

## Pupil premium strategy statement- Vane Road Primary School

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	431
Proportion (%) of pupil premium eligible pupils	Ever 6 23.9% Forces children 12 CLA children 2
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Kieran Pavey
Pupil premium lead	Gemma Howe
Governor / Trustee lead	Sam Marshall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149 985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£149 985

# Part A: Pupil premium strategy plan

## Statement of intent

At Vane Road Primary School, we believe that every child can achieve their potential.

As a school we will provide opportunities to break through barriers by adhering to our core values of respect, kindness, inclusivity, resilience and ambition which demonstrate our high aspirations for all our children.

Our intention is that our Pupil Premium Funding supports us to achieve this for our most vulnerable learners. They may be entitled to pupil premium funding, or face other challenges, such as being in care or having a social worker – our focus on high achievement and developing good people for the future remains the same. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The main barriers to learning for Pupil Premium pupils at Vane Road tends to be lack of resilience, basic skills in reading, writing and maths having access to a wide range of real-life experiences. This then impacts our disadvantaged pupils on achieving higher standard at the end of key stage two.

We focus our Pupil Premium spending on delivering high quality teaching, quality interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their resilience and ambition. High-quality teaching is at the heart of our approach to our strategy – and more widely at the heart of all that we do at Vane Road. We focus on areas in which disadvantaged pupils specifically require the most support, so that barriers and issues are systematically addressed over time. Whilst these may be academic barriers; we also address those that that may be social or emotional – so that learning can happen. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure they are effective we will:

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

## Challenges

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

Challenge number	Detail of challenge
1	<b>Assessment and observations of children who start the school, coupled with liaison with pre-school providers indicate under-developed language skills among many Pupil Premium pupils. These are typically evident in reception where communication and language is a prime area of learning. Our children in reception 2025 arrived from 8</b>

	<b>different pre-school settings</b>
2	<b>Observations of and discussions with children indicate that our Pupil Premium children often have a limited experience of the wider world outside of the home and school environment. This can hinder their understanding of some concepts and vocabulary in school, or their confidence to try new activities.</b>
3	<b>Assessment data and observations show many Pupil Premium children have gaps in their knowledge of basic skills in phonics which leads to further gaps in reading.</b>
4	<b>Observations and discussions show Pupil Premium children struggle to regulate their emotions which has an impact on their social and mental health needs.</b>

## 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
Children have wide access to extra-curricular activities.	Offer all pupil premium access to an extra-curricular activity. Cost is not a barrier to any Pupil Premium children taking part in any school experience.
To improve the language and communication skills including vocabulary of children with Pupil Premium, particularly in the Reception cohort.	Early identification is in place so all children with language difficulties are assessed on entry to Reception through the NELI programme. Identified children receive targeted support and intervention. Children demonstrate progress in expressive and receptive language The gap between pupil premium children and non pupil premium children's language development narrow.
To address gaps in phonic knowledge quickly and ensure the gap does not widen over time.  To address gaps in basic skills in reading, writing and maths to provide strong foundations to achieve higher standard.	Early identification of gaps in phonic knowledge is quickly addressed with daily keep up sessions in Reception and Year 1. The gap between PP and non-PP will narrow for the Year 1 PSC.  Early identification is in place to quickly address gaps in learning. Identified children receive same day intervention and targeted support. The gap between pupil premium children and non-pupil premium children at the end of KS2 narrows.
To support children in identifying and regulating their emotions to improve their SEMH skills particularly in Reception and Year 1.	Early identification is in place to identify children needing support with SEMH skills. Targeted intervention in place for identified children. Identified children to access Nurture Groups. The number of serious behaviour incidents will reduce.

