal tracking system to identify those children in the lowest 20% of readers across the school. These children will be heard read on a daily basis to ensure they get extra practice for their reading skills. This initiative is embedded across the school and has shown to have good results in supporting lower achieving readers in making progress.	2,3

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

Budgeted cost: £9734.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed phonics groups looking at specifically identified phonemes from whole class phonics teaching.	These groups will be tailored to the individual needs of the children so those attending groups may change over time. They will follow the Little Wandle Catch up programme. This will embed and build on prior knowledge. By ensuring that the sessions are short in length but often, it will embed the knowledge for the children. Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3,7
Reading interventions- extra guided reading sessions, reading between the lines and cracking comprehensions.	Groups will be chosen with similar ability children and planned by a teacher. They will have increased opportunities to practise their reading decoding skills and time to discuss the texts to ensure that their understanding has been secured. They will also be able to develop inference skills within a smaller group where they feel secure in sharing their ideas and opinions. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	3, 5, 7
Maths intervention – times tables rockstars, , games to enhance mental strategies, pre-teaching of the calculation strategies.	Across year groups, teaching assistants will support children to enhance their mental calculation skills. This may be in the form of an intervention outside of the classroom or giving support within the classroom setting so that they do not miss quality first teaching but have the extra support to embed strategies at their own pace. Small group tuition EEF (educationendowmentfoundation.org.uk)	4, 5, 7
In-class support – TA to support PP children as a focus with writing or maths skills within the whole class situation.	Across year groups, Teaching Assistants will be used to support children within lessons to consolidate	

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

Budgeted cost: £11,722.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular clubs – a range of extra-curricular activities are offered by the school some of which are run by external agencies and require payment.	To provide a range of opportunities and equal access for all children and promote healthy active lifestyles. This will enhance their sense of self-worth leaving them ready to learn and believe they can achieve. This is used when requested by parents.	6, 8, 9
Maintain the use of my happy mind across the school	Children gain a better understanding of how they react in different situations and develop strategies to cope and manage their emotions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	6
School visits and residential stays are subsidised to ensure access for all pupils.	This will raise aspirations, motivation and engagement of all children. It is also vital in giving a purpose to and support academic studies.	6, 8
Specific children will be invited to participate in a series of sessions to support their individual well-being needs. Cool Connections, Resilience bucket sessions. 1:1 sessions with Pastoral Manager.	To promote a support network for the most vulnerable children and their families. To raise children's understanding of self-worth and value as an individual. Children have been chosen specifically to work with the Pastoral Manager to address specific needs. This will support them in feeling calm so that they can access their learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5, 6, 7
Diagnostic assessments to identify specific needs	Where a child on the Pupil Premium register has a specific difficulty that is felt needs formal diagnosis e.g. dyslexia, the PP grant will be used to cover the cost of the assessment. This will lead to specific recommendations to be implemented for the child.	1,2,3,4,7

Total budgeted cost: £24,542.72

