

# Victoria Primary Academy Pupil Premium Strategy Statement 2021-2022

This statement details our school’s use of pupil premium and recovery premium for the 2021 to 2022 academic year funding to help improve the attainment of our disadvantaged pupils and pupils from other vulnerable groups.

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.

Our funding will focus on the three main areas as recommended by EEF, June 2019:

- Teaching
- Targeted academic support
- Wider Strategies

## School overview

| Detail  | Data                           |
|---|--------------------------------|
| School name   | Victoria Primary Academy       |
| Number of pupils in school  | 412                            |
| Proportion (%) of pupil premium eligible pupils   | 22%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                      |
| Date this statement was published   | 17 <sup>th</sup> December 2021 |
| Date on which it will be reviewed   | September 2022                 |
| Statement authorised by   | Mrs Hayley Scargill            |
| Pupil premium lead  | Mrs Hayley Scargill            |
| Governor / Trustee lead   | Mr William Thallon             |

## Funding overview 2021-2022

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year    | £132,000 |
| Recovery premium funding allocation this academic year | £14,210  |

|  |                    |
|--|--------------------|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £10,916.71         |
| <b>Total budget for this academic year</b>   | <b>£157,126.71</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

### Key Principles

At Victoria Primary we recognise that a number of pupils within our academy community may, at any point during their time with us, need additional support and intervention to meet their academic and pastoral needs. Some of these pupils are not eligible for pupil premium funding.

Our approach builds on all relevant research and our detailed understanding of the specific challenges faced by our pupils at Victoria Primary Academy.

Our vulnerable learners include those pupils who: are eligible for pupil premium funding; have an allocated social worker; have an EHCP; are early to English and/or first entered the country during the last two academic years; have a special educational need; live in low income households; transient pupils etc. Assessments demonstrate that it is these pupils who have been most adversely affected by school closures.

### Objectives

- To raise the attainment and progress of vulnerable pupils across the academy, including those eligible for pupil premium funding
- To support vulnerable pupils through an integrated approach using pupil premium funding and recovery premium funding in a targeted and evidence based approach in order to support those pupils most affected by the disruptions to education
- To ensure that early intervention is used to support vulnerable learners in a timely and effective manner

### Strategy Plan

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning; ensuring disadvantaged pupils are challenged in the work they are set
2. Targeted support through specific interventions linked to overcoming barriers to learning; ensuring we intervene at the earliest possible point when need is identified
3. Wider strategies to support pupils that experience socio-economic disadvantage; including self-regulation and mental health support

At Victoria Primary Academy we offer an ambitious and well thought out curriculum, which meets the needs of all our pupils and is demonstrated through our Whole School Curriculum Intent Statement and individual Subject Intent Statements. Improving outcomes for all learners is fundamental to our curriculum design at Victoria Primary

Academy; raising achievement and accelerating progress to increase the number of pupils reaching or exceeding national expectations. We recognise that some more vulnerable learners will need additional support and intervention. Our well trained and committed team use varied pedagogical approaches to provide all pupils with the opportunity to learn through a broad and balanced curriculum.

High quality teaching is central to our approach as this is proven to have the greatest impact on learners from disadvantaged backgrounds. Children are supported to develop their sense of self through our Victoria Values and behaviour for learning approaches.

Early reading, oracy and vocabulary development are key aspects of our curriculum for all pupils, especially the more vulnerable learners.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments in reading, writing and maths this academic year demonstrate that the gap between those eligible for the pupil premium and their peers is too large, for some groups of pupils this has widened during the periods of school closure.  |
| 2                | <p>The vast majority of pupils eligible for pupil premium funding remain eligible for free school meals for a prolonged period of time. Currently 85/89 pupils retain their FSM status. The vast majority of pupils at Victoria Primary who become eligible for FSM remain eligible throughout their time with us. 75% of currently FSM eligible pupils gained this status on entry or within a year of entry for those joining in year groups other than reception. This demonstrates the level of disadvantage for this key group of pupils. FFT research demonstrates that long term disadvantaged pupils will need a higher level of support and more intervention in order to narrow the gap:</p> <p>It's also clear that there is a strong association between level of disadvantage (amount of time spent FSM-eligible) and educational attainment and progress.</p> <p><a href="https://ffteducationdatalab.org.uk/2017/07/long-term-disadvantage-partthree-ethnicity-eal-and-long-term-disadvantage/">https://ffteducationdatalab.org.uk/2017/07/long-term-disadvantage-partthree-ethnicity-eal-and-long-term-disadvantage/</a></p> |
| 3                | Pupils from the disadvantaged group are disproportionately represented in other vulnerable groups within the academy. 19% of PP pupils have an additional SEND need (academy SEND 14%). 4 of the 12 pupils with an EHCP are also eligible for PP funding. 20% of the PP group are White British Boys (academy White British boys is 13%).  |

