



Pupil Premium Statement Strategy

3-year strategic plan – 2024-27

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Vermont School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	88%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs L Paston Interim Headteacher
Pupil premium lead	Mrs K Moss SEND Support Consultant
Governor / Trustee lead	Mr S Chapman Lead Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,420

Statement of Intent

At Vermont School, we celebrate the diversity of our pupils, and our aim is for all pupils, irrespective of their background or the challenges they face, to make good progress and achieve their potential. The focus of our strategy is to support all disadvantaged students to achieve in line with their peers and aligns with our school improvement plan.

Quality first teaching is at the heart of our approach, ensuring both the curriculum and enrichment are responsive to the varying needs of disadvantaged students. By teaching the curriculum to a high standard and delivering education with character, we support disadvantaged students to develop their academic success alongside the successes towards their EHCP targets. We use research-informed strategies such as, the EEF recommendations, Thrive and Teach like a Champion.

In addition, a tiered approach (as recommended by EEF, September 2023) is used to offer targeted support and embed wider strategies.

Our whole school approach will continue to be responsive to common challenges, such as barriers to regular attendance and literacy deficits.

Outlined in the rationale below are details of how we will identify barriers to success and ensure research-informed solutions are embedded to enhance the success of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and Learning Inconsistent quality of teaching and learning due to inconsistent outcomes for disadvantaged pupils. Recruitment and retention of high-quality, permanent staff.
2	Attendance Attendance data for the academic year 23/24 (all) was 86.37% (10.44% authorised absence and 3.19% unauthorised) in comparison to national special school data at 87%. 55.36% of all students were classed as Persistently Absent (PA) in comparison to national data for all PA at 37.6%. Overall attendance for Pupil Premium students for the academic year 23/24 was 90.74% in comparison to national special school data at 87%.
3	Needs and Challenges Suspension data indicates learning behaviours are not sufficiently developed to enable independence and resilience.
4	Phonics Inconsistent delivery of phonics and reading has historically not been embedded throughout the curriculum.

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
Quality first teaching and learning embeds a culture of high engagement and improved outcomes.	<ul style="list-style-type: none">- Good teaching allows disadvantaged students to make progress in line with peers- All subject areas have a well-planned and sequenced curriculum that meets the needs of all learners particularly disadvantaged through inclusive teaching and targeting individual needs in relation to EHCP targets
Disadvantaged students to attend regularly. Targeted students increase their % of attendance and PA amongst PP students drops.	<ul style="list-style-type: none">- Improved attendance across the school with a target of 86% and a challenge target of 87% for the academic year 25/26- Increase in attendance of disadvantaged students in line with whole school- Attendance in line or above the Southampton special school average by 25/26- PA amongst disadvantaged students drops in line or above Southampton special school average by 25/26
To increase students' high expectations of themselves and increase curiosity around their own learning and extra-curricular opportunities.	<ul style="list-style-type: none">- Reduction in 60% of disadvantaged students receiving suspensions- Reduction in 50% of disadvantaged students receiving behaviour points
To reduce the achievement gap between disadvantaged pupils and the peers in phonics and early reading.	<ul style="list-style-type: none">- All students to receive high-quality systematic and structured phonics instruction using Read Write Inc.- All students make progress in phonics within their own learning journey

Activity in this academic year

This details how we intend to spend out pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <p>School improvement plan driven CPD programme:</p> <ul style="list-style-type: none"> • Introduction to Thrive • Key staff to lead on targeted CPD to drive sustained improvements in teaching and learning • Teacher and Teaching Assistant CPD to develop and improve curriculum and curriculum adaptations to support EHCP targets • CPD release time for staff to visit other educational settings to inform effective research-informed strategies to support disadvantaged student progress and attainment • Monitoring and review cycle of CPD to measure impact and progress with a focus on disadvantaged students 	<p>All delivered CPD is based around Teach like a Champion.</p> <p>Support for mental health and wellbeing in schools The Thrive Approach</p> <p>Teach Like a Champion 3.0 Teach Like a Champion</p> <p>Teaching and Learning Toolkit EEF</p> <p>Effective Professional Development EEF</p>	<p>1,3,4</p>
<p>Recruitment and Retention</p> <ul style="list-style-type: none"> • The development of a Pastoral team to support students through targeted interventions • The recruitment of permanent teaching assistants to support consistency, build relationships and focus on targeted intervention to support EHCP targets • The appointment of an Assistant Headteacher – Quality of Education and SEND Support Consultant on the Senior Leadership Team to create a cohesive, school wide approach to addressing both academic and SEND needs • Personalised induction package with starter kit for all new staff including teaching and support staff 	<p>Teacher quality, recruitment and retention EEF</p> <p>Effective Professional Development EEF</p> <p>Putting Evidence to Work - A School's Guide to Implementation EEF</p>	<p>1,3,4</p>

