

Pupil Premium Strategy Statement

Vanguard School 2024/25*

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	51%
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Stuart Parker-Tyreman - Principal
Pupil Premium leaders	Rachael Clements – Deputy Principal Joel North – Assistant Principal
Governor link	Olivia Wybraniec

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,550
Total budget for this academic year	£ 32,250

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:

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. Laptops are available for students with access to online platforms which they can use both in school and at home. Additionally, specific pupils are provided with assisted technology and programmes according to provision set out in individual EHCPs.

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 lessons focussed on personal development (PDL) and weekly PSHE lessons throughout Key Stages 3-5, with Citizenship available in Key Stage 4 -5. The school has strengthened the Therapy Team with access to an Assistant Psychologist, Therapy lead and Speech and Language therapists and Occupational therapists. This will further increase in the academic year. Additionally, Vanguard have implemented the Keyworker programme which supports our Quality-of-Life Framework. Our Enrichment offer enables students to access a range of activities beyond the academic curriculum that aim to build confidence, independence, teamwork and resilience.

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

Quality-First Teaching: We believe that every child deserves access to high-quality 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 trauma informed approach alongside an education specific to meeting the needs of autistic pupils. The commitment to employing subject specialist teachers and subject specific HLTAs increase the level of teaching and support available. Vanguard staff also receive specialist Induction and CPD training to understand the specific needs of autistic pupils, this includes SPELL and AET training.

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 (The Zone) has been established to help students engage with learning in more than one environment. Vanguard also offers students the Keyworker Programme, individualised and targeted therapeutic and academic support and a team around the child of Tutors and Learning mentors.

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. Targets from EHCPs are tracked for progress against short term targets and reviewed termly by the teams around the child within each Tutor group.

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. Reading Plus has helped to target reading skills and comprehension for students. Additionally, a further reading programme has been sourced to improve basic reading skills and skills. school and practical resources and high staff to children ratios support confidence building, understanding concepts across the core areas of the curriculum.

Consistency and Long-term Commitment: We maintain an unwavering commitment to delivering high-quality education for all our 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. Additionally, Drama, History and Citizenship have been added to the curriculum offer. Our focus groups and Enrichment Offer provide opportunities for pupils to develop and thrive in a wide range of academic, practical and social situations. Inclusivity is promoted and celebrated through our Equality, Diversity and Inclusion team who monitor progress against actions set in line with the Trust's Equality, Diversity and Inclusion Strategy 2023-2027.

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. Some pupils have also had significant trauma, either personal or as a result of their diagnosis being misunderstood within previous schools and/or significant absence from education. Our priority is to increase the attainment and progress of this group primarily in core subjects then across the wider curriculum.</p>
2	<p>Punctuality & attendance Punctuality & attendance figures can be lower among disadvantaged pupils compared to their non-disadvantaged peers. This is evident at Vanguard school with PP pupils' overall attendance 2.55%</p>

	lower than non-PP pupils. In the Academic year 2023-2024 PP students had an attendance of 80.8% down from 83.9% the previous year.
3	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
4	Mental health, wellbeing and relationships - The autism research charity Autistica, states that seven out of ten autistic people have a mental health condition. All students at Vanguard have an EHCP with 48% of PP students accessing or waiting to access additional mental health support via CAMHS or external agencies.
5	Limited cultural capital among disadvantaged students can result in inadequate preparation for life in contemporary Britain. Lambeth is a multicultural and diverse borough characterised by deep inequality and financial hardship which may limit wider opportunities and cultural experiences.
6	Engagement with the school's extra-curricular programme can present as challenge for disadvantaged students as many students attending Vanguard school are from outside the borough and rely on LA provided transport to attend school. Parents are unable to facilitate transport to and from extracurricular activities.
7	Communication - All students at Vanguard School have communication needs reflected in their EHCP targets. An additional challenge for PP students is that a high percentage achieve lower in literacy and communication related activities and often need additional support in developing positive social interactions.
8	Covid Impact - As a result of Covid-19, we recognise the impact on our pupils both in academic, social and their mental health. The Covid Social Mobility and Opportunities (COSMO) study highlighted some interesting findings in relation to the impact of covid 19 on various aspects of young people's lives and development. The research found an increase in mental health difficulties; most notably anxiety paired with a decrease in academic motivation and future plans. These factors are known to act as barriers for young people in attending school and could therefore have contributed to the rise in absenteeism seen post pandemic.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring quality first teaching through the development of an ambitious, flexible and adaptive curriculum.</p> <p>Hiring an HLTA with experience in Primary education in Maths and English.</p> <p>To employ an additional part-time specialist teacher on a 4 day supply basis to support core curriculum areas.</p> <p>Work sampling/scrutiny shows that the quantity and quality of SPELL and associated teaching pedagogies.</p> <p>Develop observations and learning walks to highlight that questioning is personalised, inclusive and challenges disadvantaged learners to think hard. Our assessment must be detailed, purposeful and strategic.</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>Target work is consistently high; there are no differences between disadvantaged learners and their non-disadvantaged peers.</p> <p>“Feedback: very high impact for very low cost, based on extensive evidence. Done well, this can add an additional 6 months of progress to disadvantaged learners” (EEF Teaching & Learning toolkit)</p>	<p>1,2,3,4,5,6,7</p>
<p>Learning walks and student voice highlight that deliberate practice has</p>	<p>“Mastery learning: high impact for very low cost, based upon moderate evidence. Done well, this can add an</p>	

