



## 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	53
Proportion (%) of pupil premium eligible pupils	85%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs L Paston Interim Headteacher
Pupil premium lead	Mrs K Moss SEND Support Consultant
Governor / Trustee lead	Mrs Hannah Cragg Lead Governor

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,035
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	£73,035

## 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 ECF Framework.

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	<b>Teaching and Learning</b> Inconsistent teaching and learning, linked to the complex SEMH needs of disadvantaged pupils, continues to result in variability in their outcomes.
2	<b>Attendance</b> Attendance data for the academic year 24/25 (all) was 81.79%. 59.46% 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 24/25 was 92.49%.
3	<b>Needs and Challenges</b> Suspension data indicates learning behaviours are not sufficiently developed to enable independence and resilience.
4	<b>Phonics</b> 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"> <li>- Good teaching allows disadvantaged students to make progress in line with peers</li> <li>- 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</li> </ul>
Disadvantaged students to attend regularly. Targeted students increase their % of attendance and PA amongst PP students drops.	<ul style="list-style-type: none"> <li>- Improved attendance across the school with a target of 86% and a challenge target of 87% for the academic year 25/26. This would be above national average for SEND and AP schools.</li> <li>- Increase in attendance of disadvantaged students in line with whole school</li> <li>- Attendance in line or above the Southampton special school average by 25/26</li> <li>- PA amongst disadvantaged students drops in line or above Southampton special school average by 25/26</li> </ul>
To increase students' high expectations of themselves and increase curiosity around their own learning and extra-curricular opportunities.	<ul style="list-style-type: none"> <li>- Reduction in 60% of disadvantaged students receiving suspensions</li> <li>- Reduction in 50% of disadvantaged students receiving behaviour points</li> </ul>
To reduce the achievement gap between disadvantaged pupils and the peers in phonics and early reading.	<ul style="list-style-type: none"> <li>- All students to receive high-quality systematic and structured phonics instruction using Read Write Inc.</li> <li>- All students make progress in phonics within their own learning journey</li> </ul>

## 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: £29,214

Activity	Evidence that supports this approach	Challenge number(s) addressed

<b>CPD</b> School improvement plan driven CPD programme: <ul style="list-style-type: none"> <li>• Embedding Thrive</li> <li>• Key staff to lead on targeted CPD to drive sustained improvements in teaching and learning</li> <li>• Teacher and Teaching Assistant CPD to develop and improve curriculum and curriculum adaptations to support EHCP targets</li> <li>• CPD release time for staff to observe others educational to inform effective research-informed strategies to support disadvantaged student progress and attainment</li> <li>• Monitoring and review cycle of CPD to measure impact and progress with a focus on disadvantaged students</li> </ul>	All delivered CPD is based around Teach like a Champion.  <a href="#">Support for mental health and wellbeing in schools   The Thrive Approach</a>  <a href="#">Early career framework - GOV.UK</a>  <a href="#">Teaching and Learning Toolkit EEF</a>  <a href="#">Effective Professional Development EEF</a>	1,3,4
<b>Recruitment and Retention</b> <ul style="list-style-type: none"> <li>• The development of a Pastoral team to support students through targeted interventions</li> <li>• The recruitment of permanent teaching assistants to support consistency, build relationships and focus on targeted intervention to support EHCP targets</li> <li>• Personalised induction package with starter kit for all new staff including teaching and support staff</li> </ul>	<a href="#">Teacher quality, recruitment and retention EEF</a>  <a href="#">Effective Professional Development EEF</a>  <a href="#">Putting Evidence to Work - A School's Guide to Implementation EEF</a>	1,3,4

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

Budgeted cost: £18,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phonics Programme</b>	<a href="#">Phonics   EEF</a>	1,2,3,4

