

Pupil Premium Strategy Statement 2024-25

Vyners School

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

Detail	Data
Number of pupils in school	1207 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	12.76%
Academic year/years that our current pupil premium strategy plan covers	2022 -2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	G Mullings, Headteacher
Pupil premium lead	A Foster Deputy Headteacher
Governor / Trustee lead	C Clarke Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£168,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding academic progress and achieve high attainment across a broad and balanced curriculum.

At Vyners School we recognise that not all pupils who receive free school meals or who are in receipt of Service Pupil Premium are disadvantaged and that some pupils who are disadvantaged/vulnerable are not registered or do not qualify for free school meals. We therefore allocate the Pupil Premium funding to support any student or group of pupils who are vulnerable or who are identified as a priority by the school's tracking processes and pastoral systems.

We believe that high quality first teaching is at the heart of our pupil premium strategy. We aim to recruit, retain and train teachers who are subject experts and also have a deep understanding of how to deliver teaching and learning to support the needs of all learners, particularly those with additional needs or who are disadvantaged.. This is proven to have the greatest impact on closing the disadvantage attainment gap and benefits the whole school community.

We know that pupils, at times, require additional support to acquire skills and knowledge and make a preferential option to ensure that additional support is targeted on a needs basis.

We recognise that there are further barriers to pupils' engagement in learning and work to ensure that they attend school and engage in co-curricular activity and the Learning Journey.

We use the mantra of unreasonable ambition and ensure equity of opportunity so that all pupils are prepared for life beyond school and measure our success on what they are doing in the years after they leave Vyners.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – the gap between the attendance of pupil premium pupils and non-pupil premium pupils remains.
2	Mental wellbeing concerns - some disadvantaged students struggle with social and emotional issues that lead to EBSA or lesson avoidance which can impact their attendance to lessons.

3	Literacy levels, particularly linked to vocabulary and reading, have an impact on accessibility to the KS3 and 4 curriculum.
4	The progress gap between pupils who attract the pupil premium and the rest of the school cohort at the end of KS4.
5	Access to opportunities for and engagement in activities that raise cultural capital

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
Pupils who attract the pupil premium do not have gaps in their learning caused by absences from school	Achieve a reduction in absence rates among pupil premium students so that attendance aligns with or is lower than the school's overall average attendance rate. 100% of pupil premium students with attendance below 90% receive timely interventions to improve attendance
Pupils who attract the pupil premium are word rich and are able to access texts commensurate with KS3, 4 and 5.	Pupils are able to deduce and infer from a range of texts at all Key Stages. They are word rich and articulate.
Pupils who attract the pupil premium are able to attend school because their mental health needs have been supported	Pupil attendance to school is not impacted by mental health needs.
Pupils who attract the pupil premium have progressed at least in line with the non PP cohort.	Pupils are able to make choices about KS5 pathways because they have performed to the best of their ability at KS4
Pupils who attract the pupil premium have opportunities to engage in activities that broaden their cultural capital	Pupils have engaged in opportunities that have broadened their cultural awareness. They are articulate, aware of themselves in different social contexts and access higher education

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding in the academic year 24-25 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost; £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development	The whole school focus this year continues to be on adaptive teaching. High-quality PD for teachers has a significant effect on pupils' learning outcomes. PD programmes have the potential to close the gap between beginner and more experienced teachers. Evidence suggests that quality PD has a greater effect on pupil attainment than other interventions schools may consider. The Education Policy Institute, 2020	1, 2, 4, 3, 5
Family Liaison Officers	FLOs assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context. The FLO aims to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and to overcome barriers to learning and participation. This includes monitoring attendance.	1, 3, 4
Vyners Learning Journey and Super-Curriculum	In Cultural Literacy (1988), ED Hirsch summarises that "to be culturally literate is to possess the basic information needed to thrive in the modern world". It follows then that teachers, we need to ensure that along with teaching the content of the curriculum, we are enabling pupils to function as well-informed individuals well after they leave school	1, 2,3, 4, 5
KS4 Mentoring and exam preparation - Glia Learning	The Psychology of Successful Revision - NHS 2022 summarises the need for young people to understand the neurological processes of storing information in the long term memory. Psychologist from Glia Learning work with KS4 pupils throughout Year 11 to support and prepare them for terminal examinations	2, 3, 4

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 academic support	The Educational Endowment Foundation research suggests that one to one tuition can prompt on average five additional months of progress. It is noted that it is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	2, 3, 4
Small group academic support	The Educational Endowment Foundation research suggests that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 2, 3, 4
Wave 3 Reading Support for pupils reading at the 1st and 2nd stanines	This is likely to include the teaching of phonics; <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF.</i>	2, 3, 4
Wave 2 Reading Support for pupils reading at the 3rd stanine	This support involves a Vyners reading community that is led by the English Department but staffed by sixth form pupils <i>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. EEF</i>	2, 3, 4