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## 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: £ 75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train specific staff in the NELI approach to Early Language Assessment so that they can carry out the initial assessments on the NELI system.</p> <p>We will fund teacher release time to carry out the assessments in the Autumn Term.</p> <p>Run small group or 1—1 language sessions using the evidence based programme NELI.</p> <p>Ensure that the Reception environment is 'language rich' and is an immersive language environment.</p> <p>With rich vocabulary, role play areas and storytelling.</p>	<p>The EEF Early Years Toolkit reports that : Communication and language approaches can lead to +7 months of progress for disadvantaged children.</p> <p>These strategies include high-quality adult child interactions, storytelling, and structured language activities.</p> <p>Researchers Dr. Ioanna Bakopoulou and Prof. Liz Washbrook from the University of Bristol in their report on 'Speech and Language Crisis' highlight that 1.9 million UK children are currently behind in speech and language development.</p> <p>The issue is most severe in areas of social deprivation, directly linking to the Pupil Premium cohort.</p>	<p>1 2</p>
<p><i>Embed the curriculum planning and implementation for Early Years language development, through</i></p>	<p>Assessing and improving language-supporting practice in early years - Nuffield Foundation reflects the exact practice that our school aspires towards, including the implementation by new TAs to the setting</p>	<p>1 2</p>

<p>collaborative working across our Trust – producing shared best practice and producing consistent curriculum guidance and bespoke training for support staff and teachers</p>		
<p>We will fund teacher release time to support and mentor our ECT and to the teaching and learning of early language development. Release time for the ECTs</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/the-early-career-framework-whatve-we-learned-and-whats-next">https://educationendowmentfoundation.org.uk/news/the-early-career-framework-whatve-we-learned-and-whats-next</a></p>	<p>1 2</p>
<p>Subscription continuation of a validated synthetic phonics planning and ongoing CPD for staff.</p> <p>An identified member of staff will deliver daily keep up sessions.</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 Pupil Premium pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p>3</p>
<p>Purchase additional 'fluency' books to accompany our new SSP and purchase updated resources from Little Wandle scheme</p> <p>4</p> <p>Ensure the 'reading beyond phonics' curriculum allows those children that require additional reading support in KS2 to catch up. Through same day intervention and additional reading opportunities and reading resources</p>	<p>The evidenced based DFE 'The Reading Framework – Teaching the Foundations of Literacy reflects the exact practice that our school aspires toward.</p>	<p>3</p>

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

Budgeted cost: £ 37 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics, reading and writing sessions targeted at Pupil Premium pupils who require further support. This includes more able children who have the potential to reach greater depth.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from Pupil Premium backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	3
Additional number and counting support targeted at Pupil Premium who require further support. This includes more able children who have the potential to reach greater depth.	There is a strong evidence base linked to approaches for teaching Early Maths, and supporting staff to know how children's maths skills develop, how to teach maths (pedagogy), and have knowledge of maths itself. <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics">https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics</a>	2 3

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

Budgeted cost: £ 38 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all costs are met the school for additional experiences for children, where families cannot afford them including subsidised costs for school residential in	When children have a broad set of rich experiences, they are able to develop their scheme more effectively – hanging new learning on prior learning and experiences. EEF: Life skills and enrichment - Improving the teaching and learning of life skills and enrichment	1

Years 3 to Year 6.		
To train staff in implementing a PACE model of support for children based on attachment theory and relational practice	The EEF suggest through their research that 'being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.'	4
Identified staff to be trained in leading Nurture groups across school.	Nurture groups address the social, emotional and learning needs of individual pupils by providing the necessary help to remove the barriers to learning. There is great emphasis on emotional literacy, language development and communication. Pupils are immersed in an accepting and warm environment that helps replace missing/distorted early nurturing experiences and helps pupils develop positive relationships with both teachers and peers.	4
Continued employment of highly trained Pastoral manager to support pupils and families across school.	Pastoral support in schools refers to a whole-school commitment to a student's emotional, social, and academic well-being, ensuring they feel safe and supported to learn effectively. <a href="https://academy21.co.uk/resource/blog/what-is-pastoral-support-in-schools/#:~:text=1.,it%27s%20a%20whole%2Dschool%20commitment.">https://academy21.co.uk/resource/blog/what-is-pastoral-support-in-schools/#:~:text=1.,it%27s%20a%20whole%2Dschool%20commitment.</a>	4e

**Total budgeted cost: £ 150 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*