

Pupil premium strategy statement

Vanguard School 2023-24

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	64
Proportion (%) of pupil premium eligible pupils	45
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	To be ratified by LGB (Local Governing Body)
Pupil premium lead	Principal & School Business Manager
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21, 440
Recovery premium funding allocation this academic year	£31, 050
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£52, 490

Part A: Pupil premium strategy plan

Statement of intent

Vanguard School's Pupil Premium strategy is grounded in the fundamental belief that the provision of high-quality initial education, supplemented by individualised pastoral support, yields benefit for both disadvantaged and non-disadvantaged students.

Our ultimate objectives for our disadvantaged pupils are twofold:

1. **Achievement Parity:** We aim to eliminate the existing disparities in achievement and attainment between students who qualify for the Pupil Premium and those who do not. Our goal is to ensure that every student, regardless of their socio-economic background, has an equal opportunity to excel academically and reach their full potential. Vanguard students will have greater access to technology to aid their learning. Students now have laptops with access to online platforms which they can access both in school and at home.

2. **Holistic Well-being:** Beyond academic achievement, we are dedicated to promoting the holistic well-being of our disadvantaged pupils. This includes addressing social, emotional, and pastoral needs to create a nurturing and supportive learning environment. Vanguard students have increased contact time with PDL and PDLs lessons. The school has strengthened the Therapy Team with a new Clinical Psychologist, Therapy lead and speech and language therapists.

Our current Pupil Premium strategy plan works towards achieving these objectives through a set of key principles:

1. **Quality-First Teaching:** We believe that every child deserves access to high-quality initial education. Our strategy places a strong emphasis on providing exemplary teaching to all students, with a specific focus on disadvantaged pupils who can benefit the most from it. We continuously monitor and improve the teaching standards in our school to ensure that all students receive a top-notch education. The commitment to employing subject specialist teachers and subject specific HLTAs will help increase the level of teaching and support.

2. **Individualised Support:** We recognise that disadvantaged pupils may face unique challenges. As part of our strategy, we provide individualised pastoral care and support to address the specific needs of each student. This includes tailored interventions to remove barriers to learning and promote well-being. Vanguard is committed to creating a bespoke experience for students to enable them to reach their full potential. The adoption of learning pods, refurbished quiet rooms and a new 'Ready to Learn' area will help students engage with learning in more than one environment.

3. **Proactive Approach:** We adopt a proactive approach to tackle the 'barriers to learning' identified in our strategy. We aim to anticipate potential issues that disadvantaged pupils might face and take immediate action to mitigate these challenges. This ensures that problems are addressed before they impact a student's progress. With interventions from outside agencies such as MyTutor allowing students to access education through remote learning.

4. **Closing Attainment Gaps:** Our core principle is to narrow and sustain the existing disparities in achievement and attainment. We invest Pupil Premium funding in targeted initiatives, resources, and interventions designed to support disadvantaged pupils in achieving their academic goals. New programmes installed this year such as Reading Plus will help to address areas of development for students.

5. **Consistency and Long-term Commitment:** We maintain an unwavering commitment to delivering high-quality education for all students. This commitment extends beyond short-term fixes and focuses on creating a sustainable, equitable, and inclusive learning environment. The

school will continue to employ subject specialist teachers to allow students to best access the curriculum.

In summary, our Pupil Premium strategy is founded on the belief that disadvantaged pupils can thrive when provided with quality teaching, bespoke support, and a proactive, anticipatory approach to addressing their unique challenges. Our overarching goal is to close the attainment gaps and ensure the well-being of all students, making educational excellence a reality for everyone in our school community.

