

# Pupil premium strategy statement - Vauxhall Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Vauxhall Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	51% (98)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 (Year 1 of 3 year plan)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Vanessa Bennett Headteacher
Pupil premium lead	Vanessa Henry-Edwards Deputy Headteacher
Governor / Trustee lead	Jason McInnis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,680
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,680

# Part A: Pupil premium strategy plan

## Statement of intent

At Vauxhall Primary School, we are committed to ensuring that every child receives a high-quality education that fosters their potential, irrespective of their socio-economic background.

We believe that all pupils irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make fantastic, measurable progress, achieve high attainment across all areas and are prepared for future destinations.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving those goals, whatever their starting point. The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

The evolution of our curriculum and quality first teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most in order to narrow and overtime close the attainment gap.

Our pupil premium strategy is strategically linked to our whole school development plan to ensure our priorities are communicated clearly and achieved effectively.

### Monitoring and Evaluation

The Pupil Premium Strategy will be reviewed annually to assess its impact and ensure funding is used effectively. Key metrics such as academic progress, attendance, and well-being will be monitored closely, with adjustments made where necessary to improve outcomes for disadvantaged pupils.

By working together as a school community—staff, pupils, parents, and governors—we are confident that our Pupil Premium Strategy will lead to sustained improvements and provide all pupils with the opportunities they deserve to succeed.

## 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Many families of Pupil Premium students face socioeconomic challenges that impact their children's ability to engage with school, such as low income, housing instability, or health issues.

3	Assessments indicate that writing attainment among disadvantaged pupils (67%) is significantly below that of non-disadvantaged pupils (82%) leading to a within school gap of -15. Disadvantaged pupils reaching the higher standard (13%) is significantly below that of non-disadvantaged pupils (18%)
4	24% of disadvantaged pupils have been 'persistently absent' compared to 17% of their peers during 2023-24. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	lack access to external mental health services due to financial constraints, long waiting times, or a lack of awareness.

## 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 oral language skills and vocabulary among PP pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other 4 sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Timely and targeted interventions for PP pupils whose education may be at risk due to family difficulties	A reduction in barriers, with families reporting that they feel better supported and students showing improved participation and focus in class.
Improved English attainment among disadvantaged pupils.	KS2 writing outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: Year on year the overall unauthorised absence rate for all pupils being no more than 2%, The percentage of disadvantaged pupils who are persistently absent being below 5% .
Improve emotional resilience among Pupil Premium students.	Pupil Premium students will demonstrate improved emotional regulation and coping skills.

## 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: **£95,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train staff to become mental health first aiders so they can identify early signs of emotional distress, offer immediate support, and signpost students to appropriate services..</p>	<p>Emotional health and wellbeing are critical to student success, especially for disadvantaged students who are more likely to experience mental health issues. Research from Public Health England and the <a href="#">EEF</a> emphasises that improving emotional wellbeing and reducing mental health barriers can boost academic outcomes and attendance.</p> <p>Key Findings:</p> <ul style="list-style-type: none"> <li>• Schools that focus on emotional wellbeing see improvements in attainment and behaviour.</li> <li>• Mental health interventions, such as counselling and social-emotional learning (SEL), can increase pupil progress by up to 4 months per year.</li> <li>• Targeted emotional and behavioural support, such as trauma-informed approaches or mentoring, has been shown to improve both engagement and academic outcomes .</li> </ul>	<p>1, 5</p>
<p>Induction and Ongoing CPD for New Staff</p> <p>Provide a robust induction and onboarding program for new staff to ensure they understand the specific challenges Pupil Premium students face and how to best support them.</p> <p>Peer observations and development feedback</p> <p>Writing: develop teacher pedagogy through action research, focused in raising attainment in writing CPD for staff</p>	<p>Research from the <a href="#">Teacher Development Trust</a> shows that well-designed CPD can significantly improve teaching practices and student outcomes. The Sutton Trust found that teachers participating in effective CPD (with a focus on practice, feedback, and peer support) can improve pupil outcomes as much as moving from an average to an outstanding teacher.</p> <p>Key Findings:</p> <p>According to the Sutton Trust, effective CPD can increase pupil progress by up to 8 months over the course of a year.</p> <p>Research suggests that structured and sustained CPD is more effective than one-off training sessions. Embedding CPD</p>	<p>1,3</p>

	programs (e.g., coaching, peer observation) ensures lasting improvements	
Engage a Family support worker	Family Support Workers are effective in identifying and mitigating identified barriers, providing essential support that helps students focus on their education. Schools that address these challenges through FSWs often see increased academic engagement and performance among their Pupil Premium students.  EEF	3,4 & 5
Small group intervention in EYFS (SALT, Social Skills and Fine Motor)  Additional small group writing and reading, mathematics and SALT in KS1.	<a href="#">The EEF's</a> Teaching and Learning Toolkit highlights that targeted interventions, especially in literacy and numeracy, are highly effective for disadvantaged students. Small-group or one-to-one interventions delivered by trained teaching assistants (TAs) or specialist teachers can lead to significant progress.  Key Findings:  Small-group tuition can add up to 4 months of additional progress over a school year, particularly when targeted at specific learning gaps .  Effective use of teaching assistants, especially those trained to deliver structured interventions, can result in an additional 3-4 months of learning for disadvantaged students .	2

