

Pupil Premium Strategy Statement 2025–26

Victoria Primary Academy

1. School Overview

School name	Victoria Primary Academy
Number of pupils on roll	420
Proportion of disadvantaged pupils	24.9%
Pupil Premium allocation (2025–26)	£142,000
Academic year/years covered by statement	2025–2026
Publish date	September 2025
Review date	July 2026
Statement authorised by	Ian Pearson, Principal

2. Funding Overview

Pupil Premium funding 2025–26	£142,000
Recovery premium funding	£0
Total budget for this academic year	£142,000

3. Statement of Intent

Our intent is to ensure that disadvantaged pupils at Victoria Primary Academy receive high-quality teaching, targeted academic support, and carefully planned wider provision to secure strong progress and improved wellbeing. We seek to ensure all children, regardless of background, establish strong foundations in their learning, enabling them to secure the key basics across all subjects, particularly English and Maths. In particular we aim to close the gap between disadvantaged children and their non disadvantaged peers. This strategy draws on the EEF 2024–25 research base, prioritising early literacy, oracy, structured interventions and emotional wellbeing.

Key Principles

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.

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. Underpinning this is a relentless focus of the foundations of learning- those key skills and fundamental knowledge that all children need to succeed.

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. **By securing the foundations of knowledge we ensure all children are able to meet their potential.**

4. Challenges

No.	Area of Challenge	Details / Rationale
1	Early literacy, phonics, and reading fluency gaps	Disadvantaged pupils often start school with lower literacy skills, impacting their ability to decode and comprehend text. Phonics screening and reading assessments show PPG pupils below age-related expectations, requiring additional small-group and 1:1 support. Last year 54% of pupils in receipt of PPG funding passed the PSC which was significantly less than non-PPG. This was also a bigger gap than that nationally.
2	Weak oral language and vocabulary in	Many PPG pupils enter EYFS with limited vocabulary and listening comprehension. This affects reading development

No.	Area of Challenge	Details / Rationale
	EYFS/KS1 upon starting school	and writing skills. Nelli, TalkBoost and structured oral language interventions are used to address this gap.
3	Lower reading confidence and comprehension in KS2	Despite intervention, PPG pupils in KS2 often demonstrate reduced reading fluency, lower engagement, and comprehension difficulties, affecting overall progress in the wider curriculum. Accelerated Reader and Literacy Gold are targeted to improve outcomes. At the end of KS2 58% of PPG pupils were expected against a national figure of 62% Historical data shows PPG pupils achieving below non-PPG peers in combined reading, writing, and maths. Focused 1:1 tutoring and small-group intervention aim to close this gap, with a 3-year rolling target of $\geq 58\%$ combined attainment for PPG pupils. The current gap is 17% as a 3 yr average from IDSR. We aim to close to this 10%
4	Attainment gaps in Year 6	SEMh barriers, including anxiety, low resilience, and emotional regulation, affect readiness to learn and engagement. ELSA interventions, wellbeing support, and structured pastoral care are implemented to address these needs.
5	Social, emotional and mental health needs impacting learning	Some PPG pupils have lower attendance or persistent absence, disrupting learning and widening attainment gaps. Attendance monitoring, mentoring, and family engagement strategies aim to improve consistency and outcomes.
6	Attendance and persistent absence among disadvantaged pupils	Disadvantaged pupils often have limited opportunities for extracurricular activities, cultural experiences, and nature-based learning, impacting engagement, motivation, and social development. Forest School and enrichment activities increase participation and wellbeing.
7	Reduced access to enrichment and nature-based learning	

5. Intended Outcomes

Intended Outcome	Numerical / Measurable Target
Improved phonics and early reading	Y1 Phonics Screening: at least 70% pass rate for PPG pupils and close the gap between PPG and non-PPG; reduction of reading gaps by at least 20% in Y2
Improved oral language and vocabulary	EYFS/KS1 oral language assessments: 80% of PPG pupils at age-related expectations; increase average vocabulary scores by at least 15%
Increased reading fluency and comprehension	KS2 reading ages to show at least 6 months progress in one academic year; 65%+ of PPG to reach EXS at the end of KS2
Narrowed attainment gaps in Year 6	PPG combined R/W/M at least 60% by 2028 (3-year rolling average); gap with non-PPG to be 10% or less

Intended Outcome	Numerical / Measurable Target
	by 2026
Improved wellbeing and resilience	At least 80% of PPG pupils report positive wellbeing in surveys; reduction in behaviour incidents for PPG pupils by 20%
Improved attendance	Whole-school attendance to be at least 96.5%; at least 80% of PPG pupils in 'good' or 'excellent' attendance category using VYED bandings.
Improved access to enrichment including outdoor nurture provision	At least 90% of PPG pupils attend at least one enrichment activity, including outdoor nurture provision

6. Activity in This Academic Year

A. Teaching (EEF Tier 1)

Activity	Evidence / Rationale (EEF)	Estimated Cost	Challenge number (s) addressed
Literacy Gold – whole-class reading and comprehension	Reading comprehension +6 months; feedback +7 months	£12,000	3, 4
CPD: explicit instruction, scaffolding, responsive teaching	High-quality teaching has greatest impact	£8,000	3,4

