

Pupil premium strategy statement – Victoria Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Academy
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Janine Pierce
Pupil premium lead	Laurie Goulding
Governor / Trustee lead	Steven Olliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£4,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,980

Part A: Pupil premium strategy plan

Statement of intent

The governors at Victoria Academy have agreed that PPG should be spent on all vulnerable and/or disadvantaged pupils in school.

The money will be spent on:

Providing each class with additional teaching assistants with a particular emphasis on working alongside disadvantaged children during the core subjects.

Offering disadvantaged children 1:1 and 1:2 focused teaching time for the core subjects outside of the core subject timetable, through direct and focused intervention programs.

Providing a SERIS worker to deliver small group and 1:1 sessions to develop emotional resilience and well-being support.

Providing free breakfast club and after school provision to ensure children arrive in school on time and are cared for in a safe environment beyond the main school day.

Designated member of staff to work with families on improving attendance and punctuality.

Reducing class sizes in Year 6 for maths and English teaching to focus on catch-up from the impact of Covid.

Subsidies for residential visits, subsidies for swimming provision and/or funding to attend extra-curricular enrichment activities.

In agreement with the governors, we have chosen the following strategies in bid to reduce the academic gap in attainment and maintain good progress for disadvantaged children in the core subject areas. We also aim to offer disadvantages pupils with equal access to wider enrichment opportunities such as sports coaching, music provision and residential visits.

Challenges

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

Challenge number	Detail of challenge
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1	A lack of resilience within lessons and a struggle to engage, often 'giving-up' rather than challenging themselves.
2	Significant gaps in attainment in comparison to their peers.
3	Lack of parental engagement in learning and support provided with reading and homework.
4	Financial difficulties in support extra-curricular activities, trips and enrichment activities.
5	Pupils regularly arriving late for school often unprepared and without the correct equipment.
6	Attendance falling below 96% for vulnerable children. Since Covid and remote learning, lack of importance for children to be in school every day.

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
For disadvantaged children to achieve the same progress as their peers in the core subjects.	Termly assessments (NFER) Work/book scrutiny Formative and summative assessment data
For disadvantaged children to achieve the end of year expectations in the core subjects.	Termly Assessments (NFER) Work/book scrutiny
To improve well-being for all pupils in our school, particularly our disadvantaged pupils.	An increase in participation in enrichment activities, particularly among disadvantaged pupils. Positive attitudes to learning observed through lessons visits and analysis of Safeguarding software.
For pupils to have 96% attendance and a reduction in lates.	Class Registers No Persistent Absentees Uptake of extended provision
For disadvantaged children to experience a wide range of extra-curricular opportunities including residential visits.	Extra-Curricular Club registers Residential and Swimming Registers

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing an additional teacher to reduce class sizes in Year 6	<p>The additional teacher has reduced class sizes to less than 20. Internal assessments identified significant gaps in knowledge. Smaller class sizes will enable class teaches to focus quality first teaching on addressing gaps in knowledge and understanding.</p> <p>EEF Using Your Pupil Premium Funding Effectively Lesson Observations Work Book Scrutiny Termly test data</p>	1, 2, 3
CPD Train staff in ELSA training to deliver 6-week program to individuals to support social and emotional resilience	<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) Kapow PHSE ELSA Emotional Literacy Support Assistant SERIS Worker</p>	1
Training for support staff, on-going CPD to improve quality of teaching and outcomes for pupils.	<p>Spending on developing high quality teaching may include investment in professional development training and support.</p> <p>Education Endowment Foundation EEF Fresh Start RWI Phonics Quality First Teaching</p>	1, 2, 3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering disadvantaged children 1:1 and small group focused teaching time for the core subjects outside of the core subject timetable.	Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making academic progress. Education Endowment Foundation EEF Termly progression and outcome data from NFER assessments Dynamo Maths Intervention Fresh Start RWI	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support on entry into school (Y3 - lowest 20%).	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1, 2, 3
Providing classrooms with additional teaching assistants with a particular emphasis on working alongside disadvantaged children during the core subjects to develop confidence and resilience.	Evidence consistently shows the positive impact that targeted academic support can have, including those who are not making academic progress. Education Endowment Foundation EEF Termly progression and outcome data from tests.	1, 2, 3

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

Budgeted cost: £4,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Appoint SLT to manage punctuality and attendance, working with families to support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5, 6
<p>Provide free extended provision through breakfast and after school clubs.</p>	<p>Education Endowment Foundation: Breakfast Club (low cost, moderate impact – 2017 research)</p>	3, 5, 6
<p>Support parents financially for school trips/residential visits</p>	<p>Education Endowment Foundation: Arts/Sports participation (low- moderate cost, moderate impact)</p> <p>National Curriculum Outcomes Qualitative Values- eg self-esteem</p>	4, 6
<p>Enrichment Activities including after-school clubs.</p>	<p>Education Endowment Foundation: Arts/Sports participation (low- moderate cost, moderate impact)</p> <p>Qualitative Values- eg self-esteem</p>	1, 4, 6

Total budgeted cost: £ 44,980

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments. Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in 2019 in key areas of the curriculum.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, some of the approaches that were used to boost outcomes for disadvantaged pupils had less impact than anticipated. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

During the year 2021/22 we have fully implemented Trust schemes of work to enhance our wider curriculum, to ensure continuity and a good progression of knowledge and skills across all year groups. Support staff were trained in phonic intervention programmes and small group interventions were delivered. Progress amongst these groups of children has had a significant improvement in their attainment and appositive impact into the start of 2022/23 academic year.

Absence among disadvantaged pupils was 1.8% higher than their peers in 2021/22 and 35% of children who were persistent absentees were disadvantaged (10 out of 28 children). We recognise this gap is significant, which is why raising the attendance of our disadvantaged pupils is a priority within our current plan.

Our observations and assessments demonstrated that pupil behaviour and resilience to learning improved significantly last year, but challenges in relation to wellbeing and mental health

remain significantly. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with a more strategic approach to the delivery of focused interventions and group support. Activities detailed in within this plan.

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
RWI Phonics	Oxford University Press
RWI Fresh Start	Oxford University Press
Dynamo Maths Intervention	Dynamo Maths