|   |  |
|---|--|
| 4 | <p>Assessments and observations of vulnerable learners demonstrate that the education and well-being of these pupils has been impacted by school closures to a greater extent than for other pupils. This is also noted in national studies. Records on CPOMs and support for families from our Inclusion Team during school closures demonstrates the additional help and intervention families have needed over this time.</p>   |
| 5 | <p>A large proportion of pupils join the academy with mathematical, communication &amp; Language skills and literacy skills below that expected nationally. Disadvantaged learners are disproportionately affected by this low on entry baseline. For the September 2021 intake: 73% of the PP group baselined 0-3 years in mathematics (Non PP 36%). 45% of the PP group baselined 0-3 years in communication and literacy (Non PP 39%). And 64% of the PP group baselined 0-3 years in literacy (Non PP 32%). The attainment gap for these pupils needs to be rapidly narrowed from their entry points.</p>  |
| 6 | <p>Pupils from the disadvantaged group demonstrate difficulties with selfregulation and poorer behaviour for learning strategies than their peers. 41% of entries on the Behaviour Watch system this academic year were for pupils from the PP group. 44% of classroom based entries were for pupils from the PP group. These pupils represent only 22% of our school population.</p>  |
| 7 | <p>Disadvantaged pupils struggle to become fluent readers at the same rate as their peers. The percentage of pupils meeting PSC expected by the end of year 1, using internal assessments, is lower than that of their peers for summer 2021 and was also the case for PSC national data in 2019.</p> <p>Year 1 2021, PP group 45% (cohort 64%)<br/> Year 1 2019, PP group 50% (cohort 63%)</p>  |
| 8 | <p>Attendance rates for PP pupils have remained above the national average for this group and persistent absence rates have remained significantly below the national rate for this group of pupils. Despite this, our PP group attendance is not as strong as that of their school peers. The continued high rates of attendance for disadvantaged pupils is more critical now as they have been affected more significantly by school closures. An increased risk of deteriorating attendance could lead to poorer outcomes for these pupils.</p> <p>FFT attendance data (Y1 to Y6) demonstrates that both the PP group and their peers are above FFT national in year to date. However, PP pupil attendance remains lower than their peers: PP group 94.9% and none PP group 95.5%.</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  |
|---|---|
| <p>Raise standards in reading, writing and mathematics to at least in line with the PP average attainment for EEF families of schools.</p> <p>Comparisons for 2019:<br/>           Combined KS2 VPA 45% - EEF families average 59%<br/>           Combined KS2 VPA PP 33% - EEF families average PP 50%</p> | <p>The 3 year average between 2022-2024 KS2 combined reading, writing and maths for PP groups will be at least 55%</p>  |
| <p>Through our work with The Behaviour Hub, improve further our clear and consistent approach to behaviour, ensuring the PP group demonstrate strong learning behaviours and self-regulation</p>  | <p>PP pupil and non PP pupil uploads onto the Behaviour Watch are lower year on year, PP group does not represent proportionally higher rates than the non PP group.</p> <p>FTE rates for all pupils are reduced to at least in line with those Nationally.</p> <p>Evidence from behaviour audits and pupil voice demonstrates the PP group are able to confidently discuss how to improve their learning and behaviours.</p> |
| <p>Attendance for PP group to be in line with that of their peers. Aiming for above National attendance for whole school.</p>   | <p>Whole school attendance to be above National for the next three academic years.</p> <p>PP attendance to be amongst the best 20% nationally for this group.</p> <p>Persistent absence for PP group to be within the top 20% of schools nationally.</p> <p>Attendance rate of PP group at Victoria to be in line with that of their peers.</p>   |
| <p>To ensure all PP pupils have access to intervention groups to support their learning needs</p>   | <p>Entry and exit data for intervention groups demonstrates progress made by PP children leading to an improvement in their mid-year test and end of year test/teacher assessment results.</p>  |
| <p>A consistent approach to the teaching a vocabulary and the development of oral language is established across the academy</p>  | <p>Book looks, book study and pupil voice demonstrate that PP pupils are confident in using subject specific vocabulary and complex vocabulary in their recorded and oral learning.</p> <p>Assessments of oracy demonstrate that PP pupils are able to achieve in line with their peers.</p>  |

