



## **Pupil Premium Strategy 2024-2027**

## School overview

| Detail   | Data                 |
|--|----------------------|
| Number of pupils in school   | 306                  |
| Proportion (%) of pupil premium eligible pupils  | 42%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027            |
| Date this statement was published  | November 2024        |
| Date on which it will be reviewed  | November 2025        |
| Statement authorised by  | Local Governing Body |
| Pupil premium lead   | Anna Froggatt        |
| Governor / Trustee lead  | Jillian Carswell     |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £210, 975 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £210, 975 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is to develop confident, caring and courageous people who engage actively, ethically and purposefully with the community and the wider world around us. We foster curious, resilient learners who support one another, enjoy life and achieve the best they can. Our values of respect, honesty, responsibility and thoughtfulness towards themselves, others and the wider world are lived with integrity.

In making decisions regarding the use of Pupil Premium funding it is important to consider the context of the school and the challenges faced by our pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential.

Typical barriers to learning experienced by pupils at Victoria Primary School include:

- lack of support at home
- lack of resources to support home learning (including economic barriers)
- low levels of aspiration
- family conflict and social problems
- social and emotional difficulties
- low confidence and self-esteem
- lack of resilience
- a narrow range of experiences

Key Objectives (based on barriers to learning)

To support social and emotional development, enabling disadvantaged children to learn effectively.

To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support which will accelerate pupil progress and raise attainment.

To broaden experiences and widen opportunities for children and develop the 'whole-child' by providing an enriched, holistic curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

The purpose of this report is to inform parents, carers and governors how much Pupil Premium the school received for 2024 – 2025 how it was spent and the impact it will have on pupils' achievement.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Attendance</b> rates for pupils eligible for PP are slightly below non-PP children. This reduces their learning time and puts them at risk of lower progress rates.  |
| 2                | <b>Low attainment</b> in Key Stages 1 and 2 is a strong risk factor for disadvantaged pupils' later attainment. Early identification and intervention are therefore vital to help disadvantaged pupils achieve. The school needs to identify low performance on entry and regularly review individual pupils' performance so they can respond quickly to provide effective support. DfE & NFER 2015 |
| 3                | <b>Reading levels across the school cohort</b> are lower than National and PP pupils do not make enough progress to prepare them for the next stage. Pupils cannot 'write like an author' because they are not experiencing a wide enough range of genres when reading for pleasure.  |
| 4                | <b>Language and communication</b> 33% of PP pupils have Language and Communication skills below age related expectation on entry to Nursery. This reduces access to learning and slows reading, writing and maths progress in subsequent years if uncorrected.  |
| 5                | <b>Narrow range of experiences.</b> Access to high achieving employment role models are limited leading to low aspiration and narrow range of experiences. Catchment area family income and employment rates are in the second decile (0.287 and 0.187 respectively), education and skills in the third decile and IDACI ranking in the first decile (0.427).                                       |
| 6                | <b>Physiological needs-</b> without regular food, pupils will struggle to concentrate and achieve well. 52% of all PP pupils access free breakfast club places to ensure a nutritious meal is received at the start of the day. These pupils represent 1 in every 2 attendees. Additionally, 60 bagels are distributed to pupils on the gate before school.   |
| 7                | <b>Low confidence, self-esteem and resilience</b> 65% of relational issues which required restorative justice interventions and further support by trauma and attachment TA between Sept 2023 and July 2024 (Average of 4.14 events compared to 1.28 events overall) were instigated by PP pupils.  |
| 7                | <b>Counselling</b> 15% of all PP pupils require professional pre-CAMHS counselling as a result of situations external to school. These pupils represent 2 in every 3 cases.   |
| 8                | <b>Pastoral support</b> 10% of all PP pupils are from families who access support or intervention including Supporting families, targeted support and Social Care. These pupils represent 100% of cases.  |

## 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   |
|--|--|
| To provide high quality-first teaching, including immediate feedback and enhanced levels of support. | <ul style="list-style-type: none"> <li>- CPDL develops teaching and learning so that the vast majority exceed the teaching standards.</li> <li>- Monitoring will demonstrate thoughtful adaptations made in majority of lessons which enable pupils to achieve well.</li> </ul>  |
| To accelerate pupil progress and raise attainment.   | <ul style="list-style-type: none"> <li>- All cohort targets met at FFT5</li> <li>- PP achievement in line with non-PP and national averages at end of EYFS and beyond to EOKS2</li> </ul>  |
| To support social and emotional development, enabling disadvantaged children to learn effectively.   | <ul style="list-style-type: none"> <li>- Attendance of PP pupils= higher achievement</li> <li>- Attendance of PP at least in line with FFT National and consistently above 95%</li> <li>- FSM forms completed for all new enrolments</li> <li>- SEMH needs are met for PP pupils and pupils are increasingly able to self-actualise leading to increase in achievement.</li> </ul>         |
| To broaden experiences and widen opportunities for pupils.   | <ul style="list-style-type: none"> <li>- All disadvantaged pupils will access all trips and visits.</li> <li>- All disadvantaged pupils will have a leadership role within the school.</li> <li>- All disadvantaged pupils will access high quality careers lessons</li> <li>- All disadvantaged pupils will engage in enriching activities that develop them as a whole child.</li> </ul> |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200,729

