

Vauxhall Primary School Premium Grant Expenditure Report 2015/16

Context of School

Vauxhall Primary School is smaller than average. The vast majority of pupils come from families with high levels of deprivation. The school is placed within the upper quartile in the Benchmarking and Statistical Families for Lambeth Schools, with a deprivation index of 2.5, placing the school in the top 25% of Lambeth schools with the highest levels of disadvantage. The school's deprivation indicator is also significantly higher than the national average.

The number of pupils entitled to Free School Meals (FSM) is higher than the national average. The number of SEN SA+/Statemented pupils is significantly above national average.

The vast majority of our pupils, 70.3%, has English as an additional language. An overwhelming majority of the school roll come from minority ethnic groups. Almost half of the school population come from Black or Black British African Ethnic groups, followed by children from Black Caribbean backgrounds. There is also a growing number of Portuguese children in school.

Mobility is slightly higher than the national average as some pupils join and leave other than the usual times. There is a 4% difference between the school and the national stability rate.

Data shows that the school population is changing and growing over time, with an increasing number of FSM pupils from minority ethnic group and a continuously growing number of children with English as a second language.

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant was to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, and in the last three years have been successful in bridging the gap in the levels of attainment between FSM and non-FSM pupils.

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and huge amount of qualitative data was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and a number of case studies we have produced guided us in deciding where and how to spend our pupil premium allocation.

We have also used existing researches and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the SUTTON TRUST to enable us to make decisions relating to provisions. Materials published by Lambeth's Research and Statistics Unit also helped us understand the systems and approaches that work in relation to the attainment of specific minority ethnic groups.

We have invested heavily in ensuring that the success of our phonics programme is sustained by ensuring 100% of our staff (teachers and support staff) receive comprehensive training, and that RWI materials are updated. We also trained and recruited additional personnel time to implement necessary 1:1 reading intervention.

We have sought external organisations and identified opportunities for children to have an enriched and enhanced experience of the curriculum. Investigate projects in mathematics, artistic and musical performances, sporting experiences are just a few of the curriculum enrichment areas we focused on this year.

Objectives of Pupils on roll

Total number of pupils on roll

222

Pupil Premium Grant received

Total amount of PPG received

£116,266

Pupil nature of support 2013/14

Focus of learning in the curriculum
Focus on social, emotional and behaviour
Focus on enrichment beyond the curriculum
Focus on families/ community

Curriculum Focus:

Progress in core subjects to be not least than 3.5APS/year

Achieved/ exceeded
at 4.45 APS progress
in Reading, Writing,
Mathematics, and
Science

Record of Pupil Premium grant Spending by initiatives 2015/2016

Year Group	Item/project	Cost	Objective/Description of activity	Outcome
5/6	Breakfast booster lessons	£ 3000	Small group targeted support for Year 6 pupils in English and Maths	100% attendees achieved/ expected level in the KS2 SATs
	1:1 Reading support	£ 4000	1:1 Reading intervention using RWI materials	3 out of 3 children supported achieved at least Level 4 in the KS2 SATs
	Enrichment Activity	£1800	Polka Theatre- the PlayHouse Experience	Pupils in Year 5 engaged in writing and performing a play at the Polka Theatre 96% FSM children achieved at least Level 4 in Writing
	L5 Mathematics Work	£1500	Additional mathematics work for more able children	% of children achieving the higher L5 and L6 higher than the national average
	Oval Cricket Programme	£2000	Cricket coaching and IT skills	Increased confidence of children. Participation of selected children (FSM) as flag bearers during the ICC championships.
	English, Mathematics and Science revision materials	£600	Purchase additional revision resources for Year 6	% children achieving at least the expected L4 in English, Mathematics, and Science is above national average
3 / 4	1:1 Reading support	£ 8000	1:1 Reading intervention using RWI materials	4.2 points progress for FSM pupils in Reading
	Small group Mathematics support using Singapore Mathematics.	£2000	Small group support for children in mathematics whose initial achievement is at least 2/3 level below age-related expectations	4.6 progress for FSM pupils in Mathematics
	Small group support in class	£18000	Small group targeted support in-class in all subjects, delivered by a support staff	4.4 progress for FSM pupils in Reading 4.3 progress for FSM pupils in Writing 4.7 progress for FSM pupils in Science 4.6 progress in Reading, Writing, and Mathematics for 1 LAC in Y3
1 / 2	1:1 Intensive Phonics support	£ 4000	1:1 Reading intervention using RWI materials delivered by trained staff	100% of children with 1:1 intensive phonics support passed the Year 1 Phonics Screening Check
	Update RWI resources	£ 3000	Update all phonics materials	No significant difference between % of FSM and non-FSM pupils passing the Y1 Phonics screening check, 80% of cohort achieved expected test scores.
	Number Masters	£15000	Number Masters, a programme aimed at developing computational	Year 1 and Year 2 pupils made more than 1.5 years standard age equivalent in number and

