

Pupil premium strategy statement – Vickerstown School

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
School name	Vickerstown Primary School and Brambles Nursery
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026
Date this statement was published	23.02.2026
Date on which it will be reviewed	31.07.2026
Statement authorised by	Mick Cull
Pupil premium lead	Caitlin Bates
Governor / Trustee lead	Jenny Crellin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47 312
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 <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>	£47312

Part A: Pupil premium strategy plan

Statement of intent

Vickerstown Primary School and Nursery is located in an area of high social deprivation. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. A lack of funding to support school visits and extracurricular opportunities can also be an issue.

We also consider the complex family situations that prevent children from flourishing: those who have social workers, are looked after, or are suffering from mental health difficulties. The challenges are varied.

High quality first teaching remains at the heart of our approach, understanding that success leads to intrinsic motivation, we aim to empower our children to be successful from the start. Alongside this we consider a child's readiness to learn: many of the children we teach have many insecurities to overcome. Phonics acquisition and reading fluency is a high priority to ensure access and success across the curriculum.

We work alongside parents, carers and outside agencies to support attendance to ensure our children gain access to the whole curriculum and the opportunities our school offers. We are passionate about ensuring our children gain wider experiences and cultural capital to inspire and motivate their learning. We do this through extracurricular clubs, school residential visits and trips, and an enriched curriculum.

Principles:

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making these provisions, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all

children receiving free school meals will be in receipt of pupil premium interventions at one time.

Vickerstown School Context:

Vickerstown School is a one form entry primary and nursery school. We are a designated resourced provision provider for children with autism and physical disability. Vickerstown School is a member school of the South Cumbria Multi Academy Trust.

Ultimate Objectives:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

To minimise barriers for disadvantaged pupils in school to achieve nationally expected progress rates.

To provide an inclusive learning experience that promotes British Values and enrichment opportunities for disadvantaged pupils.

Achieving These Objectives:

Additional teaching and learning support and opportunities.

Pupil premium resources are to be used to target able children on Free School Meals to achieve their potential.

Social, emotional and mental health support provided through trained school counsellor and external agencies.

Supplement the payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Support the funding of resources to enhance the learning experience.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress and a widening gap between disadvantaged and non-disadvantaged pupils
2	Weak Language and Communication skills including a lower reading age
3	Attendance and Punctuality issues
4	Poor mental health and wellbeing
5	Funding for activities, school visits and residential

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
Improved attendance	For attendance to improve, reducing persistent absenteeism. Also, a reduction in learning time minutes lost due to lateness.
Improved well-being	Fewer referrals Behavioural incidents to decrease. Children can discuss their feeling and trust members of staff will support and hear them. Pupils to enjoy residential/school visits.
Improved reading ability and vocabulary acquisition for all disadvantaged pupils	Children display fluency in reading, which will impact comprehension, spelling and writing skills.
Improved maths attainment in the school	Improve maths attainment in KS2 SATS

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development CPD - maths, phonics, SCMAT workgroup and MathsHub work.	High quality teaching, making sure an effective teacher is in front of every class and is supported to keep improving. Investing in CPD is a top priority for ensuring teachers and other staff are constantly improving. It is imperative that our curriculum is properly sequenced and therefore effective.	1,2
Phonics/Spelling Training – Little Wandle	As the building block of reading, and therefore the key to unlocking all learning, our phonics scheme has been updated and all staff train in Little Wandle. Further training will be provided as part of the implementation cycle to embed practice and ensure consistency across school.	1,2
Phonics Resources	Without high quality resources the scheme of work we purchase is less effective and impactful.	1,2
Embed the CUSP curriculum in the primary school	<p>CUSP (Curriculum with Unity Schools Partnership) is a curriculum revolution. Written by Alex Bedford, Unity SP's Primary Adviser.</p> <p>CUSP is underpinned by evidence, research, and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the delivery of knowledge and vocabulary within the modules as well as developing subject specific skills.</p> <p>There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet of language and vocabulary is deliberately planned for.</p> <p>Specific skills are discreetly taught and practised so that they become transferrable. The sequenced modules activate prior learning, build on skills and deepen knowledge AND understanding. Learning, vocabulary and content is cumulative; content is learned, retrieved and built upon.</p>	1,2
Maths CPD	Maths in the primary school has dipped below the national attainment level. We have introduced the White Rose curriculum as this strategy, closely linked to Singapore maths, in a bid to improve our provision. Further CPD	1,2

	opportunities will be given as part of the implementation cycle. High quality first teaching and targeted academic support are sited as cornerstones of any strategy to tackle educational disadvantage	
Improved subject CPD across the school.	Our staff will attend SCMAT CPD training to further improve their understanding of the knowledge-based curriculum.	1,2
NPQ CPD	SLT will undertake NPQ qualifications.	1,2
PSHE SCARF teaching programme	Whole school high quality PSHE teaching is complimented by the explicit teaching of building societal skills.	4