Challenges

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

Challenge number	Detail of challenge
1	<p>Learning, Attainment and progress</p> <p>Our Pupil Premium group exhibits lower academic achievement in comparison to their peers.</p> <p>A significant portion (27%) of Pupil Premium pupils made one level or more in Maths and English and are currently striving to meet national expectations. The task at hand involves elevating the attainment and progress of this group in Reading, Writing, and Maths. This can be achieved through the implementation of high-quality teaching methodologies and strategically planned interventions and support measures. Vanguard's Literacy Lead is implementing a reading strategy that will raise competency and attainment.</p>
2	<p>Punctuality & attendance figures can be lower among disadvantaged pupils compared to their non-disadvantaged peers. However, 2022-2023 PP students had an attendance of 85% down from 88.4% the previous year. Vanguard has increased the Inclusion Team which will help facilitate increased attendance.</p>
3	<p>Financial hardship at home can result in disadvantaged students lacking the resources required to maximise progress & attainment outcomes. Looking at local deprivation figures, one in four people in Lambeth live in poverty. Over a third in Southwark live in areas with the highest levels of deprivation in England. 47% of areas in Wandsworth are among the most deprived 50% of areas in England These inequalities contribute to extreme health outcomes. The gap in healthy life expectancy is 19 years between the least and most deprived areas of England</p>
4	<p>Mental health, wellbeing and relationships. The autism research charity Autistica, seven out of ten autistic people have a mental health condition.</p>
5	<p>Limited cultural capital among disadvantaged students can result in inadequate preparation for life in contemporary Britain. New experiences</p>
6	<p>Engagement with the school's extra-curricular programme can be a factor experienced by disadvantaged students.</p>
7	<p>Communication. As part of their autism all our pupils have difficulties with communication.</p>

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: £ [33, 990]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged learners make continual progress; they benefit from quality-first teaching:</p> <p>Hiring a subject specialist Maths HLTA running bespoke interventions</p> <p>Recover/ intervention teaching in investing in an additional Science teacher to</p> <p>-Work sampling/scrutiny highlights no discernible differences between the quantity and quality of written feedback provided to disadvantaged learners and their non-disadvantaged peers.</p> <p>-Work sampling/scrutiny shows that the quantity and quality of SPELL. Target work is consistently high; there are no differences between disadvantaged learners and their non-disadvantaged peers.</p> <p>-Development observations and learning walks highlight that questioning is personalised, inclusive and challenges disadvantaged learners to think hard. Our assessment must be detailed, purposeful and strategic</p> <p>-Work sampling/scrutiny, development observations, learning</p>	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending” (EEF, Autumn 2021, P3)</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF, 2021)</p> <p>“Feedback: very high impact for very low cost, based on extensive evidence. Done well, this can add an additional 6 months of</p>	<p>2,3,4,5,6,7</p>