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

Budgeted cost: £ 58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Counsellor</p> <p>Educational Psychologist</p> <p>Occupational Therapist</p> <p>CAAS - Centre for ADHD and Autism support worker</p> <p>Place2Be mental health support worker</p>	<p>DFE mental health in schools</p>	<p>1, 4</p>
<p>Chromebook Scheme for Year 7.</p>	<p>Rapid Evidence Assessment from the Education Endowment Foundation, April 2020</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils and families;</p> <p>Peer interactions can provide motivation and improve learning outcomes (e.g., ‘peer marking and feedback, sharing models of good work’, and opportunities for collaboration and live discussions of content);</p> <p>Supporting pupils to work independently can improve learning outcomes (e.g., “prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck”, checklists or daily plans); and</p> <p>Different approaches to remote learning suit different tasks and types of content</p>	<p>2, 3, 4</p>
<p>Uniform, books, school trips including Duke of Edinburgh fund, super curriculum and peripatetic music tuition</p>		<p>1, 4, 5</p>

Total budgeted cost: £168,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023-24 the average GCSE grade for a Year 11 leaver who was eligible for the pupil premium was 4.4. There is still a gap that remains between these pupils and their non Pupil Premium eligible peers who achieved an average grade of 5.6. 59% of the PP students in this cohort achieved a grade 4 in English and Maths, whilst 38% achieved a 5 in English and Maths. This shows an improvement from last year's data; an increase of 9% of PP students achieving a grade 4 and an increase of 15% achieving a grade 5 and above.

Attendance continues to be a focus with our disadvantaged students. The deficit exists between them and their non-disadvantaged peers. Family liaison officers and deputy year leaders effected change with some of our hardest to reach families and while there were individual successes the attendance gap remains stubborn to intervention and will continue to be a focus moving into the 24-25 academic year.

Improving T&L Actions taken	
Professional Development	Staff engaged in high quality professional development. The focus on adaptive teaching was supported by Margaret Mullholland (ASCL inclusion) Staff have had specific professional development on meeting the needs of pupils with additional needs and the Pupil Premium Promise has ensured that all teachers are equipped to make a preferential option to direct resources and opportunities to pupils who attract the pupil premium. Staff engaged in CPD with the school commissioned Occupational Therapist and Educational Psychologist around regulation and cognitive load. Staff continue to develop and embed the whole school reading strategy - staff have a solid understanding of reading data in school and the wave support process that ensures progress of pupils reading at all levels.
Bedrock Literacy Programme	Pupils in Years 7, 8, and 9 who are completing Bedrock Vocabulary lessons use a wider range of ambitious vocabulary in their formal assessments as well as in class discussions. External review notes the effectiveness of this programme and its particular benefits for disadvantaged pupils and those with SEN.
Family Liaison Officers	Attendance continues to be a key priority. Family liaison officers, as part of their role, have worked with Year Leads to raise attendance of vulnerable pupils - The Attendance Actual sheet is used to record conversations and strategies that are being employed to raise the attendance of pupils at school.
Vyners Learning Journey and Super-Curriculum	The Pupil Premium Promise was a diktat that teachers put PP pupils first and specifically in terms of opportunities beyond the classroom. We have asked SL to monitor pupils' engagement with both the Learning Journey and Super Curriculum. We know for example that the percentage of PP pupils who play in the school ensembles is the same as percentage of non PP pupils

Targeted Academic support Actions taken	
1:1 academic tuition Literacy intervention	Targeted one to one tuition and literacy interventions have run throughout the year. Subject Leaders can evidence the impact of interventions run by departments. For example 68% of Maths students attaining a grade 3 in April 2024 achieved a grade 4 and above in their actual GCSE exam because of the intensive tuition and mentoring put in place. Students attending literacy interventions made excellent progress. 90% reading at stanine 3 in Autumn 2023 have moved to stanine 4 and into the average range by Summer 24.

Wider Strategies Actions taken	
School Counsellor	Along with the School Occupational Therapist, the School Counsellor has been instrumental in getting pupils into school and into classrooms. With extraordinary CAMHs wait times there are certainly children in school today who wouldn't have been without this support. Behaviour analysis shows that recorded incidents disproportionately involve some disadvantaged pupils and that preventative education is important with this group to support behaviour and raise expectations and self efficacy. Pupils who attracted the pupil premium were made a priority for external support with the school counsellor, commissioned OT and mentoring services provided by Transform UK.
Glia Learning Mentoring for Year 11 pupils	Pupils and parents were supported throughout the exam process with strategies for managing revision and self regulation. Student and parent feedback is positive. pupils who struggled to engage in revision were able to make plans to mitigate this. Pupils who were anxious were able to discuss specific needs.
Chromebook Scheme Year	All pupils who attract the pupil premium have a chromebook device at home - most often these are subsidised by the pupil premium. Pupils can access google classrooms and are equipped to engage in home learning but also have their device in school. Where appropriate dongles are supplied to families to ensure wifi connection.
Uniform, books, school trips including Duke of Edinburgh fund	Pupils who attract the pupil premium have not lost out on opportunities due to a lack of parental funds. During imagination week all students who attract the pupil premium had the opportunity to visit the theatre and engage in creative arts.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Vocabulary builder	Bedrock
KS4 academic mentoring	Glia Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils