

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Vernon Park Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024/2025 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	2025,2026,2027
Statement authorised by	Clare Cheetham, Claire Lee Co-Head Teachers
Pupil premium lead	Matthew Pattison,

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£109,080</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is for every pupil, regardless of their background or the challenges they encounter, to make significant progress, maintain positive mental wellbeing, and strive for excellence across all subject areas. Our pupil premium strategy is specifically designed to support disadvantaged pupils in achieving this vision, while also ensuring that high-attaining students continue to progress.

We recognize the unique challenges faced by vulnerable pupils, including those with social workers and young carers. The activities outlined in this statement are intended to address their needs comprehensively, regardless of their disadvantage status.

At the heart of our approach is quality first teaching, tailored to meet each pupil's individual needs, particularly in areas where disadvantaged pupils require the most support. Research indicates that this method has the most substantial impact on closing the attainment gap, while simultaneously benefiting non-disadvantaged pupils.

Our strategy is designed to be responsive to the diverse challenges and individual needs of our students, grounded in thorough diagnostic assessments rather than assumptions about the effects of disadvantage. We have adopted a range of complementary approaches to help all pupils excel. To ensure effectiveness, we will:

**Challenge Disadvantaged Pupils:** Set demanding tasks that promote critical thinking and resilience.

**Act Early:** Provide timely support as soon as needs are identified.

**Foster a Whole-School Responsibility:** Encourage all staff to take ownership of outcomes for disadvantaged pupils, raising expectations for what they can achieve.

**Promote a Positive Mindset:** Cultivate a positive attitude towards achievement among disadvantaged children.

By working together and focusing on these key areas, we are committed to ensuring that all pupils thrive and reach their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with their <b>social, emotional and mental health needs</b> . This negatively influences their academic development and progress.
2	Internal and external (where appropriate) assessments indicate that <b>baseline entry to Nursery</b> is significantly lower among disadvantaged pupils than that of non-disadvantaged pupils in all areas of learning. Furthermore, assessments indicate that <b>GLD, Phonics &amp; KS1 attainment are significantly lower</b> among disadvantaged pupils than that of non-disadvantaged pupils.
3	Our assessments and observations show <b>underdeveloped oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from entry to EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils and families show <b>limited access to rich and varied texts and experiences</b> . This negatively affects their development as readers and writers.
5	Although the school closures during the Covid-19 pandemic are now part of our recent history, <b>the impact of those missed months of learning continues to affect our disadvantaged pupils today</b> . This is evident in significant knowledge gaps, particularly in writing, where many pupils are still falling behind age-related expectations. These findings are consistent with national studies and are supported by our ongoing assessments and observations, which highlight the continued need for targeted support to bridge these gaps.
6	Our <b>attendance data</b> over recent years indicates that attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Social and emotional needs are met in school and more complex needs are referred to outside agencies. Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in negative behaviour.</li> </ul>
To close the gap between disadvantaged pupils and their peers especially in oral language skills and vocabulary and to close the gaps caused by partial school closures	Assessments and observations indicate significantly improved oral language among disadvantaged pupils and targeted children make expected / exceeding rates of progress as identified in progress data. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children with additional and multiple barriers to learning identified, monitored regularly and information shared with all appropriate staff.	Children with multiple barriers to learning access high quality support both in-school and from external agencies. Early SEND intervention in EYFS will result in more PP children with SEND achieving the GLD by the end of EYFS. Children eligible for the PP with multiple barriers to learning will make at least expected progress during the academic year and in some cases accelerated progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Pupil Premium attendance is in line with non-pupil premium attendance and at least meets the target of 95 %. The number of pupil premium pupils with attendance below 90% (persistent absentees) is reduced.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close tracking of acquisition of non-negotiables, Staff will have clear understanding of gaps in each PP child's knowledge and the cause of these gaps. Staff will use information from previous teacher to identify gaps and causes. PP children prioritised for interventions.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching, appropriately adapted, is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">Quality First Teaching / Education Endowment Foundation/ EEF</a></p>	3, 4, 5, 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. (e.g. Reasoning activities, metacognition reflection questions)	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
Continuous embedding of school-wide initiatives to support teaching and learning in all subjects including the embedding of vocabulary (literacy, topic and scientific vocabulary) and ensure cohesion and parity across the school.  Whole school approaches include: Adaptive Teaching, Word Aware (Vocabulary);	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and</p>	2, 3, 4, 5, 6

<p>Whole Class Guided Reading (Reading); White Rose (Maths); DEAL (drama); Kagan (Cooperative learning); Growth Mind-sets and Metacognition; and focusing on the vocabulary linked to history and geography learning suggested in our scheme of work. Makaton is also used across the school to support communication.</p>	<p>address misconceptions through peer support and discussion.</p> <p><a href="#"><u>Collaborative Learning / Education Endowment Foundation/ EEF</u></a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#"><u>Quality First Teaching / Education Endowment Foundation/ EEF</u></a></p>	
<p>Regularly monitor and evaluate phonics provision, promoting high standards in attainment and progress through quality first teaching, booster groups and 1-1 interventions in RWI.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	2

