



Victoria Academy Pupil Premium Strategy 2020-21

Our Philosophy

We believe in maximising the use of pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements to improve learning capacity.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Pupil Premium Provides funding for pupils:

The Pupil Premium Grant (PPG) is additional funding for, publicly funded schools in England, to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Pupil Premium Grant is not 'ring fenced' and schools are free to spend it as they wish but need to demonstrate that the expenditure is contributing to closing performance gaps between children who experience social disadvantage and others. The grant is intended to benefit children who are currently in school.

In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £2,300 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship o
- a child arrangements order
- a residence order

School Overview

METRIC	DATA
SCHOOL NAME	Victoria Academy
PUPILS IN SCHOOL	208
PROPORTION OF DISADVANTAGED PUPILS	19.23%
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£53 800
ACADEMIC YEAR OR YEARS COVERED BY STATEMENT	2020-21
PUBLISH DATE	September 2020
REVIEW DATE	September 2021
STATEMENT AUTHORISED BY	Caroline Vernon
PUPIL PREMIUM LEAD	Pete Davison
GOVERNOR LEAD	Steven Olliver

Disadvantaged pupil progress scores for the last academic year

Measure	Score
Reading	n/a (no data due to Covid-19 pandemic)
Writing	n/a (no data due to Covid-19 pandemic)
Maths	n/a (no data due to Covid-19 pandemic)

Summer checkpoint progress scores for the whole school

School Group	Reading	Writing	Maths
Average			
Girls			
Boys			
EAL			
Non EAL			
SEN			
Non SEN			
FSM			
Non FSM			
Autumn Born			
Spring Born			
Summer Born			

Disadvantaged pupil performance overview for the last academic year

Measure	Score
Reading	n/a due to Covid-19 pandemic
Writing	n/a due to Covid-19 pandemic
Maths	n/a due to Covid-19 pandemic

Key Priorities

• Subject specific CPD to improve the quality of teacher’s and teaching assistant’s pedagogical knowledge and practice. • Structured interventions including reading, writing and maths both adult led and technology based. • Increase rates of progress and attainment across the school in reading, writing and maths. • Continue to develop pupil’s emotional literacy, social skills, aspirations and spiritual development through pastoral support. • Continue to maintain a focus on the mental and physical health of pupils and families (especially those affected by the COVID-19 pandemic). • Improve attendance, with a particular focus on persistent absence. • Improve the progress of PP children with SEN.

Barriers to Future Attainment

Academic Barriers	Non-Academic Barriers
Children with social and emotional needs Limited language Low progress in core subject areas, particularly reading Mental health issues/SEND of pupils Access to equipment for learning	Parental engagement and skills Lack of experiences (travel, activities, culture etc) Attendance Mental and physical health issues of parents Children with social and emotional needs especially following COVID Low aspirations and expectations Parenting skills Poverty/change in financial circumstances linked to COVID

Our Implementation Process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. We will: explore, prepare, deliver, review and sustain successes.

Tiered Approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories: 1. Teaching & academic support 2. Readiness to learn 3. Learning & wellbeing resources. Within each category, we have chosen three interventions.

This focussed approach ensures the best chance of success for each intervention.

Accountability

Schools are held accountable for how this funding is spent. School performance tables will capture the achievement of disadvantaged children. School inspections will examine whether this funding is spent appropriately.

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	A higher proportion of children will reach their potential in reading to diminish the differences between disadvantaged and non-disadvantaged pupils
Priority 2	Pupils have access to a wide range of enriching activities and experience, developing high aspirations, cultural capital and life-skills
Priority 3	To reduce the negative impact mental health and safeguarding issues have on progress and attainment

Spending Plan for 2020-21

Item	Cost
Contribution to SERIS role	5 250
Contribution to Yr3 Nurture TA	5 990
Contribution to Behaviour Support role	1 990
Attendance Management role	1 410
Learning Support Yr5	7 290
Learning Support Yr6 (preparation for KS3 learning)	13 595
Learning Support Yr4	3 670

Safeguard software	445
Meals	9 330
FSM admin CCC	220
Kidsafe	480
M&M Productions	1 050
Learning resources	1 040
Reading books	1 000
STEM workshops	260
Engineering Week	430
Lego workshops	350

Priority 1: A higher proportion of children will reach their potential in reading to diminish the differences between disadvantaged and non-disadvantaged pupils

	Implementation	Impact
Teaching & academic support	Learning support in Yrs 4&5	
	Booster support in Yr6	
Readiness to learn	Behaviour support in Yrs 5&6 SERIS support in all year groups Nurture support re transition into Yr3	
Learning & wellbeing resources	Purchase reading materials (low ability, high interest and high challenge)	

Priority 2: Pupils have access to a wide range of enriching activities and experience, developing high aspirations, cultural capital and life-skills

	Implementation	Impact
Teaching & academic support		
Readiness to learn		
Learning & wellbeing resources	Theatre productions Robotics & STEM workshops Engagement in national Engineering Week activities Lego workshops	

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Priority 3: To reduce the negative impact mental health and safeguarding issues have on progress and attainment		
	Implementation	Impact
Teaching & academic support		
Readiness to learn	Behaviour support in Yrs 5&6 SERIS support in all year groups Nurture support re transition into Yr3	
Learning & wellbeing resources		