## Activity in this academic year – 2021-2022

### Teaching

Budgeted cost: £51,800

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Deputy SENCo appointed to add capacity to SEND support for class teachers across the school.  | EEF report: Special Educational Needs in Mainstream Schools  | 1 2 4 5 6 7                   |
| Implementing and assessing a consistent approach to the development of Oracy and vocabulary acquisition across the academy. Children's listening comprehension and language is developed by reading aloud and talking about stories, poems and nonfiction books | EEF report: Improving Literacy in Key Stage 1<br>EEF Feedback +6 months<br>EEF Oral Language Intervention + 6 months<br>EEF: Improving Literacy in KS2     | 1 3 5                         |
| Reading leader none classed based to enable daily support for RWInc group leaders. RWInc training package purchased to direct RWInc group leaders to ongoing training to improve the quality of delivery. RWInc development days and English Hub support        | EEF report: Improving Literacy in Key Stage 1<br>EEF report: Effective Professional Development<br>EEF Phonics +5 months<br>EEF: Improving Literacy in KS2 | 1 3 5 7                       |
| External Maths Consultant commissioned to support Maths subject leader to improve the quality of maths teaching across the academy  | EEF report: Effective Professional Development<br>EEF Mastery Learning +5 months<br>EEF: Improving the Teaching and Learning of Mathematics                | 1 5                           |
| Wider curriculum leader released from class one day each week to monitor the quality of curriculum  | EEF report: Effective Professional Development   | 1 3 4 5 6 7                   |

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|--|---|------------------------|
| <p>delivery, give feedback, plan and deliver bespoke training. Work with subject leaders to improve the quality of subjects within the wider curriculum. Supporting improvements in pedagogy and teacher subject knowledge</p>   | <p>EEF: Putting Evidence to Work – A School’s Guide to Implementation</p>   |                        |
| <p>Ensuring professional development is linked to school priorities and bespoke to individual need.</p>  | <p>EEF report: Effective Professional Development<br/>EEF: Putting Evidence to Work – A School’s Guide to Implementation</p>  | <p>1 2 3 4 5 6 7 8</p> |
| <p>Training in the effective use of one page feedback and marking to improve pupil progress</p>  | <p>EEF Feedback +6 months<br/>EEF report: Effective Professional Development</p>  | <p>1 3 4 5 7</p>       |
| <p>Focus on reading for understanding and pleasure to improve standards in reading across the academy. Children’s love of reading is developed through daily reading practice and opportunities to hear books and information read to pupils using carefully chosen texts. Reading and sharing text is integral part of teaching and learning across the wider curriculum.</p> | <p>EEF report: Improving Literacy in Key Stage 1<br/>EEF Phonics +5 months<br/>EEF Improving Literacy in Key Stage 1<br/>EEF Reading Comprehension Strategies +6<br/>EEF: Improving Literacy in KS2</p> | <p>1 5 7</p>           |
| <p>Increase classroom stocks of good quality texts. Each classroom to have a display of carefully selected books. Resources from Library Service, Love Reading for Kids used alongside school purchases.</p>   | <p>EEF report: Improving Literacy in Key Stage 1<br/>EEF Phonics +5 months<br/>EEF Improving Literacy in Key Stage 1<br/>EEF Reading Comprehension Strategies +6</p>                                    | <p>1 5 7</p>           |



## Targeted academic support

Budgeted cost: £48,749.71

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Lightening Squad tuition for 30 children in Y3/4 (FFT continued from National Tutoring Programme)   | EEF Small Group Tuition +4 months   | 1 3 4 5 7                     |
| National Tutoring programme for mathematics   | EEF Small Group Tuition +4 months   | 1 3 4 5                       |
| NELI intervention for Reception pupils to improve early language acquisition  | EEF Small Group Tuition +4 months<br>EEF Oral Language Interventions +6 months<br>EEF Improving Literacy in Key Stage 1 | 1 3 4 5 7                     |
| Each PP pupil to have a named high level teaching assistant to support with selection of books, reading, and discussions around books and love of reading.  | EEF Improving Literacy in Key Stage 1<br>EEF Teaching Assistant Interventions +4 months<br>EEF Feedback +6 months       | 1 3 4 5 6 7 8                 |
| Ability grouped phonic teaching in small groups from Y1 to Y4. One to one intervention keep up not catch up for specific pupils in Y1 to Y4. Ability group teaching in small groups for Reception children. Making a fast start RWInc intervention for Reception children | EEF Phonics +5 months<br>EEF Improving Literacy in Key Stage 1<br>EEF Teaching Assistant Interventions +4 months        | 1 3 4 5 6 7                   |