Record of Pupil Premium grant Spending by initiatives 2015/2016				
Year Group	Item/project	Cost	Objective/Description of activity	Outcome
			fluency developed and implemented in KS1	calculation when tested using the Sandwell Early Numeracy Test
EYFS	Improvements in the EYFS outdoor areas to enhance opportunities for vocabulary development	£8000	Acquire iPads and software for electronic tracking of pupils' development in the EYFS and online reporting to parents	% children achieving Good Level of Development above national average (based on the EYFS national pilot)
	Additional support staff in the EYFS	£9683	Support for targeted children with low level of skills on arrival to EYFS	Targeted children settled well and made good progress in all Prime areas of learning, including literacy and mathematics.
Whole School	Staff Training on Outstanding Teaching	£2450	Teaching staff received training on the delivery of outstanding lessons using principles of effective questioning, delivered by OSIRIS education	Quality of teaching & learning graded outstanding by OFSTED (September 2012)
	Staff Training on Read, Write, Inc	£2500	Training of additional staff on planning and teaching phonics using the RWI scheme	Over-all reading progress (from Y1 to Y6) is 4.6 point score progress Y1 Phonics screening check results above national average
	Teachers released for Pupil progress Review sessions 3x a year	£ 3250	Teachers involved in discussions with senior leaders related to pupil attainment and progress, review of provisions and interventions	Targeted support identified in reviews resulted in more than expected progress of children on FSM, term on term.
	Incentive & Reward Scheme for attendance	£2800	Weekly achievement assembly rewarding outstanding attendance rate	Attendance of FSM pupils outstanding at 96.5%
	Extended Services	£10000	Wide range of after school clubs available for children, run by both external coaches and school staff	Children have taken part in a wide range of enrichment activities and are growing in confidence which is reflected in lessons and in a large number of performances/ sporting events where they represented the school.
	Curriculum Enrichment/ Enhancement Activities	£15000	Wide range of targeted curriculum enrichment and enhancement activities: Happy Puzzle/ Science Investigations Day/ World Book Week/ General knowledge Inter-school Quiz/ Science Inter-school Quiz/ Debate Mate/ Digismart/ Opera at the Battersea	Survey conducted in April 2013 showed 98% children love coming to school because of these enrichment activities. Pupils achieved medals/ trophies/ certificates for the school through these various enrichment events, contributing to the growing confidence of children and developing their self-esteem

Record of Pupil Premium grant Spending by initiatives 2015/2016				
Year Group	Item/project	Cost	Objective/Description of activity	Outcome
			Centre	
	TOTAL	£116,583		

Impact of Pupil Premium Grant Spending 2015/2016

Children have made outstanding progress across the school with majority of children working at or above age-related expectations. Termly tracking of progress enable the SMT to intervene in the earliest possible time, and match pupils' needs with specific provisions/ interventions.

Progress by FSM pupils in all subjects exceeded expectations and attainment is within age-related expectations. The percentage of FSM children classed as more able (at least 1 APS above expected) is growing each year. BY the end of Key Stage 2, the % of children achieving the higher Level 5 in all core subjects is significantly higher than the national average.

The Pupil Premium Grant also allowed the school to offer a range of curriculum enrichment activities which proved successful in developing children's confidence, and in boosting self-esteem. The use of the Pupil Premium grant in subscribing to Mathletics for instance contributed to the consistently improving standards in mathametics.

Investments in reading resulted to the Year 1 Phonics Screening Check outcomes to be above national average. This is also true for end of Key Stage 2 outcomes where FSM pupils outperformed their peers nationally in Reading, Writing, and Mathematics.

Other supporting Evidence of Impact

September 2014- VPS received grant from the British Council and Hanban to teach Mandarin in school. VPS welcomed a Mandarin teacher from Shanghai, China.