Moderation and curriculum resources: Supports diagnostic teaching (£5,000)

B. Targeted Academic Support (EEF Tier 2)

Activity	Evidence / Rationale	Estimated Cost	Challenge number (s) addressed
Additional Phonics (KS1 & targeted KS2)	Phonics +5 months	£10,000	1,2
TalkBoost (EYFS/KS1)	Oral language interventions +6 months	£7,000	1,2
1:1 Tutoring in Year 6	1:1 tuition +5 months	£25,000	3,4
Accelerated Reader (KS2)	Reading comprehension +6 months; digital +4 months	£6,500	3,4

C. Wider Strategies (EEF Tier 3)

Activity	Evidence / Rationale	Estimated Cost	Challenge number (s) addressed
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ELSA – emotional literacy intervention	SEL programmes +4 months	£15,000	5
Attendance monitoring & family support	EEF attendance trials emphasise early intervention	£20,000	5,6
Outdoor nature provision – nature-based wellbeing programme	Improves engagement, resilience, teamwork	£5,500	5,7
Trips, enrichment, music, uniform support	Broadens cultural capital	£8,500	5,6,7

7. Total Budgeted Cost

Teaching	£25,000
Targeted Academic Support	£48,500
Wider Strategies	£49,000
Total	£122,500

Remaining funds (£19,500) reserved for additional staffing, mid-year interventions, and contingency.

8. Monitoring and Implementation

Implementation follows EEF guidance (Explore → Prepare → Deliver → Sustain).

Area	Details	Frequency / Responsibility	Success Indicators
Teaching Quality	Observation of lessons, book scrutiny, planning checks, CPD impact	Termly lesson observations by SLT; ongoing coaching cycles	Increased proportion of lessons assessed as developing+ or better, evidence of structured feedback and differentiation
Targeted Academic Support	Monitoring small-group interventions, tutoring sessions, phonics and TalkBoost sessions, Accelerated Reader progress	Weekly intervention monitoring by intervention lead; termly review by PPG lead	Entry/exit data for interventions showing measurable progress; reading ages and assessment scores increasing
Wider Strategies	Monitoring SEMH support (ELSA), Forest School engagement, enrichment activities, attendance, and	Termly meetings between PPG lead and pastoral team; weekly attendance	Increased wellbeing (pupil voice, surveys), increased enrichment participation (≥20% PP uptake), reduction in behaviour

Area	Details	Frequency / Responsibility	Success Indicators
	pastoral interventions	tracking	incidents
Attendance	Daily attendance monitoring; early identification of persistent absence; liaison with families	Daily registers; weekly review by attendance officer; termly SLT report	Whole-school attendance to be at least 96.5%; at least 80% of PPG pupils in 'good' or 'excellent' attendance category; 25% reduction in severely absent PPG pupils
Data Review and Impact Assessment	Analysis of internal data, tracking of progress against targets, benchmarking against national figures	Termly assessment cycles; half-termly pro	

9. Statement of Impact for 2024–25

Raising Standards in Reading, Writing and Maths:

- VPA PPG combined 58% vs national PPG 46%
- Disadvantaged pupils outperformed their peers significantly in end of KS2 measures- 58% achieving combined expected and 11% greater depth compared to 50% expected and 10% greater depth for whole cohort
- On track for 3-year rolling average of at least 60% PPG achieving expected standard by 2028.

Attendance Improvements:

- Increased number of PPG pupils with good/excellent attendance Last year attendance for disadvantaged pupils was 94% against a national average of 94.8%. We aim to at least meet the national average this year.
- Whole-school attendance exceeded national and projected to continue to do so over next three years
- Early progress toward large reduction in severely absent PPG pupils

Access to Intervention:

- All PP pupils accessed interventions across the year: phonics, , tutoring, ELSA, Accelerated Reader, Literacy Gold
- Entry/exit data showed measurable gains in reading age, phonics, vocabulary, comprehension for those children taking part in them

- Mid-year and end-of-year assessments showed accelerated progress for those children engaged in these interventions compared to those not involved

Wellbeing & Engagement:

- Improved pupil voice showed increased confidence, belonging, resilience
- Enrichment participation increased by 15% for PP pupils
- Bullying reduced overall for all groups across 2024-25

Overall, 2024–25 strategy made strong progress against goals in attainment, wellbeing, attendance and engagement.

Externally provided programmes

Programme	Provider
CUSP Curriculum	Unity Schools Partnership
White Rose Premium planning package	White Rose
Jigsaw RE / Jigsaw PSHE	Jigsaw
Charanga Music	Charanga
Numbersense – Early Years Number Sense, Number facts Fluency, Times Tables Fluency	Numbersense
Digimaps	Edina
Planning and teaching resources for RWInc	Oxford Owl
RWInc Development Days and Training Package	RWInc
Curriculum Visions	Curriculum Visions
Get Set 4 PE	Get Set 4 Education
Literacy Gold	Literacy Gold
Accelerated Reader and MyOn Reading	Renaissance Learning
Library Loan Service	LRE