

**School overview**

Metric	Data
School name	Victoria Primary Academy
Pupils in school	413
Proportion of disadvantaged pupils	20% (82 children)
Pupil premium allocation this academic year	£110,290
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	April 2021, August 2021
Statement authorised by	Mrs H. Scargill
Pupil premium lead	Mrs J. Wall
Governor lead	Mr W Thallon

**Disadvantaged pupil progress scores for last academic year**

There are no statutory outcomes for 2020 due to Government advice around impact of Covid-19

Measure	Score (2019)
Reading	-3.5
Writing	+0.3
Maths	-4.6

**Disadvantaged pupil performance overview for last academic year (2019)**

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

**Strategy aims for disadvantaged pupils**

Measure	Activity
Priority 1	Reading for pleasure
Priority 2	Fluency in maths
Priority 3	Mental Health
Barriers to learning these priorities address	Levels of attainment in reading and phonics for PPG children. Levels of attainment in maths.

	<p>Lack of fluency in maths due to lack of times tables knowledge, confidence and resilience.</p> <p>15 % of PPG children are also on the SEND register.</p> <p>30 of PPG children are also on the SEND register for SEMH</p> <p>Financial issues in the home exacerbate by lockdown, each pupil to have an allocated personal fund for spending on uniform, clubs, trips etc</p>
Projected spending	£50,000

## Teaching priorities for current academic year

Aim	Target	Target date
Disadvantaged children will read for pleasure and experience reading success.	Disadvantaged pupils will have the opportunity to talk about their reading choices and be given specific support to select appropriate materials.	July 2021
To ensure all PPG children make good progress in comparison to their non-disadvantaged peers.	<p>Disadvantaged children will attain their projected FFT 50 outcome for reading.</p> <p>Year 1 and year 2 pupils will reach their targeted outcome for phonics screening check.</p> <p>Reception children will reach their targeted outcome for ELG in Reading.</p> <p>(see Academy and class targets for further details)</p>	July 2021
Disadvantaged children will increase their skill level in fluency and times tables.	<p>Disadvantaged children will attain their projected FFT 50 outcome for mathematics.</p> <p>Year 4 pupils will reach their targeted outcome for times table screening check.</p> <p>Reception children will reach their targeted outcome for ELG in Mathematics.</p> <p>(see Academy and class targets for further details)</p>	July 2021
To support disadvantaged pupils understating of their own Mental Health and Wellbeing needs.	<p>Disadvantaged children to be able to engage with the concepts and vocabulary surrounding Mental Health and Wellbeing.</p> <p>To utilise the expertise from the Pastoral Team.</p> <p>Reduction in incidents on Behaviour Watch shows more awareness of self-regulation and</p>	July 2021

	improved Mental Health and wellbeing	
To continue to maintain lower than National Average persistence absence rate of PPG children.	School was 10.2% in 2018 National was 19.7% in 2018	July 2021

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Staff training in Metacognition for Reading. Training in ensuring Reading for Pleasure.
Priority 2	To ensure that all staff are able to plan for small step modelling to teach fluency skills. Structured approach to the teaching of times tables.
Priority 3	Training in Mental Health. Update training for all staff in Emotion Coaching.
Barriers to learning these priorities address	Ensuring staff are trained in using evidence-based whole-class teaching interventions and monitor the PPG children's progress accurately; and provide timely interventions.
Projected spending	£20,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Training for HLTAs to support children to increase their reading speed and stamina.</p> <p>Effective discussions around reading for pleasure.</p> <p>HLTA intensive work will include:</p> <ul style="list-style-type: none"> <li>• Selecting books</li> <li>• Be listened to read</li> <li>• Listen to stories read to them.</li> </ul>
Priority 2	<p>Training for HLTAs to improve their own knowledge of the teaching of fluency and times tables.</p> <p>HLTA intensive work will include:</p> <ul style="list-style-type: none"> <li>• Regular practise using strategies such as maths games.</li> <li>• Structured approach to learning of times tables.</li> <li>• Regular intelligent practice of fluency skills.</li> </ul>
Priority 3	<p>Ensuring HLTAs fully understand the impact of poor mental health and wellbeing in children.</p> <p>Class teachers planning for mental health support for all children, with a focus on disadvantaged pupils.</p>
Barriers to learning these priorities address	<p>Encouraging reading for pleasure and increasing range of vocabulary knowledge</p> <p>Gaps in phonics knowledge, segmenting and blending.</p> <p>Gaps in Times Tables knowledge.</p>
Projected spending	£20,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Small targeted RWInc teaching groups.</p> <p>Intervention groups for year 6.</p> <p>Freshstart for year 5 and 6 children.</p>
Priority 2	<p>Small step modelling.</p> <p>Structure of a mastery maths lesson embedded.</p> <p>Intelligent practise for fluency planned in to daily lessons.</p> <p>To continue to reduce persistent absence of PPG pupils. (School 10.2% - National 19.7% in 2018)</p>
Priority 3	<p>Mental health is taught as part of the PSHE curriculum</p>

