

# Pupil premium strategy statement

Vernon Terrace Primary School

**DRAFT – DECEMBER 2025**

**FINAL EDIT – JANUARY 2026**



*We develop our children - socially, emotionally, academically and personally - through a nurturing, inclusive environment. We ensure our children feel safe, with a true sense of belonging. We equip them with essential skills and strength of character to thrive.*

**This statement details our school's use of pupil premium (and recovery 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

Highlighted yellow as final numbers to be confirmed when draft moves to final publication after budget meeting.

Detail	Data
Number of pupils in school	Nursery and mainstream - 222
Proportion (%) of pupil premium eligible pupils	Nursery and mainstream - 13.96%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 25
Date on which it will be reviewed	July 26
Statement authorised by	J. Cassiano
Pupil premium lead	H. Bailey
Governor / Trustee lead	Neil Cox

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25-26	£ 42,420
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery 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>	£ 42,420

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of children who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). At Vernon Terrace Primary School, we have high aspirations for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every opportunity to realise their full potential. The Pupil Premium funding is aimed at addressing the current underlying inequalities which exist for children from disadvantaged backgrounds. The Pupil Premium also provides funding for children of service personnel and children who have been looked after continuously for more than six months.

#### **Pupil Premium Spend**

When allocating the spending of Pupil Premium funding we will ensure the following –

- Pupil Premium funding allocated to our school is used solely for its intended purpose
- Continual monitoring and evaluation of interventions by the school and governing body to account for the spending and its impact.
- That Reading, Writing and Maths data is used effectively to identify the needs of the individuals and where appropriate high quality first teaching/interventions are put into place to close the attainment gap.
- We are aware that children eligible for Pupil Premium funding does not equate to 'low ability'. Funding can be used to promote their SMSC development (spiritual, moral, social and cultural).
- Our spending of the Pupil Premium funding is reported in a transparent way that ensures all our stakeholders are clear on how the additional funding has been spent and the impact it has.
- Work proactively with parent/carers to apply for the Pupil Premium funding and ensure the process is dealt with in a supportive manner and remove any barriers or stigma that may be associated with the additional funding.

## Challenges

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

Challenge number	Detail of challenge
1	47% of the children in receipt of pupil premium have elements of SEND (16 out of 33)
2	The school has high levels of mobility, with children arriving from overseas sometimes with no language or prior formal schooling
3	The cost of living crisis continues to impact on our families leading to children having even less access to

## 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 to have made at least national average progress scores for the relevant year group in each of the core subjects. This is to be delivered through Quality First Teaching.	All children in receipt of pupil premium to have made at least national average progress to help them close the attainment gap.
Achieve the national average expected standard in PSC	All year 1 and 2 children in receipt of pupil premium pass the phonics screening test and can apply this knowledge in their reading across the curriculum.
Disadvantaged children and their families with social, emotional or mental health issues receive appropriate staff support/sign posted support.	Trained staff to have time available to work with families to support with social, emotional or mental health issues.
To provide provision to allow children to experience a full curriculum This could include: money for clubs, trips, accessories, enrichment etc.	Children in receipt of pupil premium access all aspects of the curriculum (including extra-curriculum) that will develop their cultural capital as they progress through the school.

## 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)

#### Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training is updated for current staff and timetabled for new staff including phonics training or the relevant staff.</p> <p>‘Talk for Writing training for all staff. This will benefit the new staff joining us this academic year but also acts as a refresher for current staff.</p>	<p>The EEF states that oral language interventions have an average impact of six months’ progress. .</p> <p>Staff will be trained in or taken part in a refresher for Talking Partners for Primary (formally Talking Partners).</p> <p>This can be used as an intervention or as part of quality First Teaching. The EEF toolkit recommends this strategy as having ‘High impact for low costs’</p> <p>During a 10 week programme children typically make over 18 months progress in their productive oral language.</p>	1,2,3

Through National College membership, staff have access to a wealth of research, resources and CPD to enable excellent teaching.	The National College publish evidence that show the impact of being part of their program, including Professional Development that focus' on First Quality Teaching and children in receipt of Pupil Premium.	1,2 3 and 4
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

**Budgeted cost:**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders and teachers use data and observations to identify learning needs, review progress formally/informally at timely intervals and amend interventions appropriately. Pupils in receipt of PP's data is analysed separately and interventions/actions are formulated, implemented and measured for impact.	The Sutton Trust published a report by Sir John Dunford – National Pupil Premium Champion who stated the following: Collect, analyse and use your data to maximum effect in monitoring the progress of every PP-eligible pupil. This should be done frequently, so that interventions can be put in place quickly, as soon as a pupil is starting to slip.	1, 2 and 3