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Whole school maintain Phonics, Reading (fluency and comprehension) as a focus and priority for all children at all attainment points.</p> <p>Accelerated reader is used for those children who read at greater than 11 years in our Salford Reading assessment. Accelerated Reader enable children to read books of their choice within a range and their understanding is then challenged with a comprehension quiz.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading bingo, weekly school library visits to further embed reading for pleasure and promote a love of reading across the school.</p> <p>Reading Ambassadors are chosen from each year group to take part in a range of activities to promote a love of reading across the whole school (newsletters, book recommendations, staff interviews, etc)</p> <p>Literacy Focus days (Super Learning Day/World Book Day/Poetry Day) are carried out throughout the year to promote reading for pleasure and to expose the children to a range of authors and books in an engaging and memorable way.</p> <p>Parents and carers are invited in to school each week to read for pleasure with their children.</p>	<p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future and significant benefits not just on all areas of academic life, but life outside of school too.</p> <p><a href="#">Reading For Pleasure/ Education Standards Research Team/ DfE</a></p>	2, 3, 4
<p>Pastoral Manager and HT closely monitor attendance and offer support in line with the Attendance Policy and the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Close links with the LA EWO to support improving low attendance.</p> <p>HT and PM attend LA attendance network meetings for up to date information and strategies.</p> <p>Top Table reintroduced at request of school council for those children meeting 95% attendance or above for the week.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Focus of positive mental health strategies and wellbeing in Circle work, values assemblies, thrive time and PSHE sessions. Continued monitoring and support of PP children social emotional, mental health and wellbeing.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g.,</p>	1

<p>Wake up shake up and Smile For A Mile is used at the start of each day as a fun dance/work out activity to enable children to start the day feeling energised and ready to learn. Exercise also has strong links to a positive mental wellbeing</p> <p>Wellbeing assessments (Leuven Scale) take place throughout the school year to monitor and support the wellbeing of children within school.</p>	<p>improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#"><u>Improving Social and emotional learning/ Guidance Report/ EEF</u></a></p>	
<p>Forest School sessions to give children access to rich and varied experiences as well as develop social skills and emotional wellbeing. Information on disadvantaged children is shared with Forest school leaders to allow them to carry out more focussed support and intervention during sessions.</p> <p>Outdoor water sports sessions give children access to rich and varied experiences as well as develop physical skills, social skills and emotional wellbeing.</p>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. These experiences have a positive impact on factors such as confidence, social skills, communication, motivation, knowledge and understanding.</p> <p><a href="#"><u>Forest Schools/ Impact On Young Children/ Publications and Research</u></a></p>	1, 4, 6
<p>Ensure standards in RWI are consistent by: releasing RWI staff to observe best practise and RWI lead to observe and support to ensure best practise; providing RWI training for all new EYFS &amp; KS1 Staff; and continuing intervention for children in KS2 who have not passed Phonics Screening.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#"><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	2

## Part B: Review of outcomes in the previous academic year

Reviewed October 2025

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

#### Assessment:

Internal assessments for the 2024-2025 academic year showed that 33.3% of Pupil Premium children achieved Met or above in Reading, Writing, and Maths at the end of KS2 (increase of 2% from last academic year), compared to 39% of non-Pupil Premium children. This reflects a gap of 5.7%. This gap has reduced compared to last year by 4.1%. While the overall trend demonstrates progress, the data underscores the importance of continuing targeted interventions to narrow the attainment gap further.

#### Year 1-5 Data 24/25

	Reading (Met+)		Writing (Met+)		Maths (Met+)	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 1	57%	51%	29%	36%	43%	46%
Year 2	38%	58%	31%	49%	38%	63%
Year 3	42%	56%	33%	43%	33%	58%
Year 4	22%	61%	22%	42%	22%	71%
Year 5	47%	41%	40%	31%	40%	46%

#### Vocabulary:

The whole-school initiative to enhance vocabulary has continued into this academic year, with strong implementation across KS1 and KS2. Staff feedback highlights ongoing improvements in written vocabulary. The new whole class guided reading structure has been an effective tool for boosting reading levels and comprehension confidence in all children but showed particularly accelerated progress for Pupil Premium and others requiring additional support.

#### Forest School:

Forest School sessions remain a cornerstone of our strategy, offering a range of enriching experiences for all pupils. Pupil Premium children have continued to benefit significantly, as regular observations by Forest School leads demonstrate growth in wellbeing, confidence, and engagement during sessions

#### Attendance:

Attendance for Pupil Premium children in 2024-2025 stands at 91.3%, compared to 90% in 23/24 and 88.5% in 22/23. While there have been successes in this area, improving attendance is still key focus and requires further improvement. To address this, we have introduced new incentives and plans, aiming to re-engage children and families to ensure regular school attendance and maximise learning opportunities.

#### Wellbeing:

The Pupil Premium Barriers to Learning sheets remain an invaluable tool for efficiently identifying trends and supporting staff to address challenges. The move to an online system continues to streamline the process. Alongside this, the Leuven scale is still being used to monitor child wellbeing, complemented by daily check-ins, circle work, PSHE lessons, and restorative conversations (RAs). We have maintained a strong emphasis on promoting wellbeing through themed discos, fairs, and other activities, which have been positively received by pupils and families.