

Pupil Premium strategy statement

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	Victoria Road Primary
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Cheryl Brake
Pupil premium lead	Cheryl Brake
Governor / Trustee lead	Kevin Cockram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151, 748
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£151,748

Part A: Pupil premium strategy plan

Statement of intent

At Victoria Road Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (e.g. pupil progress, English and maths provision, welfare and inclusion support). We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that High Quality First Teaching is provided throughout the Academy.

We will 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, using robust diagnostic assessments, to ensure early action and intervening at the point of need.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, however, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, and therefore the additional funding.

We recognise that Service children have their own unique needs and use the funding to support these effectively.

Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and maths.

The Pupil Premium funding will be allocated to provide support and/or interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.

Funded interventions may include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills. Additional provision for SEND pupils may be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. additional impact measures used by external agencies).

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Learning Academies Trust, Local Governors, pupils and their families, to support our strategy.

Pupil Premium pupils are everyone's responsibility.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low entry points Oral Language and Vocabulary: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery (e.g. only 33% of children are at age expected blank levels on entry) through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Early Reading and Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Only 60% of pupils in Y1 passed the phonic screening in 2024.</p>
3	<p>Low entry points mathematics: Internal and external (where available) assessments indicate that mathematical attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry.</p>
4	<p>Attendance: Our attendance data indicates that attendance among disadvantaged pupils is below national. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. In 2023-24, attendance for disadvantaged children was 89.3% with 31.3% of them persistently absent.</p>
5	<p>Social, Emotional, Mental Health: Our wellbeing and safeguarding team have identified social and emotional issues for many pupils and their families. These may include a lack of personal support, delays in external social services support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased following the pandemic. 26% of pupils currently require additional support with social and emotional or learning needs. For Service children, mobility and parental deployment may impact mental health and well-being.</p>

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
High quality tuition / booster	<p>There will be increased access to time, space, resource and expertise, enabling the acceleration of progress towards ARE in reading, writing and maths.</p> <p>Measure: <i>Number of pupils attending tuition/booster provision</i> <i>Subject Leader Intervention Impact Report (individual Interventions)</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
High quality teaching & learning	<p>Evidence informed effective teaching in the classroom will be refined and developed through a tailored and high quality CPD package, including NPQs, enabling the acceleration of progress towards ARE in communication & language, reading, writing and maths.</p> <p>Measure: <i>Staff pupil voice, evidence of CPD strategy and internal QA records</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
High quality in school support and intervention	<p>Implementation of effective evidence-informed intervention, targeted specifically at identified gaps in learning, enabling the acceleration of progress towards ARE (in communication & language, reading, writing and maths).</p> <p>Measure: <i>Impact evidence from staff</i> <i>Termly NFER data</i> <i>End of Key Stage performance data</i></p>
To achieve high attendance for all pupils, particularly our disadvantaged pupils.	<p>Improving attendance rates demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 5% (95% average attendance). • The percentage of all pupils who are persistently absent being no more than 15%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,702.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase/adaptation of in class teaching capacity	<p>EEF Teaching & Learning Toolkit covers a wide-range of strategies we use our booster teacher for.</p> <ul style="list-style-type: none"> • Feedback +6 • Individualised instruction (where appropriate) +4 • Reducing class sizes (additional teaching capacity in Y5) +2 • Within class attainment grouping +4 <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1, 2,3
Extended day teaching after school	<p>After School Club</p> <p>Targeted/ Vulnerable pupils receive additional core subject teaching during the extended school day</p> <p>EEF: Extending School Time School +2 months</p>	1,2,3,4,5
Providing additional and experienced adults in EYFS to boost the number of high quality communications with children at an early age.	<p>Oral language interventions have a high impact on achievement +6</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention Impact Nuffield Foundation</p>	1,2
Mentoring and coaching of phonics support and purchase of our Synthetic Phonics programme (ReadWriteInc) to embed high quality teaching of phonics.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Teaching & Learning Toolkit</p> <ul style="list-style-type: none"> • +5 for phonics <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	

<p>Professional development and staff CPD relating to formative assessment and responsive teaching.</p>	<ul style="list-style-type: none"> • EEF Guide to Pupil Premium Point 3: Quality teaching helps every child • Staff survey data collected show staff feel CPD had a positive impact on their quality of teaching. <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Responsive Teaching – Improving Teaching</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Developing high quality teaching, assessment and curriculum through subject leader release time.</p>	<ul style="list-style-type: none"> • EEF Guide to Pupil Premium Point 3: Quality teaching helps every child <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £ **70,598.38**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for children with oracy interventions delivered by TA or from Speech & Language Services</p>	<p>Oral language interventions have a high impact on achievement +6</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention Impact Nuffield Foundation</p>	<p>1,2</p>
<p>Targeted support from teaching assistants to deliver high quality interventions to</p>	<p>High quality training for TAs ensures that this provision is highly effective, using the research evidence provided.</p>	<p>1,2,3,5</p>

children who need additional support, many of whom also are in receipt of pupil premium.	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
--	--	--

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

Budgeted cost: £23,446.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance by embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and working with attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p>	4
<p>Targeted academic support through use of PSA to engage children and parents and offer support in developing communication, encouraging parents to support their child's learning and more intensive support for children and families in crisis.</p>	<p>Parental engagement has a positive impact on pupils wellbeing and outcomes for children.</p> <ul style="list-style-type: none"> • EEF Teaching & Learning Toolkit +4 for parental engagement <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
<p>Use of the Service Pupil Premium to provide pastoral support during challenging times and to help mitigate the negative impact on service children of</p>	<p>Our Service Premium is used to enhance the learning of our Service children.</p> <p>The DfE state:</p> <p>Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service</p>	5

family mobility or parental deployment.	<p>children of family mobility or parental deployment.</p> <p>As outlined in the DfE document, “Service Pupil Premium: examples of best practice” we provide the following areas of support for our pupils. This list does not include all we do for pupils in receipt of the Service Premium, but these are the examples of best practice listed in the document:</p> <ul style="list-style-type: none"> • Membership of HMS Heroes • Access to mentoring and/or counselling as needed 	
Targeted counselling, access to an Educational Psychologist or Learning Mentor through MAST and additional teaching assistant support to develop pupils social and emotional skills.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,3,5
Instructional coaching provided by the Behaviour Lead to enable TA support of children with ACEs or additional needs to access the full curriculum.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4,5
Residential and enrichment experiences	Ensuring that all children have equal access to social and cultural capital opportunities.	1,4,5

Total budgeted cost: £151,748

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 2023 to 2024 academic year.

EYFS: 55% of PP children achieved GLD. 60% of non-PP did.
73% and 91% of PP children were expected in Listening & Attention and Speaking.

Y1 Phonics: 60% of PP passed the phonic screening test.

Y2 resits: 86% of pupils passed the phonics screening by the end of Y2.

MTC: PP children achieved an average score of 16

KS2 SATs outcomes: 60% of PP children achieved expected in RWM.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PSA support for children and their families
What was the impact of that spending on service pupil premium eligible pupils?	Confident that there was an adult in school who they could speak to if needed.