Targeted academic support

Budgeted cost: £ 5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics strategic intervention	Phonics understanding is vital to secure reading skills and enable access to learning across the curriculum.	2
Alternative Provision Groups	Support staff deliver groups that offer alternative provision at various points in the day.	1,2,3,4,5
Swimming	Disadvantaged pupils experience limited swimming opportunities outside of school. School pays for multiple swimming coaches to deliver swimming provision.	5
Attendance Designated staff to monitor and support	Attendance is key to optimise learning and ensure children make as much progress as possible. Attendance is a nationwide priority. Having clear procedures and dedicated staff help tackle the issues, quickly and effectively will build support for all and identify areas that need further focus.	3
TA academic support in class	High quality teaching and targeted academic support are key facets	1,2

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

Budgeted cost: £ 12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	No pupil should start the day hungry. If you are hungry, you are unlikely to be able to concentrate.	3,1
After-school club	Pupils can engage in well-being activities. This also allows parents to maintain jobs.	3
School Councillor	The need for dedicated mental health support for our pupils has increased radically in the last few years. The attendance of our pupil premium pupils is a significant concern and often closely related to wellbeing. Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans. Removing a barrier to attendance will support their attainment and progress.	4
Educational Welfare Officer (EWO)	Pupils attending school achieve better progress and attainment outcomes. The structure of the school day supports their wellbeing.	4
ELSA	Staff member training to deliver ELSA support and intervention	4
Well-being resources	Pupils can suffer from a lack of access to hot water, washing machines and clean uniform that fits. We feel that the wellbeing of our disadvantaged pupils is in jeopardy if they are unable to access support to meet these basic needs.	4
Support to attend trips and reward events	Wellbeing and the acquisition of cultural capital is vital to foster in our disadvantaged pupils. Without support many pupils would not be able to take part in extracurricular trips and visits.	5
Behaviour	Whole school high quality PSHE teaching is complimented by the explicit teaching of building societal skills.	1,4

Total budgeted cost: £ 53,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data above shows that our intervention groups in English have been successful. Internal tracking of our pupils also highlighted an improvement in this area including our pupil premium and disadvantaged children.

Maths data including internal tracking suggests that a new approach is/was needed. Both disadvantaged/pupil premium pupils and non-disadvantaged pupils have obtained results in maths that are not where we expect.

School attendance is closely monitored by EWO and Attendance lead, and a review takes place weekly.

School councillor and SERIS remains an important part of our delivery.

School residential attendance remains good which is a key part of our cultural enrichment programme.

The cultural capital our children have gained through the, newly implemented, CUSP is already clear, with children using more tier 2 and 3 vocabulary and having a greater understanding of concepts and topics covered.

Vickerstown Primary and Nursery School Results

Early Years 2024-25

Children in Brambles enter below age related expectations. The vast majority of our children are working at Birth to 3 age related but also enter 3 to 4 year old expectations in PSE and Physical development. At the end of Brambles, the vast majority of our children are working at 3- to 4-year-old expectations and show good progress from individual starting points.

In Reception initial baseline shows children are below expectations for their age. The vast majority enter working at 3–4-year-old expectations but also enter Reception age expectations. At the end of Reception all children show good progress from individual starting points.

Speech and language expectations across Vickerstown EYFS unit are below expectations and are identified very early and additional support sought and given.

Year 1 Phonics 2024-25

48% (National 79.9%)

Key Stage 2 SATS Results

Subject	Vickerstown (Met the expected standard)	National (Met the expected standard)
Reading (Test)	27%	75%
Writing (Teacher Assessment)	62%	69.6%
Maths (Test)	23 %	74.1%

6 PP chn

Reading	Maths	GPS	Writing
5 NS	3 NS	5 NS	2 WTS
0 AS	3 AS	1 AS	4 EXS
1 GD			
17% at NS or above.	50% at NS or above.	17% at NS or above.	67% at NS or above.

19 Non PP chn

Reading	Maths	GPS	Writing
	1 B		
13 NS	14 NS	16 NS	9 WTS
6 AS	3 AS	6 AS	10 EXS
32% at NS or above.	16% at NS or above.	32% at NS or above.	52% at NS or above.

Attendance of over 95% = 93.7% (national average 94.9%).

Persistent Absentees = 17.1% (national average 12.5%)

PP good attendance = 93.1% (national average 92.4%)

Externally provided programmes

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

Programme	Provider
PSHE	Scarf workshop across school
Phonics/Spelling	Little Wandle FFT fluency assessment
Maths	White Rose Maths TTRock Stars
Curriculum	CUSP
English	Literacy Tree
Music	Kapow