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

Budgeted cost: **£26, 680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve listening, narrative and vocabulary skills for PP pupils who have relatively low spoken skills.  Train staff to deliver programme to develop vocabulary and language skills .	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:  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4

Additional phonics sessions will be provided specifically for pupil premium students who require further support in this area.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged 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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3 &5
School-led early morning booster sessions in mathematics and literacy will be offered for Year 6 pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. The additional teaching sees progress accelerated in KS where Disadvantaged Children's outperform 'Others.' <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4,& 5

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

Budgeted cost: **£ 50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Residential – to enable pupils from disadvantaged backgrounds to access wider opportunities and to remove barriers to access which are a result of social- economics factors	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  <a href="#">Outdoor adventure Learning  Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3 & 5
Fund music lessons/exams and extra curricular sessions. Ensure the curriculum is balanced and carefully sequenced, and the creative curriculum Providing funding towards trips, swimming lessons and residential trips to enrich the cultural capital of our disadvantaged pupils.	The Dfe research into how to support more able disadvantaged pupils states cultural enrichment and personal development as two ways to fulfil the potential of the more able disadvantaged pupils. DfE approaches to support more able disadvantaged pupils	1, 3 & 5

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Training and release time for staff to develop and implement new procedures.</p> <p>Using attendance officers to improve attendance.</p> <p>Funding a FSW to help support parents to get children into school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Family Support Workers are effective in identifying and mitigating these barriers, providing essential support that helps students focus on their education. Schools that address these challenges through FSWs often see increased academic engagement and performance among their Pupil Premium students.</p>	<p>4</p>
<p>Extra curricular clubs</p>	<p>Providing further extra-curricular and pastoral care opportunities has enabled the children to explore and create broader perspectives, raise self-esteem and social opportunities all of this is shown through pupil and parent voice EEF Guide to Pupil Premium (2019) states: "Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment"</p>	<p>2,4,5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £171, 680**

# Part B: Review of outcomes in the previous academic year 2023 - 2024

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

### 2023 /24 TARGETS

1. **Low starting point for children in Reception; oral language skills are lower for pupils eligible for PP than for other pupils. (Remains a target for 2024/25).**

**Table 4 - FSP Assessment performance by children entitled to free school meals (FSM)**

	Vauxhall				Lambeth			
	Av. Learning goals per pupil	GLD	ALG	Cohort	Av. Learning goals per pupil	GLD	ALG	Cohort
Not Eligible	13.2	73%	73%	11	14.4	71%	70%	1821
Eligible	9.4	50%	50%	12	13.0	59%	58%	587

2. **PP pupils in Reception and KS1 making less progress in Phonics than their NPP peers.**

**Table 3 - % of pupils Working At (Wa) the expected standard by free school meal status**

	Vauxhall		Lambeth	
	% Wa	Cohort	% Wa	Cohort
Eligible	80%	15	70%	891
Not Eligible	92%	12	84%	1,729

Achievement for PP pupils was broadly in line with the corresponding Lambeth average. Achievement for non-PP pupils was broadly in line with the corresponding Lambeth average

3. **2021/2022 internal assessments indicate that mathematics attainment among PP pupils in Reception and KS1 is below that of NPP pupils. (Remains a target for 2024/25)**

### Year 1

	Below ARE	At ARE	Above ARE	At + Above ARE
All	28%	68%	4%	72%
Girls	15%	77%	8%	85%
Boys	42%	58%	0%	58%
PPI	46%	54%	0%	54%



In KS Progress in KS1 is stronger than in KS2, however, there is still room for improvement, particularly in extending our attaining students into the Greater Depth band and ensuring our Pupil Premium Students are able to fully access all of the learning and demonstrate not only progress according to their needs, but extending them into being able to attain meaningful scores in formal assessment. Communication with parents is now much clearer so all parents are aware of curriculum coverage, methods and expectations.

**4. Decrease in 2022 writing skills – outcomes have fallen below expectations. (Remains a target for 2024/25)**

The 2024 KS2 data demonstrates that performance in reading and maths was in line with their non-disadvantaged peers in school, Lambeth and nationally. However this is not the case in writing. Where disadvantaged pupils perform significantly lower than their peers in school but broadly in-line with Lambeth, this is further qualified in the outcomes for grammar, punctuation and spelling (GPS).