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

Budgeted cost: £16353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Programme <ul style="list-style-type: none"> To analyse data to establish individual and group interventions to address gaps in phonics to ensure accelerated progress from starting points Develop a provision phonics that supports pupils on their individual learning journey Promote a love of reading and ensure it is embedded throughout the curriculum 	Phonics EEF Read Write Inc. Phonics - trial EEF	1,2,3,4

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

Budgeted cost: £22897

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance <ul style="list-style-type: none"> The development of the Attendance Graduated Response Through the graduated response an increase of parental engagement Attendance Recovery meetings to support parents in understanding the impact of attendance on their child's education 	Attendance interventions rapid evidence assessment EEF Working with Parents to Support Children's Learning EEF	2
Raising Expectations <ul style="list-style-type: none"> The appointment of the Pastoral team to promote restorative and reflective practices by encouraging pupils to self-reflect, understand their emotions and responses and explore better choices 	Improving Behaviour in Schools EEF	1,2,3

<ul style="list-style-type: none"> Two members of staff completing the Thrive Practitioner training 		
Outdoor Learning (Wellbeing) <ul style="list-style-type: none"> Develop a curriculum that supports a range of outdoor learning opportunities to improve emotional wellbeing and develop teamwork, communication and problem-solving skills 	Outdoor adventure learning EEF	1,2,3

Total budgeted cost: £65,420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

1. Improve self-esteem, social and emotional literacy, and the ability to access a classroom, without using challenging behaviour to avoid their education.
The behaviour policy has been reviewed and adapted to support the needs of our cohort.
2. Improve attainment for disadvantaged pupils in all subjects, but most notably reading, relative to their starting points as identified through baseline assessments.
Data and tracking systems not in place to demonstrate impact.
3. Improve parental engagement in their children's education and the support they can provide.
Structured conversations with parents/ carers and pupils are planned twice a year to support parents in understanding their child's educational journey and the links between the curriculum and their EHCP targets. Weekly newsletters are shared with parents/ carers to showcase student engagement with the curriculum, awards and events.
4. Improve children's expressive language to aid their understanding and enable them to express their needs effectively.
Data and tracking systems not in place to demonstrate impact.
5. Improve children's language comprehension so that they can access and comprehend their learning opportunities
Data and tracking systems not in place to demonstrate impact.
6. Teach children the skills they require and make accurate assessments of their needs to access appropriate secondary education.
Data and tracking systems not in place to demonstrate impact.
7. Support children with their mental health and provide them with the resilience they require to meet challenges they may face in their lives.
Data and tracking systems not in place to demonstrate impact.
8. Support families in their parenting skills, strategies for supporting their children with their challenging behaviour and as a result, with their own mental health.

The Children and Families Lead and Assistant SENCo are trained in NVR parenting courses. The Children and Families Lead runs termly coffee mornings to support parents and carers.

Externally provided programmes

Listed below are the names of non-DfE programmes used last academic year.

Programme	Provider
Primary Stars	SAINTS Foundation
Sports Coaching	SAINTS Foundation
Forest School	Youth Options
Monty's Bikes	Monty's Bikes
City Farm	City Farm
Sports to Aspire	Sports to Aspire
Pinkmead Farm	Pinkmead
Replay Therapy	Replay Therapy
Computer Xplorers	Computer Xplorers
Woodmill	Active Nation
Let's Work Together	Let's Work Together
Zones of Regulation	Zones of Regulation
Widget	Widget
Evidence for Learning	Evidence for Learning
Accelerated Reader	Accelerated Reader
DoJos	DoJos
TT Rockstars	TT Rockstars
Spelling Shed	Ed Shed