November 2014 - The Rt Hon Edward Timson, Minister for Children & Families visited VPS for its outstanding PE and Sports provisions

December 2014 - VPS was ranked FIRST out of 125 similar schools nationally, published in the Schools' League tables

January 2015- VPS' completed a successful re-assessment of the Basic Skills Award.

Assessor commented *"This 'outstanding' and designated 'training' school is at the forefront of leading edge practice through researched based learning and development as part of 'The Oval Learning Cluster' of schools. There is an ongoing commitment to dissemination of practice locally, nationally and internationally and this now extends to making commercially available some of its latest 'masters' curriculum and assessment programmes."*

January 2015- VPS was the only primary school in the UK to be asked to present to the

OECD International Conference attended by delegates from 30 countries.

April 2015- VPS received the High Aspiration Award during the 2015 National Pupil Premium Award ceremonies from then Deputy Prime Minister Nick Clegg. The school received a £25K cash prize.

May 2015 - VPS passed another successful assessment and retained its Centre of Excellence Status, by the Inclusion Quality Mark

June 2015- VPS was shortlisted in three categories – Primary School of the Year, Mathematics Team of the Year, Healthy School of the Year - in the prestigious TES Schools Award 2015.

June 2015- VPS featured in a publication titled “Narrowing the Gap,” for the outstanding achievement of its pupils deemed to be disadvantaged. The school presented during the 2015 National Pupil Premium Conference at the IoE, University of London.

July 2015- Selected pupils performed an opera titles Sting in the Tale, at the Oval Theatre, co-produced by the English Touring Opera.

Other supporting Evidence of Impact

OFSTED- September 2012:

The school has continued to make rapid improvements since its last inspection.

- All pupils, whatever their different needs and abilities, make excellent progress and have well-developed reading, writing and mathematics skills by the end of Year 6.
- Teaching is highly effective. All staff know their pupils well. Lessons are skilfully matched to what pupils need to learn next. Very occasionally pupils are not moved on to their independent work or given further guidance as quickly as possible.
- Excellent work with numerous other organisations, such as local theatres, builds pupils' confidence. Pupils develop many new skills in exciting ways which they thoroughly enjoy.
- Behaviour is exemplary. Pupils are very respectful and supportive of each other. They are well cared for and feel extremely safe in school.

- The school is exceptionally well led by the executive headteacher and his leadership team. Staff, pupils and parents are proud to be part of the school.
- Pupils and staff rise to the high expectations leaders have of them. In turn, they are given the support and help they need to do the very best they can.
- Governors contribute to improvement by knowing the school well and asking questions

- Resources, including the pupil premium, are managed highly effectively. Extensive links with the cluster of local schools and the wider community are making a significant difference to enhancing the quality teaching and enriching pupils' learning

experiences.



Centre of Excellence Assessment- April 2015

© Inclusion Quality Mark 14

Vauxhall Primary School works exceedingly conscientiously to provide the best possible opportunities to each and every child within the school. A very well co-ordinated and trained staff are deployed to advantage. From the school self-evaluation, I have selected a number of highlights to demonstrate the range of strengths evident within the school approach.

- The principle of inclusion is fully embedded in teachers' planning and delivery of the mathematics curriculum. 100% of children achieve/ exceed expected levels in Mathematics by the end of KS2.
- Comprehensive gifted and talented enrichment and enhancement programme covers pupils' excellence in academic as well as co-curricular areas is in place.
- High quality CPD received by staff, delivered by external providers and weekly in-house professional development meetings. Quality of teaching and learning, and quality provision over-all improved significantly as a result of CPD.
- Established partnership with eight other schools, mathematics subject leaders met and worked together for the Number Masters project, led by Vauxhall Primary School, brokered by the Head of School.
- Sharing of best practise contribute to the consistently improving quality of provisions in both EYFS settings.
- Due to the significantly high numbers of EAL pupils at VPS, EAL teaching principles are incorporated in the planning of lessons. This includes the use of talk partners, sentence starters, speaking frames, collaborative working strategies, etc.
- The SEAL programme is a significant part of the school's PSHE curriculum and ensures that SEAL lessons are timetabled and are part of the whole-school collective worship programme. Teachers received training on the delivery of the programme and two members of staff completed the Certificate in PSHE course.
- Quality of teaching and learning remains to be outstanding and records from various monitoring activities show that inclusive practices in teaching and learning are consistently being applied from the point of planning to implementation, and evaluation/assessment.
- Survey responses have enabled the school to make necessary changes to the school curriculum to suit the needs and interests of the pupils. A more productive school time was devised following consultation with the parents.