|   |  |               |
|---|--|---------------|
| Teaching assistants to deliver high quality group and individual interventions  | EEF Teaching Assistant Interventions +4 months<br>EEF Improving Literacy in Key Stage 1<br>EEF Small Group Tuition +4 months | 1 3 4 5 6 7 8 |
| Small group tuition for PP pupils who are not on track to make attainment based on prior attainment. Run internally by class teachers and/or HLTAs. | EEF Small Group Tuition +4 months  | 1 3 4 5 6 7 8 |

## Wider strategies

Budgeted cost: £56,577

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Northampton Town partnership education mentor to one day a week in school across the year. (An additional day to be funded by sports premium). Support with developing physical literacy, supporting Mental Health, Behaviour and provide links to PSHE and other subjects with continuous links to sports and being active | EEF Behaviour Interventions +4 months<br>EEF Social and Emotional Learning +4 months<br>EEF metacognition and selfregulation +7 months<br>EEF Project: Impact of Covid-19 school closures and subsequent support strategies on attainment and socioemotional wellbeing in Key Stage 1 | 3 4 6 8                       |
| Individual spending for all PP children. Parents able to purchase school uniform, trips, music lessons, after school clubs etc with their £100 annual amount.   | EEF parental engagement +4 months   | 1 4 8                         |

|   |  |           |
|---|--|-----------|
| PP children to collect and keep black and white RWInc phonic books as the progress through the scheme. This will enable them to continue to read them at home and reread.   | EEF parental engagement +4 months<br>EEF Phonics +5 months<br>EEF Reading Comprehension Strategies +6                                  | 1 3 5 7   |
| Accelerated Reader to increase reading speed and reading for pleasure. Pupils complete quizzes to improve reading comprehension strategies  | EEF Accelerated Reader + 3 months<br>EEF Phonics +5 months<br>EEF Reading Comprehension Strategies +6                                  | 1 3 5 7   |
| PP pupils access to quality texts to keep at home to support reading for pleasure and parental engagement with reading at home. Each child to select 3 books per year to take home, rewards for reading with parents. | EEF Reading Comprehension Strategies +6<br>EEF parental engagement +4 months   | 1 3 5 7   |
| Membership of the Behaviour Hub   | EEF Behaviour Interventions +4 months<br>EEF Social and Emotional Learning +4 months<br>EEF metacognition and selfregulation +7 months | 3 4 6 8   |
| Access to maths resources at home to support home learning and parental engagement. Times table packs and other manipulatives.  | EEF parental engagement +4 months<br>EEF Mastery Learning +5 months  | 1 3 4 5   |
| Specialist Speech and Language NHS practitioner to work with children needing S and L interventions. ½ a day a week. Including support and training for school based staff and support for parents.                   | EEF Oral Language Interventions +6 months  | 1 3 4 5 7 |

|  |  |                      |
|--|--|----------------------|
| <p>High Level Teaching Assistant Appointed to develop the library and access to quality texts. Track use of Accelerate Reader and quizzing, reporting on progress to class teachers. Supporting children to access suitable reading materials.</p> | <p>EEF Oral Language Interventions +6 months<br/>EEF Reading Comprehension Strategies +6 months<br/>EEF Feedback +6 months</p> | <p>1 3 4 5 6 7 8</p> |
|--|--|----------------------|

**Total budgeted cost: £157,126.71**

## 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.

| Intended Outcome   | Success Criteria and 2021 to 2022 Review Notes   |
|--|--|
| <p>Raise standards in reading, writing and mathematics to at least in line with the PP average attainment for EEF families of schools. Comparisons for 2019:<br/>Combined KS2 VPA 45% - EEF families average 59%<br/>Combined KS2 VPA PP 33% - EEF families average<br/>PP 50%</p> | <p>The 3 year average between 2022-2024 KS2 combined reading, writing and maths for PP groups will be at least 55%</p> <p><i>Outcome for 2022 (13 children)<br/>Combined was 31% (4 children)<br/>This group of pupils were stronger in English.<br/>Combined Reading and Writing was 54% (7 children)<br/>Reading 69% (9 children)<br/>Writing 62% (8 children)<br/>Maths 38% (5 children)<br/>GPS 54% (7 children)<br/>There were 3 near miss scaled scores for maths (97, 98, 99)<br/>Maths was the lowest indicator for the whole cohort in 2022</i></p> |