<p>a positive impact on progress and achievement.</p> <p>-Ensuring that 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>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: £ 16,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
MyTutor online tutoring to support Year 11 and 12.	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	2,3,4,5,6,8

<p>Reading Plus, – Learning mentors have targeted and strategically planned reading interventions with individual students in class and/or learning pods.</p> <p>Lexonik Reading Programme Intervention (Paired and group reading interventions)</p> <p>Provide CPD and tailored specialist support for low attainers in reading.</p> <p>Provision of practical SEN resources and specialists diminishing/negligible performance gaps (NGRT scores) between disadvantaged learners and their non-disadvantaged peers:</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>Development of Oracy curriculum and its implementation across the school. Development of verbal reasoning skills and through metacognitive activities using Lyfta and ‘New Hackers’. Vocabulary is developed using text in class; cultural capital is enhanced.</p>	<p>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>Paired and group reading: 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>Progress evidenced of improved reading ages and stanine data. 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>Term on term progress diminishes the gaps. 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>“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: £7,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Attendance Strategy:</p> <ul style="list-style-type: none"> • Family Liaison Officer • HomeLink/Attendance Officer • Attendance Mentor • Weekly Tracking • Fortnightly BAS meetings • Parental Engagement • Attendance Reward system and celebrations (certificates/ trips) <p>Positive behaviour support:</p> <ul style="list-style-type: none"> • Behaviour handbook • Staff CPD/Inset • Team Teach • Trauma informed training • Staff briefings • Vangpoints reward system • Behaviour policy • PEAP <p>Enrichment programme:</p> <ul style="list-style-type: none"> - Weekly trips and experiences in the local community - End of term and key worker trips - Community engagement with local service providers (oasis academy, swimming, horse riding) - Music Interventions as part of enrichment (as detailed in the School Music Plan) <p>Curriculum Support:</p> <ul style="list-style-type: none"> - PSHE - Engagement with national initiatives (Mental health Day / Anti-Bullying Week) - PDL / Themed Assemblies - Wider celebration of achievement across the school 	<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>

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: £ 37,250

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Attendance and Wellbeing - Punctuality & attendance figures can be lower among disadvantaged pupils compared to their non-disadvantaged peers. However, 2023-2024 PP students had an attendance of 80.8% down from 83.9% the previous year. Vanguard has implemented an attendance strategy to deal with attendance concerns and works directly with external agencies to support and improve attendance. Targeted support has been delivered directly to PP students through attendance mentoring and the recruitment of a family liaison officer with direct attendance responsibilities.

Vulnerable groups including PP students and CWSW were recognised as a priority and in need of intervention in line with UK attendance data. The impact of attendance strategies is evident in persistent absence (PA) data showing a drop in PA from 46.7% (2022-23) to 38.7 (2023-24). Through effective weekly monitoring and analysis of data we were able to identify students at risk of PA in order to deliver early intervention to support attendance and prevent escalating attendance challenges. Through attendance tracking we delivered bespoke attendance interventions such as, parental engagement, online mentoring and bespoke timetables to aid transition back to school.

We work collaboratively with the attendance welfare team to address attendance concerns whilst offering support to families and students in needs. In cases where families were identified as in need of additional support school made referrals to children's social care, Early Help and the Local authority.

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

The impact of our interventions has been positive. For literacy, this included targeted 1:1 reading sessions with learning mentors and preferred adults; guided group reading sessions as a result of CPD on this strategy; use of Reading Plus and online 1:1 intervention. On analysis of our New Group Reading Test results across the PP Student Cohort over three separate intervals, one student improved their reading age by just under 4 years. Further analysis shows that 78.5% of the PP cohort made progress with closing the gap, improving their reading ages by a minimum of 1 year. Our increased understanding of the NGRT data and how to interpret it as a result of CPD with a clear focus on the stanines for sentence completion and comprehension has led us to be able to develop a more targeted approach to these interventions.

We also continued to use external tutors for English and My Tutor (an online intervention service) for PP students in year 11; this has shown a positive impact for English, Maths and Science.

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.

Recommendations for 2024- 2025 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. Continue with Reading Plus interventions. All pupils will continue to have access to Reading Plus programme, addressing gaps earlier and informing further interventions in KS3/4
7. Continued use of MyTutor for targeted 1:1 support to close gaps
8. Train subject specific Learning Mentors to mentor 1:1 within their lessons, to address gaps in students' knowledge and consolidate
9. Group reading interventions with use of reciprocal reading led by specialist trained staff

10. Continued support of the school's oracy curriculum to develop vocabulary use, verbal reasoning skills and metacognitive reflection
11. Curriculum adaptations to take place following each assessment, to target gaps in knowledge and build upon learning

Maths

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

Externally provided programmes

Programme	Provider
MyTutor – Online intervention for Maths, English and Science	MyTutor.co.uk
Senior Mental Health Lead Training Trauma informed practitioner Training	Trauma informed Schools UK
National College – staff training	National College
My Maths - digital learning platform	MyMaths.co.uk
Century Tech - digital learning platform	CenturyTech
Educake – digital learning platform	Educake.co.uk
White Rose Maths CPD, closing the gap	White Rose Maths
Lexonik Reading Programme, closing the Gap	Lexonik