- Through case studies, the school is able to evaluate short/long-term impact of provisions, including interventions. This has enabled the school to effectively plan for provisions that are working well and withdraw or modify provisions/interventions found to be ineffective.
- The Good to Be green system has eliminated low level disruption in the classroom and resulted in a very high parental engagement in terms of the school's behaviour policy and procedures. It has also resulted in children having a sense of ownership over their own behaviour and is proving to be a very effective tool in pupils' self- monitoring.
- VPS is a highly successful school in narrowing the gap between various micro populations. There are no differences in attainment and progress of pupils regardless of their ethnicity, socio-economic standing, levels of English fluency, or SEN. This is evident in the outcomes of end of key stage tests. This has been made possible by excellent inclusive practices and the effective use of the pupil premium to bridge the gap between various pupil groups.

It was clear, through a wide range of enabled conversations during the visit, that Vauxhall Primary School set itself a very challenging Action Plan following their assessment visit one year earlier and has been proactive in ensuring achievement across all headings.

During the 2013/4 academic year, the school was one of the schools selected to take part in an Authority research activity to look at the features of highly successful schools that had demonstrably low start points, multiple deprivation, yet still had attainment at a very high level. This report commented on very strong leadership (Executive Head and Head of School, plus all leadership levels); effective Teaching and Learning; Governors; Care, guidance and targeted support; effective inclusion policy and practice; an innovative curriculum; effective use of data and effective use of Pupil Voice. A full house of attributes.

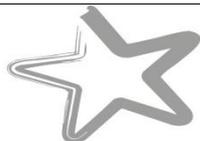
The clarity of the strategic vision for the school, coupled with an ever present, relentless attention to detail, across all areas of school life, allows all staff to work with autonomy. There is room to think, plan and implement change effectively. Communication is exemplary.

Quality is evident throughout the school, on display in classrooms and corridors. Behaviour, as seen in the building and on the playground, is exemplary, with confident, articulate, polite children clearly comfortable with themselves and clearly valuing their school.

The school builds capacity, in children and staff. The young staff were articulate in describing their roles and their place in the school. They bring an energy and enthusiasm that is infectious. They are also given significant responsibility early, which, with secure mentoring and coaching, enables them to be as effective as possible.

Key developments in 2013/14 have been Maths Masters, a scheme for maths across years one and two, created by maths managers across the Oval Cluster, supported by cluster deputies, led by Edison David. The curriculum has been changed to accommodate the changes for September 2014. This implementation allows for a review this term, to look at any necessary changes before implementation. An assessment methodology has been developed throughout this year, based on the needs of the 2014 curriculum and will be implemented from June 2014 in readiness for September 2014.

PATHS plus (Promoting Alternative Thinking Strategies), has been implemented in years 3-6 during the 2013/14 academic year, led effectively by an early career teacher, as a means of developing on, and replacing, the already successful SEAL programme.



Challenge Award

FOR EXCELLENCE IN PROVISION FOR
ABLE, GIFTED & TALENTED PUPILS

MARCH 2014

Vauxhall Primary School is a happy, friendly place. It was described as being like a 'family' by parents, pupils and teachers. One parent commented 'It is no good being an outstanding school unless it is safe. This is a safe school'.

Parents and children alike are very appreciative of the opportunities the school provides, and of the genuine care shown to the children by all staff.

Attainment is high, particularly at KS2, and in Foundation and KS1, where many children enter the school with very low levels, progress is excellent.

When asked what they would change about the school, the children struggled to think of anything, as they 'like it as it is'. All they could suggest was cleaner cutlery, adult trays and better vegetarian food - and mirrors in the boys' toilets!



The assessment panel has considered your application, together with the feedback from the validation visit, and afPE is delighted to award your school the **Quality Mark** for '**demonstrating good commitment to improvement in physical education & sport**'.

Your award is valid for three years, commencing July 2014.

The main areas for development have been identified by the school and we recommend a focus on:

- Preparation for assessing pupils without the use of levels of attainment
- Continue to "scrutinise" any coaches used and exploit new opportunities for additional qualifications for staff other than teachers
- Continued encouragement of links with outside clubs and agencies