

# Pupil premium strategy statement

1. Summary information					
School	Victoria Primary Academy				
Academic Year	2019-2020	Total PP budget	95,040	Date of most recent PP Review	April 2018
Total number of pupils	408	Number of pupils eligible for PP	72	Date for next internal review of this strategy	Dec 2019 April 2020 July 2020

2. Current attainment (12 Children)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Expected standard or above in reading, writing & maths	51%	71%
Progress in reading	-3.5	
Progress in writing	+0.3	
Progress in mathematics	-4.6	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Poor language and sentence construction
B.	PPG children who are also SEND
C.	Attitudes and confidence in maths
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of experiences to enrich their learning and lives

<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	To ensure that PPG children in years 1 - 6 make at least expected progress in Reading, Writing and Maths on the Educater assessment system.	Children will have made at least 3 points progress in years 3-6 and 2 points progress in years 1-2.
<b>B.</b>	PPG children who are also SEND will have further support and make accelerated progress over the year. Especially in year 6 as this year group has the most PPG children in the school.	PPG/SEND children will have made least one point more than their expected in Reading, Writing and Maths on average.
<b>C.</b>	To ensure that PPG children's progress will at least equal the progress made by their non disadvantaged peers on the Educater assessment system	No difference between PPG and non PPG peers in terms of progress
<b>D.</b>	All PPG children have funding to support trips and activities that enhance their life skills and knowledge.	All PPG children will have access to and utilise the funding and opportunities available.

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Rapid recall of times tables facts	PPG children have a greater knowledge of their times tables and division facts.	Children have better knowledge of their times tables, but still need to ensure this information is stored in long term memory through continual daily practise.	Continue with Tackling Tables programme for all children daily.	
Good oracy and use of written vocabulary	PP pupils have under developed oracy skills and need support to build their vocabulary. PPG children's oral and written skills will be higher.	Mental Health aspects are embedded in the daily routine of classes and the use of PiXI, LORIC characters and Mindfulness Techniques are used across the school. Feedback from pupil voice and staff has been positive and will be continued in the new academic year. Training for new members of staff will take place in Autumn Term.	Continue with whole school approach and use of PiXL and Loric characters.	£4,600
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Good oracy and use of written vocabulary</p>	<p>PP pupils have under developed oracy skills and need support to build their vocabulary. PPG children's oral and written skills will be higher.</p>	<p>All bar 2 children in year 5 have completed the Freshstart programme and will progress to Language and Literacy classes in September. The remaining children will continue to the programme until ready to ensure their oracy and vocabulary abilities are more in line with their peers.</p> <p>5 out of 9 PPG children this term in year 1 are at ARE.</p> <p>3 out of 6 year 2 PPG children are at ARE, with the other 3 children being just below ARE.</p>	<p>Continue with this programme for younger children coming into year 5 who are still below ARE for oracy, writing and comprehension skills, and those new to Academy who may need support.</p>	
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<p>KS1 PPG children to achieve their FFT targets</p>	<p>PPG support in class and intervention (where appropriate) teaching by HTLAs (4 posts)</p>	<p>FFT data shows: 50% of PPG pupils achieved ARE in Reading (Target was 65%) 50% of PPG pupils Achieved ARE in Writing (Target was 60%) 67% of PPG pupils achieved ARE in Maths (Targets was 66% )</p>	<p>Continue with support from HLTAs ensuring they are in class supporting children for English and Maths and pre-teaching and consolidating their learning at other times of the day.</p>	
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KS2 PPG children to achieve their FFT targets	PPG support in class and intervention (where appropriate) teaching by HTLAs (4 posts)	50% of PPG pupils achieved ARE in Reading (Target was 65%) 58% of PPG pupils achieved ARE in Writing (Target was 68%) 33% of PPG pupils achieved ARE in Maths (Target was 68%)	Continue with support from HLTAs ensuring they are in class supporting children for English and Maths and pre-teaching and consolidating their learning at other times of the day. Concentrating on maths skills.	£93,000
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**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>Maintain higher than National PPG attendance and further reduce the low level of unauthorised absences.</p>	<p>Inclusion officer and attendance officer to offer support and advice to parents. (3 posts)</p>	<p>Children's attendance needs to be maintained in order for the children to maximise their learning time. School attendance <b>2018-2019:</b> <b>School 95.8% (Nat 95.8%)</b> <b>PPG 93.7% (Nat FSM 93.8%)</b> <b>School PA 5.6% (Nat 9.6%)</b> <b>PPG PA 10.2% (Nat FSM 19.7%)</b></p>	<p>Inclusion officers and attendance officer to continue to monitor attendance figures and to provide support where necessary.</p>	
<p>Activities and support that increases aspirations.</p>	<p>Subsidising school Trips and uniforms. (Ring-fenced)</p>	<p>80% of PPG families have utilised some or all of their ring fenced money to support their child in school.</p>	<p>Continue to raise awareness of the funding available to ensure that the PPG children have access to trips and other enrichment activities as their non disadvantaged peers.</p>	<p>£8,000</p>

