



Victoria Primary School

1. Summary information					
School	Victoria Primary School				
Academic Year	2016/17	Total PP budget	£155,760	Date of most recent PP Review	
Total number of pupils	298	Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Current attainment No attainment data available for Victoria Primary School				
7 children in the cohort	<i>Pupils eligible for PP (your school Scaled score 100+) % of the 7</i>	<i>Pupils not eligible for PP of a scale of 100+</i>	<i>All pupils</i>	<i>National All</i>
% Achieving R/W/M				
% At Expected Reading				
% At Expected Maths				
% At Expected Writing				

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Behaviour issues for a group of pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
D.	Poor self-esteem and lack of aspiration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are below non PP children. This reduces their school hours and causes them to fall behind on average.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. SALT Intervention
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Behavioural issues of pupils to be addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Poor self-esteem and lack of aspiration	Pupils esteem improves and improves progress
E.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from xx% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2016/17 £155,760				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2	<p>Pupils below expected levels in Years 2 and 6 will have increased English/ Maths time on their timetable.</p> <p>Pupils across KS2 will be given additional maths and English lessons when possible and applicable.</p> <p>1:1 and small group Literacy and numeracy lessons to take place during the school day and after school</p>	<p>A number of pupils are not gaining the very basic skills</p> <p>Increased EM provision will enable pupils to be KS 2 and Secondary ready</p> <p>1 to 1 and small group sizes has been reviewed on the EEF as having a high impact on achievement +5 Months.</p>	<p>Key stage 1 and 2 English and maths attainment to be closely tracked and RAG rated</p> <p>Additional sessions to be attended on a weekly basis by pupils as part of their timetable giving increased subject provision. English and Maths intervention lunch sessions and after school.</p> <p>Monitoring of achievement data and rigorous planning to ensure pupils who require support get the support. Observations of intervention and tracking 3 weekly progress.</p>	<p>RG/EM</p> <p>EM/CB</p>	Each assessment point 6 x per year
Improved behaviour for learning	Nurture time	Nurture has proven to aid pupil's self-regulation within the classroom and SF for kids has promoted self-discipline and build upon esteem. EEF shows that behaviour intervention increases attainment by +4 Months	Review of behavioural incidents, observations of the intervention focusing on specific pupil outcomes	NC	Half termly review
Total budgeted cost					£ 80,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Phonics in EYFS and KS 1	Additional phonics sessions after school	EEF shows impact of phonics increases attainment in reading by +4 Months	5 weekly tracking of phonics scores and phases to demonstrate impact	SC/RE	Each assessment point 6 x per year
Improved Speech and Language EYFS and KS 1	SALT – Talk Boost intervention	EEF shows impact of SP & Language intervention increases outcomes by +5 Months	5 weekly tracking of progress from start point	SA/SC	Each assessment point 6 x per year
Improved attainment in Years 2 & 6	Easter/ Summer School	EEF shows that attainment is improve by + 2 months for Summer School/ +4 Small Group targeted intervention to aid pupils reach expected levels in Key Stage 1 and 2	Improvement in very specific skills	CS/NE	Start and End of the week
Total budgeted cost					£17,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved esteem and improved mental health	Counselling x 4 days per week	Pupils need support with emotional well-being and the gap need to be healed before it can impact upon attainment	Improved well being	SG	8 weekly intervention review per pupil
Children are alter and ready to learn	Breakfast Club	A large number of pupils come to school without breakfast or having eaten sweets	Review three weekly with class teachers for targeting key pupils	LW	Every 3 weeks
Raise attendance for pupil premium students to 96%	Review roles of staff member to introduce more rigorous monitoring and tracking systems. Use of home visits and home collections on first day response monitoring.	Attendance will be more closely monitored for PP students. First day response to be proactive in identifying a non-attender and making efficient use of home collection to raise attendance.	Pupil premium attendance figure will become in line with non-pupil premium figure of 96%. Less cases of persistent absence will be recorded.	Attendance student services officer and Heads of Year	Jan 2017
Total budgeted cost					£60,000