<p>For the leadership to focus on the dissemination and implementation of the delivery of consistent and Quality First Teaching strategies through the delivery of high quality tailored professional development.</p> <p>ECT's work with mentors to build knowledge, motivate teaching, develop techniques and embed good practice.</p>	<p>Research findings by the Educational Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are critical. Teaching quality has a disproportionate impact on disadvantaged and vulnerable learners. It is our provision of high quality teaching and learning that has the greatest impact on our disadvantaged and vulnerable students' ability to maximise their progress and achievement. Our practice is to use the 'assess, plan, do, review' strategy to ensure our SEND learners can also reach their full potential.</p>	<p>1,2 and 3</p>
<p>High quality HLTA used to deliver PP premium interventions (academic/social/emotional in Key Stage 1 and 2))</p> <p>Part of our pupil premium allocation is used to fund existing support staff to work with pupils in receipt of pupil premium on small group targeted interventions</p>	<p>The EEF recognises that small group support delivered by a qualified teacher or equivalent can increase progress for 4+ months.</p> <p>Interventions will focus on reading comprehensions and phonics interventions. The EEF has strong evidence to show over 6 months. Funding 3 Beanstalk readers and School readers programme children in receipt of pupil premium will be targeted to take part in this intervention.</p>	<p>1,2 and 3</p> <p>1,2 and 3</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular analysis of the barriers that children in receipt of Pupil Premium. This could include attendance, parental engagement, well-being, and access to curricular and attendance materials. Teachers consider these when planning and direct TA to support where appropriate. Also linking with nurture provision if a wellbeing need can be addressed there. The attendance team has a focus on attendance including those in receipt of PP. DSL/ family support worker to work to support families through EHA's and signposting and instigating support.</p>	<p>The EEF recommends that messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success.</p> <p>Also, communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Our attendance policy has an emphasis on removing barriers to increase attendance, developing excellent communication between school and family and tailoring our approach to be consistent but consider the needs of the individual families.</p>	<p>1,2, 3 and 4</p>



<p>There are fully funded places for children in receipt of pupil premium at after school clubs this now includes our 'wraparound provision' that continues in 2025</p> <p>Funding will continue to fully and partially fund school daytrips/residential activities.</p> <p>Funding is also used to support families with uniform/equipment needs for school and extra-curriculum activities.</p> <p>Children are provided with reading for pleasure books and related activities to take home and keep.</p> <p>Partial/full funding of hot lunches provided for some children</p> <p>We also provide funded places for children to take part in peripatetic music lessons. These sessions are beneficial in developing the children's cultural capital and motivate</p>		
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attendance and participate in a wider range of activities.		
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**Total budgeted cost: £**

## Part B: Review of the previous academic year 2024-2025

### Outcomes for disadvantaged pupils

*Due to the small number of children involved, the data has been presented this way to anonymise individuals.*

*In year 2 (5 children) Two of the children joined Vernon Terrace at the end of year. Three of the cohort have SEND including one with an EHCP. 50% of the children had made at least the expected progress across the three subjects. The other child reached the expected standard in reading, writing and maths.*

*4 of the children re-sat their phonics screening. 75% of the children passed. The one child who did not reach the standard has SEND in speech and Language.*

*In year 6, (6 children in total) 50% of the children achieved the expected standard. 17% of the children achieved greater depth across all subjects. 34% achieved GD in reading and maths. 66% of the children reached the expected standard in writing. Two children did not achieve the expected standard, both children had an EHCP.*

*There are 5 children in year 1 in receipt of pupil premium. Two children passed the screening. One of the other children has an EHCP and was disapplied for the test. Another child has an IEP. These children made accelerated progress in the latter part of the year.*

*We continue to support families to ensure their children experience a full enriched curriculum. Free places at after school clubs are available. Day trips, residential and after school clubs have been subsidised or paid in full for children in receipt of pupil premium. As part of our whole school initiative children receive breakfast, if they want it, on arrival each morning and items of clothes have been purchased for those in need.*

*Meals have been subsidised for families when needed as well as CPL for all school staff and bespoke training for those working with families in receipt of pupil premium.*

*There has been some flexibility within the timetable for staff to work closely with families. Our Family Support Worker has been highly effective working with families ensuring they receive the support they need.*

*Children in receipt of pupil premium have been prioritised to attend after school clubs with funded places and attend peripatetic music lessons within school – this continues in the next academic year.*