<p>walks and student voice highlight that deliberate practice has a positive impact on progress and achievement.</p> <p>-There is no discernible difference in the pride disadvantaged learners have in their work compared to their non-disadvantaged peers</p> <p>-Development observations, learning walks and focus group conversations demonstrate that disadvantaged learners can articulate the sequencing in their learning. They demonstrate fluency in the application of knowledge and skills.</p> <p>-GL Assessment scores highlight that students who are PP make progress. Development observations, learning walks, work scrutiny and student voice show that differentiation is skilful and personalised to individual needs.</p> <p>-Student voice and student survey results demonstrate that disadvantaged learners are increasingly metacognitive. Parents have received an e-guide to help develop effective metacognition in their child(ren).</p>	<p>progress to disadvantaged learners” (EEF Teaching & Learning toolkit)</p> <p>“Mastery learning: high impact for very low cost, based upon moderate evidence. Done well, this can add an additional 5 months of progress to disadvantaged learners” (EEF Teaching & Learning toolkit)</p> <p>Metacognition and self-regulation: Very high impact for very low cost, based upon extensive research. Done well, this can add an additional 7 months of progress to disadvantaged learners” (EEF Teaching & Learning toolkit).</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [8, 500] (NTP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>MyTutor online tutoring.</p> <p>Reading Plus – Learning mentors have targeted reading intervention with individual students in learning pods.</p> <p>- Diminishing/negligible performance gaps (NGRT scores) between disadvantaged learners and their non-disadvantaged peers:</p> <p>- All disadvantaged pupils read at their age level; they appreciate the value of reading. Pupil Voice - survey results highlight positive attitudes to reading.</p> <p>- Development observations, learning walks and work scrutiny highlight that disadvantaged learners benefit from the strategies shared through the school reading programme.</p> <p>- Vocabulary is developed using text in class; cultural capital is enhanced.</p>	<p>One-to-One tuition: NTP funds will be used for MyTutor, online tutoring. Students can also access this from home. High impact for moderate cost, based upon moderate evidence. Done well, this can add an additional 5 months progress to disadvantaged learners. (EEF Teaching & Learning toolkit)</p> <p>Oral language interventions: Very high impact for very low cost, based upon extensive research. Done well, this can add an additional 6 months of progress among disadvantaged pupils. (EEF Teaching & Learning toolkit)</p> <p>One-to-One tuition: High impact for moderate cost, based upon moderate evidence. Done well, this can add an additional 5 months of progress for disadvantaged pupils. (EEF Teaching & Learning toolkit)</p> <p>Reading Plus - Reading comprehension strategies: Very high impact for very low cost, based upon extensive evidence. Done well, this can add an additional 6 months of progress for disadvantaged pupils. (EEF Teaching & Learning toolkit)</p> <p>Reading comprehension strategies: Very high impact for very low cost, based upon extensive evidence. Done well, this can add an additional 6 months of progress for disadvantaged pupils. (EEF Teaching & Learning toolkit)</p>	<p>2,3,4,5,6</p>

	<p>“Communication and English language skills have a particularly strong influence and impact on educational outcomes” (Quinn & Spence-Thomas, Accelerating Progress for Disadvantaged Learners, 2021)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [10, 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance is in line with non-disadvantaged pupils. All disadvantaged pupils in Y11 have a firm post-16 destination. Positive behaviours & attitudes are recognised and celebrated; suspensions and exclusions are minimal and declining</p> <p>Trips and experiences in the local community will be prioritised. Students will be attending weekly sessions with the Oasis Academy</p> <p>The attendance of disadvantaged students falls no lower than 96% and is in line with non-disadvantaged students.</p> <p>-There is an increase in persistent absence among disadvantaged students in 2022-3, compared with the period 2021-2022.</p> <p>-Students demonstrating improved attendance receive a positive communication with home and a certificate.</p> <p>All disadvantaged students to participate in at least one extra-curricular activity during the</p>	<p>Behaviour interventions: Moderate impact for low cost, based upon limited evidence. Done well, this can add an additional 4 months of progress to the outcomes of disadvantaged learners. (EEF Teaching & Learning toolkit)</p> <p>Parental engagement: Moderate impact for very low cost, based upon extensive evidence. Done well, this can add an additional 4 months of progress to the outcomes of disadvantaged learners (EEF Teaching & Learning toolkit)</p> <p>“A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus on pupil premium policy” (Social Mobility Commission: Against the Odds Research Report, June 2021, Pg. 7)</p> <p>Sugarman, B: Instigating aspirations and ambition in learners: ‘Social Class Values and behaviour in schools’</p> <p>Callender, C & Jackson, J (2004) Fear of Debt and Higher Education Participations, Families and Social Capital.</p> <p>“Long-term approaches help and work best for disadvantaged learners” (Quote from ASCL CPD session with Marc Rowland, author of ‘Addressing</p>	<p>1,4,7</p>

academic year. (Re-vamped Enrichment) All disadvantaged students in Y11 have received a careers interview before Christmas. There are no 'NEETS'	Disadvantage: The Essex Way'. 9th November 2021	
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Total budgeted cost: £ [52, 490]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and Wellbeing

The attendance of Pupil Premium, LAC pupils and children open to social care was a priority throughout the academic year and clear impact of the interventions is evident. With the expansion of the Inclusion Team Vanguard's whole school annual attendance performed better in the summer term however was 5% above the national average in 2022-23 data. Persistent absence data for our school is 4.1% above the national average for special schools. Reducing persistent absence further remains a priority and addressing emotional based school refusal.