<ul style="list-style-type: none"> <li>• To analyse data to establish individual and group interventions to address gaps in phonics to ensure accelerated progress from starting points</li> <li>• Develop a provision phonics that supports pupils on their individual learning journey</li> <li>• Promote a love of reading and ensure it is embedded throughout the curriculum</li> </ul>	<a href="#">Read Write Inc. Phonics - trial   EEF</a>	
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**Wider strategies** (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> <ul style="list-style-type: none"> <li>• Embed the Attendance Graduated Response with weekly reviews</li> <li>• Through the graduated response an increase of parental engagement</li> <li>• Attendance Recovery meetings to support parents in understanding the impact of attendance on their child's education</li> </ul>	<a href="#">Attendance interventions rapid evidence assessment EEF</a>  <a href="#">Working with Parents to Support Children's Learning EEF</a>	2
<b>Raising Expectations</b> <ul style="list-style-type: none"> <li>• The Pastoral team to promote restorative and reflective practices by encouraging pupils to self-reflect, understand their emotions and responses and explore better choices</li> <li>• A member of staff completing the Thrive Practitioner training</li> <li>• All Teaching Assistants are completing their ELSA qualification</li> </ul>	<a href="#">Improving Behaviour in Schools EEF</a>	1,2,3
<b>Outdoor Learning and Enrichment (Wellbeing)</b> <ul style="list-style-type: none"> <li>• Develop a curriculum that supports a range of outdoor learning opportunities to</li> </ul>	<a href="#">Outdoor adventure learning   EEF</a>	1,2,3

<p>improve emotional wellbeing and develop teamwork, communication and problem-solving skills</p> <ul style="list-style-type: none"> <li>Enhance enrichment opportunities that broaden pupils' experiences and promote curiosity, confidence and engagement, ensuring disadvantaged learners access activities that support their personal development and emotional wellbeing.</li> </ul>		
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Total budgeted cost: £73,035

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. Inconsistent quality of teaching and learning due to inconsistent outcomes for disadvantaged pupils. Recruitment and retention of high-quality, permanent staff.
<p>The quality of teaching and learning has improved significantly over the strategy period, driven by a more structured and sustained approach to professional development. Weekly high-quality CPD has enabled teachers to implement more consistent modelling, scaffolding and adaptive teaching strategies, resulting in clearer explanations and more purposeful learning routines for disadvantaged pupils. Support staff have also accessed targeted training in ELSA, Speech and Language and Thrive, strengthening their capacity to address SEMH and communication barriers that previously limited pupils' engagement and progress. As a result, disadvantaged pupils are demonstrating improved readiness to learn, better emotional regulation and increased participation in lessons. These developments are contributing to more secure progress for identified pupils, particularly those with high levels of need. Continuing to embed and monitor these approaches will be essential to sustaining long-term impact.</p>
2. Disadvantaged students to attend regularly. Targeted students increase their % of attendance and PA amongst PP students drops.
<p>In 2024/25, whole-school attendance 81.79%, while attendance for pupils eligible for the Pupil Premium was notably higher at 92.49%. This represents a particularly positive outcome within an SEMH setting, where levels of absence are typically above those seen nationally. The comparatively strong attendance of disadvantaged pupils indicates that targeted pastoral support, structured family engagement and the early-help measures implemented throughout the year have had a demonstrable impact.</p>
3. To increase students' high expectations of themselves and increase curiosity around their own learning and extra-curricular opportunities.
<p>Across 2024/25, suspension patterns showed clear variation between terms. The autumn term accounted for the highest proportion of suspensions at 58% of the annual total, indicating significant behavioural challenges at the start of the year. The spring term showed improvement, reducing to 26% of suspensions, reflecting the early impact of strengthened</p>

behaviour systems and targeted interventions. The summer term demonstrated the most positive trend, contributing only 16% of the yearly total, showing that pupils' behaviour had stabilised and improved towards the end of the year. Overall, the term-by-term data indicates a clear downward trajectory, with substantial reductions achieved as the year progressed.

4. To reduce the achievement gap between disadvantaged pupils and the peers in phonics and early reading.

Pupils made strong gains this year, with an average of 7.2 steps of progress and 78.8% showing improvement. 13.9% have successfully graduated from the phonics programme, while 40% have moved on to next-step literacy activities, including spelling rules, VIPERS, and Guided Reading.

### Externally provided programmes

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

Programme	Provider
Forest School	Youth Options
Monty's Bikes	Monty's Bikes
City Farm	City Farm
Sports to Aspire	Sports to Aspire
Pinkmead Farm	Pinkmead
Computer Xplorers	Computer Xplorers
Woodmill	Active Nation
Let's Work Together	Let's Work Together
Widgit	Widget
Evidence for Learning	Evidence for Learning
Accelerated Reader	Accelerated Reader
DoJos	DoJos
TT Rockstars	TT Rockstars
Spelling Shed	Ed Shed