	SEMH is monitored and less incidents recorded on Behaviour Watch.
Barriers to learning these priorities address	Pupils entering reception needing longer transition and more support due to missed nursery/pre school learning Mental health of children and families The impact of lockdown, school closures etc on disadvantaged children and their families
Projected spending	£10,290

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Pressures on teaching team due to unplanned changes/demands. Staff absences due to Covid-19 testing/ isolation.	Monitoring and support for teaching team.
Targeted support	Number of children who need further support is large in the school and due to social distancing measures and pressures on available space and staff, this exceeds our capacity.	Focus on Quality first Teaching for all of the children and careful, selected, targets, intervention groups.
Wider strategies	Mental health of children and families has decreased due to Covid-19.  Maintaining intervention groups.	Ensure mental health is taught, monitored and supported for all children and families.  A range of support for staff available in the academy

## Review: Termly aims and outcomes

Autumn Term Aim	Outcome
Disadvantaged children will read for pleasure and experience reading success.	HLTA staff have targeted this area well and support children weekly in how to choose suitable books, listen to them read and also read to them and have discussion about the books This has led to children enjoying reading activities more and more willing to discuss what they have read. Phonics support has also been provided to those children who have this as a barrier to learning.
To ensure all PPG children make good progress in comparison to their non-disadvantaged peers.	Pupils were assessed on return to school in September to assess gaps in learning from lockdown. Pixl transition units were used to assess, select therapies and reassess pupils.
To support disadvantaged pupils understanding of their own Mental Health and Wellbeing needs.	Programmes have been introduced into the weekly timetable to support Mental Health and increased support from the Pastoral Team. This has had a positive impact on the children and feedback is that they are more able to identify emotions, mental health and how to improve it as well as ask for support.
To continue to maintain lower than National Average persistence absence rate of PPG children.	The persistence absence rate for the disadvantaged children was 8% for this term. This consists of 8 children (7 families) and of these 3 children are currently in year 6. The National Average PA for last year was 19.7%. The inclusion team continue to work very hard to support these families.

Spring Term Aim	Outcome
To ensure all PPG children make good progress in comparison to their non-disadvantaged peers.	Pupil attainment data for the spring term shows the disruptions to learning caused by lockdown. In the majority of areas, the PP group are further behind their FFT50 projections than their non PPG peers. There are some significant gaps to FFT50 projections, especially in Y3 and Y4.
To continue to maintain lower than National Average persistence absence rate of PPG children.	PA rates for the pupil premium group has decreased from the autumn term. However, attendance data was disrupted by national lockdown. PA for PP 3.91% This is 3/94 pupils. The inclusion team continue to work with these pupils to support attendance.

PPG - difference to FFT50 target				
	Maths	Reading	Writing	

	ARE+ (diff FFT 50 %)	Non PPG ARE+ (diff FFT 50 %)	ARE+ (diff FFT 50 %)	Non PPG ARE+ (diff FFT 50 %)	ARE+ (diff FFT 50 %)	Non PPG ARE+ (diff FFT 50 %)
1	40% (-19)	63% (+5)	50% (-19)	51% (-19)	40% (-24)	53% (-8)
2	57% (-7)	60% (-3)	57% (-5)	53% (-12)	57% (+2)	53% (-5)
3	38% (-42)	50% (-30)	31% (-43)	40% (-35)	31% (-51)	40% (-43)
4	50% (-32)	58% (-10)	50% (-19)	60% (-13)	40% (-34)	67% (-12)
5	60% (-19)	73% (-8)	50% (-22)	67% (-6)	70% (-8)	64% (-13)
6	50% (-25)	76% (-17)	67% (-1)	55% (-20)	60% (-11)	73% (-6)

Summer Term Aim	Outcome
To support disadvantaged pupils understanding of their own Mental Health and Wellbeing needs.	Strategies to support pupils with mental health have been a growing strength over the year. This was recognised by Ofsted during our section 8 inspection in June and through the Challenge Partners review. Further information about mental health strategies can be found in Focus Priority 1 of the Academy Improvement Plan.
To continue to maintain lower than National Average persistence absence rate of PPG children.	Pupil premium attendance was 95.26%, this represents a figure above the national average for these pupils. There were 4 pupils out of the 91 disadvantaged children who were persistently absent over the year. This is 4.39%, this is significantly below the national average for this group of 23.6% (2018/19). Close monitoring and consistent and swift follow up by the attendance and communications officer has ensured the attendance for disadvantaged pupils has remained strong.