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|--|---|
| <p>Through our work with The Behaviour Hub, improve further our clear and consistent approach to behaviour, ensuring the PP group demonstrate strong learning behaviours and self-regulation</p> | <p>PP pupil and non PP pupil uploads onto the Behaviour Watch are lower year on year, PP group does not represent proportionally higher rates than the non PP group.</p> <p><i>A sharp drop in the number of incidents recorded on behaviour watch in the Autumn term was maintained throughout the year. The introduction of new academy rules and social norms was effective in supporting pupils to make good choices. The PP group continue to represent a proportionally higher number of incidents, this is something leaders are aware of and continue to look at strategies to address it.</i></p> <p>FTE rates for all pupils are reduced to at least in line with those Nationally.</p> <p><i>Exclusion data shows a definite and significant fall, from a very steady rate of 4.5% over 3 years to 2.9%. This is an extremely large fall and is a real success. This demonstrates significant impact over the year.</i></p> <p>Evidence from behaviour audits and pupil voice demonstrates the PP group are able to confidently discuss how to improve their learning and behaviours.</p> <p><i>Summer 2022 pupil voice, 100% of pupils either agreed or strongly agreed with the statement "I feel I have a good understanding of what the rules are around behaviour in school and am able to follow these". All children were very clear and could explain our rules and the reasons we have them- "They're for everybody, to keep us all safe." was a quote that typified responses.</i></p> |
| <p>Attendance for PP group to be in line with that of their peers. Aiming for above National attendance for whole school.</p>  | <p>Whole school attendance to be above National for the next three academic years.</p> <p>PP attendance to be amongst the best 20% nationally for this group.</p> <p>Persistent absence for PP group to be within the top 20% of schools nationally.</p> <p>Attendance rate of PP group at Victoria to be in line with that of their peers.</p> <p><i>Pupil Premium attendance continues to be stronger than that seen nationally.</i></p>  |
| <p>To ensure all PP pupils have access to intervention groups to support their learning needs</p>  | <p>Entry and exit data for intervention groups demonstrates progress made by PP children leading to an improvement in their mid-year test and end of year test/teacher assessment results.</p> <p><i>Whilst some pupil premium children made good progress in intervention groups, this is not secure for all phases and groups of pupils. For example, the pupil premium group in Year 6 had strong outcomes for reading and writing, their attainment in maths was lower. Forensic analysis of PP data will be carried out to ensure that all pupils are making progress, and, where their progress slows, are supported to catch up.</i></p>   |

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| <p>A consistent approach to the teaching a vocabulary and the development of oral language is established across the academy</p> | <p>Book looks, book study and pupil voice demonstrate that PP pupils are confident in using subject specific vocabulary and complex vocabulary in their recorded and oral learning.</p> <p><i>Book study evidence demonstrates that pupil premium pupils are able to use vocabulary confidently in line with their non PP peers in class.</i></p> <p>Assessments of oracy demonstrate that PP pupils are able to achieve in line with their peers.</p> |
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## 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                              |
|---|---------------------------------------|
| Rigolo online French  | Oxford Owl                            |
| PIXL – assessment, planning, wider curriculum, cultural capital | PIXL                                  |
| White Rose Premium planning package                             | White Rose                            |
| Deepening Understanding – English and Maths                     | Deepening Understanding               |
| Planning Units for D and T                                      | The Design and Technology Association |
| Tackling Tables times tables scheme                             | MBD Tuition                           |
| RWInc Development Days and Training Package                     | RWInc                                 |
| PSHE  | PSHE association                      |
| PE planning   | PE Planning                           |
| Accelerated Reader and MyOn Reading                             | Renaissance Learning                  |
| Electronic books  | Oxford Owl                            |
| Planning and teaching resources for RWInc                       | Oxford Owl                            |
| Library Loan Service  | LRE                                   |
| TTRockstars   | Maths Circle Ltd                      |