Progress continues to be made reducing persistent absence and the recruitment of a full time Homelink and Attendance Officer and Attendance & Family Liaison Officer will ensure that improvements continue. Both are DDSL's also with one a Team Teach instructor. Persistent absence in FSM is 9% lower, Pupil Premium is 6% lower.

Face-to-face intervention from our HLTA staff and Therapy Team's bespoke well-being and self-esteem support has increased across the school. In addition, pupils now receive a larger amount of curriculum time for Personal Development and Life Skills (PDLS) and Quality of Life, (QoL), which can be linked to improvements in behaviour.

Pupil Progress

Impact of our interventions was positive. Our literacy interventions, including Reading Plus and MyTutor, resulted in our Year 8 students closing the gaps in their reading ages since joining the school in Year 7. The Boosting reading programme, a 1:1 reading intervention with learning mentors, resulted in some students increasing their reading age by over 2 years or more by the next NGRT assessment window. Qualitative data from student voice, student and parent surveys shows that academic mentoring is valued by students and those around them and has helped in building positive relationships of the students mentored with their teachers, as well as provided academic support in revision. Impact of online tuition for our Year 10 and Year 11 students had a positive impact on closing the gaps in specific areas of the curriculum.

Vanguard uses a mixture of outside tutors for English and MyTutor an online tutoring business who provide both Maths and English interventions. Barrier screening has reduced the barriers for students attending school, such as providing laptops, uniform and equipment. In terms of wellbeing support, the increase in capacity in the Inclusion Team has meant that more students have received the support needed.

Our increased training and understanding around literacy have resulted in us being able to plan for 23/24 so that we can effectively screen students and then ensure that all interventions are appropriate and targeted.

Recommendations for 2023- 2024

Pupil Progress

- 1) Increase capacity of staff to deliver interventions catch up/tutor led (QTS)
- 2) Roll out all students having their own laptop to access the school's Digital offer both in school and at home

Attendance/Wellbeing

- 3) Implement next phase of interventions for pupils who have a historic trend of persistent absence
- 4) Monitor the children open to social care and FSM fortnightly, challenging holidays, unauthorised absences, time taken for medical appointments. Early intervention for absence between 93-91%
- 5) Continue trauma informed approach to behaviour across the school to better understand the needs of the pupils, continuing Team Teach and SPELL training and reviewing Behaviour Policy

English

- 6) Launch whole school Read Plus interventions as a rolling programme
- 7) All pupils in Year 7 will continue to have access to Read Plus programme, addressing gaps earlier and informing further interventions in KS3/4
- 8) Train subject specific Learning Mentors to mentor 1:1 within their lessons, to address gaps in students' knowledge and consolidate

Maths

- 9) Rolling programme of maths intervention will continue – expand MyTutor sessions and employing an additional Maths HLTA
- 10) Prioritise FSM pupils in Maths. Provide Intervention for Pupil Premium and Disadvantaged students starting with low achieving girls
- 11) Introduction of “My Maths” within Maths to stretch and challenge high ability pupils
- 12) Curriculum adaptations to take place following each assessment, to target gaps in knowledge and build upon learning

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
MyTutor – Online intervention for Maths, English and Science	MyTutor.co.uk
SSSCPD – on-line staff training on bereavement, domestic abuse, well-being	SSSCPD
National College – staff training	National College
My Maths - digital learning platform	MyMaths.co.uk
Century Tech - digital learning platform	Century.Tech
Educake – digital learning platform	Educake.co.uk
White Rose Maths CPD, closing the gap	White Rose Maths