**Table 6 - Performance by pupil premium**

	No	Reading			Maths			Writing TA		
		School	Lambeth	Diff	School	Lambeth	Diff	School	Lambeth	Diff
All pupils	26	73%	79%	-6	73%	78%	-4	73%	73%	0
Non PP	11	73%	84%	-12	73%	85%	-12	82%	81%	0
PP	15	73%	72%	1	73%	69%	5	67%	66%	0
GAP		-1	12		-1	16		15	15	

\*pp- pupil premium

**5. Limited exposure to cultural enrichment outside of school.**

25% of PP children in Year 5 attended the Year 5/6 PGL residential

72% of PP children in Year 6 attended the Year 5/6 PGL residential

73% of PP children have after school music lessons

64% of PP children passed grade 1 drumming exams

9% of PP children passed grade 2 drumming exams

73% of PP take part in afterschool enrichment activities

**6. Emotional and Mental Health needs for a number of pupils**

The school prioritised identifying and supporting children's emotional, mental health and well-being. This was effectively achieved through creative therapies and targeted support programs. Art therapy provides children a non-verbal outlet to express their emotions, reducing anxiety and improving self-esteem by allowing them to explore their feelings through creative expression. Emotional Literacy Support Assistants (ELSA) offer tailored interventions to help children understand and manage their emotions, building resilience and coping strategies in a safe environment. Drama was also used as a powerful tool, to encourage children to express themselves, develop empathy, and improve social skills by acting out scenarios and exploring different perspectives. Together, these approaches foster a supportive atmosphere that nurtures mental well-being in a holistic manner.

60% of the pupils who receive Emotional and mental health support are in receipt of pupil premium grant.

The tables on the following page, summarises our figures for the last three years. Since the majority of our pupils are officially identified as disadvantaged, and since nearly all of our pupils live in very deprived areas, these whole-school figures demonstrate how we make exceptionally effective use of our pupil premium funding to deliver transformative outcomes for all of our children.

## SCHOOL PERFORMANCE - THREE YEAR TREND

	Vauxhall			Lambeth	National
Indicators	2022	2023	2024	2024	2024
<b>Foundation Stage Profile</b>					
Good level of development	62%	62%	61%	68%	68%
Gaining all learning goals	62%	62%	61%	67%	66%
<b>Phonics Screening Check</b>					
Working At	73%	77%	85%	79%	80%
<b>Key Stage 2 - Reaching expected standard</b>					
Reading	90%	74%	73%	79%	74%
Writing TA	74%	44%	73%	75%	72%
Maths	94%	85%	73%	78%	73%
Spelling, Punctuation & Grammar	87%	74%	81%	76%	72%
RWM combined	74%	44%	62%	65%	61%
<b>Key Stage 2 Tests - Reaching a higher standard</b>					
Reading	32%	19%	31%	35%	29%
Writing TA	13%	0%	15%	17%	13%
Maths	68%	26%	38%	28%	23%
Spelling, Punctuation & Grammar	45%	37%	38%	38%	32%
RWM combined	6%	0%	8%	11%	8%
<b>Key Stage 2 Tests - Average scaled score</b>					
Reading	106	104	104	106	105
Maths	110	104	106	105	104
Spelling, Punctuation & Grammar	108	106	107	106	105
<b>KS1 - KS2 Progress</b>					
Reading	1.0	-2.0	n/a	n/a	-
Writing	-0.6	-8.3	n/a	n/a	-
Maths	5.9	0.9	n/a	n/a	-

For 2020 and 2021 the phonics test was sat in the autumn term of year 2

## KEY STAGE 2 - PUPIL PREMIUM

### Key Stage 2 Scaled score

	KS2 Cohort	Reading Test			Maths Test			GPS		
		School Results	National Non PP* 2023	Difference	School Results	National Non PP* 2023	Difference	School Results	National Non PP* 2023	Difference
All Pupils	26	104.3	106	-1.7	105.7	105	0.7	107.1	106	1.1
Non PupilPremium	11	103.5	106	-2.5	107.5	105	2.5	107.3	106	1.3
Pupil Premium	15	104.9	106	-1.1	104.3	105	-0.7	106.9	106	0.9
Within School Gap		1			-3			0		

### Key Stage 2 - Reaching expected standard (%)

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference
All Pupils	26	73%	78%	-5%	73%	77%	-4%	73%	79%	-6%	62%	66%	-4%
Non PP	11	73%	78%	-5%	82%	77%	5%	73%	79%	-6%	64%	66%	-2%
PP	15	73%	78%	-5%	67%	77%	-10%	73%	79%	-6%	60%	66%	-6%
Within School Gap		1			-15			1			-4		

### Key Stage 2- Reaching higher standard

	Cohort	Reading Test			Writing TA			Maths Test			RWM combined		
		School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference	School Results (%)	National Non PP* 2023	Difference
All Pupils	26	31%	34%	-3%	15%	16%	-1%	38%	29%	9%	8%	10%	-2%
Non PP	11	27%	34%	-7%	18%	16%	2%	45%	29%	16%	9%	10%	-1%
PP	15	33%	34%	-1%	13%	16%	-3%	33%	29%	4%	7%	10%	-3%
Within School Gap		6			-5			-12			-2		

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
RWI phonics	RWI
Competitions for sport	Moving Matters
Times Table Rockstars	TTR
Surrey/Oval Cricket	Ben Hollioake Centre
Mastering Numbers	Maths Hub
Rights Respecting Schools Award	UNICEF
Taekwondo	New Wave Taekwondo
Residential stay	PGL - Windmill Hill
Steel pans	Anthony Facey
Drumming	Anthony Facey
Swimming	Greenwich Leisure Limited (GLL)