## 6. Planned expenditure

Academic year

2019-2020

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children make at least the expected progress in Reading, writing and maths	Employ HLTAs to teach RWInc and Freshstart groups and for in class support in lessons.	With the ongoing success of RWInc in the school, the need to increase reading understanding and to ensure the teaching groups are as small and targeted as possible.	Monitoring of RWInc delivery	MSW LE JW	Termly
Track Y6 pupils very carefully	Progress in line with targets	Largest cohort of children in the academy	Data analysis with Y6 leader	JW	Termly
<b>Total budgeted cost</b>					32,500

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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KS1 and KS2 children to increase their average points scores in Reading, Writing and Maths.	PPG support in class and intervention (where appropriate) teaching by HTLAs (4 posts)	Children who are underperforming need timely, effective interventions,	Monitoring of progress and provision. Clear objectives are set for each HLTA. HLTAs are observed teaching and supporting the PPG children in class. The children have clear learning targets, based on need to fill gaps in skills, knowledge or understanding. They will also have pre-teaching of necessary skills. Children's progress is tracked termly by the HLTA and class teacher. This is monitored by the Pupil Premium Champion. HLTA have regular meetings and training sessions with PPG champion.	JW	Termly
To ensure that all SEND PPG children make good progress in comparison with non – disadvantaged children.	To use HLTA to support SEND children with targeted pre teaching and /or small group consolidating work.	SEND PPG pupils face more barriers to learning than their non disadvantaged peers.	Monitoring of SEND PPG children's Educater progress	JW IP	6x yearly.
<b>Total budgeted cost</b>					32,500
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Maintain higher than National PPG attendance and further reduce the low level of unauthorised absences.</p>	<p>Inclusion officer and attendance officer to offer support and advice to parents. (3 posts)</p>	<p>Children's attendance needs to be maintained in order for the children to maximise their learning time.</p> <p>School attendance</p> <p><b>2018-2019:</b>  <b>School 95.8% (Nat 95.8%)</b>  <b>PPG 93.7% (Nat FSM 93.8%)</b>  <b>School PA 5.6% (Nat 9.6%)</b>  <b>PPG PA 10.2% (Nat FSM 19.7%)</b></p> <p>*School figures are whole year, National figures are Autumn and Spring Terms</p>	<p>Inclusion officers and attendance officer to monitor attendance figures and to provide support where necessary.</p>	<p>JW/CW</p>	<p>Termly</p>
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Designing the curriculum to take into account the needs of our disadvantaged pupils.	The curriculum is accessible and relevant to the PPG children.	PPG children may have more barriers to their learning with which they need support in to access the National curriculum.	Careful designing of the curriculum and monitoring of its implementation in the classroom.	JW	Termly
Creation of Pupil Passport	Disadvantaged pupils have enriched experiences and skills.	PPG children have fewer opportunities than their non disadvantaged peers to undertake enriching activities.	Close monitoring of the PPG pupils progress towards the activities on the Pupil Passport over the year.	JW	Termly from January
					30,040
<b>Total budgeted cost</b>					<b>£95,040</b>

## 7. Additional detail