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Expansion to FTE Teaching Assistant per year group (Y5 Y6) or per class (EYFS – Y4) TA to enable faster feedback in core lessons and provision of 1:1 and small group interventions for pupils with gaps in knowledge<br>£112,250 | EEF shows that effective feedback increases outcomes by +8 Months EEF shows that 1:1 and small group sizes increase outcomes by +5 Months. | 2,3,4                         |
| Free 30 hours places for PP children Full time places provided to eligible pupils £0 as currently no 30- hour Nursery facility (reduced demand) 0.5 FTE teacher<br>£22,435  | EEF shows that extending access to time in school improves progress by +2.5 months   | 2,3,4                         |
| 0.3 FTE booster teaching in EYFS<br>£12,980   | EEF shows that effective feedback increases outcomes by +8 Months EEF shows that 1:1 and small group sizes increase outcomes by +5 Months. | 2,3                           |
| 0.3 FTE Additional teacher in Y1/2<br>£17,688   | EEF shows that effective feedback increases outcomes by +8 Months EEF shows that 1:1 and small group sizes increase outcomes by +5 Months  | 2,3                           |
| 0.3 FTE Additional teacher in Y3/4<br>£17,688   | EEF shows that effective feedback increases outcomes by +8 Months EEF shows that 1:1 and small group sizes increase outcomes by +5 Months  | 2,3                           |
| 0.3 FTE Additional Teacher Y5/6<br>£17,688  | EEF shows that effective feedback increases outcomes by +8 Months EEF shows that 1:1 and small group sizes increase outcomes by +5 Months. | 2,3                           |

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,217

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 0.6FTE Tutoring (10 weeks) Y5 Y6<br>£4,000                                      | EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.   | 2,3                           |
| After school staff-led tutoring<br>£5,250                                       | EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.   | 2,3                           |
| Develop a programme to support pupils with phonics.<br>£967                     | Little Wandle- beyond EOKS1<br>Phonics is a crucial component of early reading instruction.  | 2,3                           |
| Targeted support for pupils working below peers in English and maths<br>£23,000 | EEF states that on average, one -to-one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 2,3                           |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 79,302

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Breakfast Club<br>£1,094  | Children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 than those who start learning on an empty stomach (Cardiff University, 2015)   | 1,6,9                         |
| Counselling inc lunchtime behaviour management x 5 days per week<br>£32,121 | Targeted school-based counselling interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014 cited in School Counselling for All, British Association of Counselling and Psychotherapy 2015 )<br>EEF shows that behaviour intervention increases attainment by +3 Months.<br>Incidents instigated by pupil premium pupils reduced by 7% from 2017 / 18 to 2018 / 19. | 8,9                           |

|  |   |            |
|--|---|------------|
| <p>Trips, Visits and Travel Subsidy<br/>£600</p>   | <p>The Prince's Foundation for Children and the Arts' "Start Project" found that 75 per cent of teachers felt that their pupils had improved self-esteem, and 87 per cent reported an improvement in academic skills as a result of Arts Visits.</p>  | <p>5</p>   |
| <p>Family Support Assistant direct work and co-ordination of multi-agency work x5 days per week, Use of home visits and home collections on first day response monitoring.<br/>£30,348</p> | <p>Social and economic circumstances constitute 86% of factors explaining disadvantaged pupils' educational results. (Joseph Rowntree Foundation "Tackling Low Educational Achievement" 2007)</p>   | <p>1,9</p> |
| <p>Education Welfare Specialist Support<br/>£300 (£30 per referral) Education Welfare Officers administer legal action where family support has not had the required impact.</p>           | <p>DfE (2011) reported that:<br/>Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths<br/>Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths<br/>Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths</p>             | <p>1,9</p> |
| <p>Trauma and Attachment Specialist TA SEMH Intervention inc lunchtime and breaktime behaviour management<br/>£14,839</p>  | <p>Targeted school-based counselling interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014 cited in School Counselling for All, British Association of Counselling and Psychotherapy 2015).<br/>EEF shows that behaviour intervention increases attainment by +3 Months.</p> | <p>7,8</p> |

**Total budgeted cost: £313, 248**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Analysis of Pupil Premium

'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding, namely:

- Pupils claiming free school meals at any point in the last six years, and
- Pupils in care or who left care through adoption or another formal route.

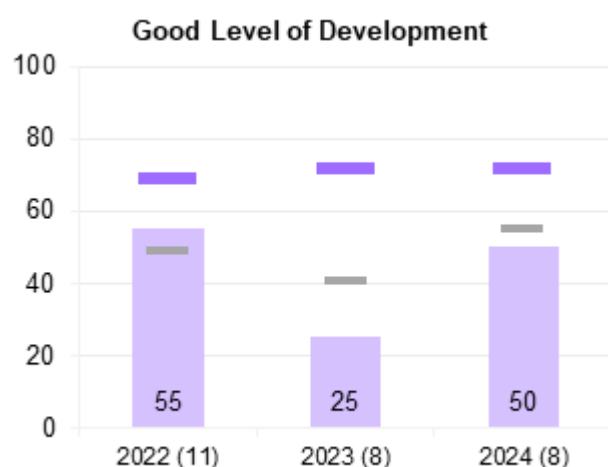
Non-disadvantaged pupils are referred to as the "Other pupils".

#### Key

- The light bars represent the School's Disadvantaged results.
- The grey lines represent the School's Non-Disadvantaged ("Other") results.
- The dark lines represent the National Other.

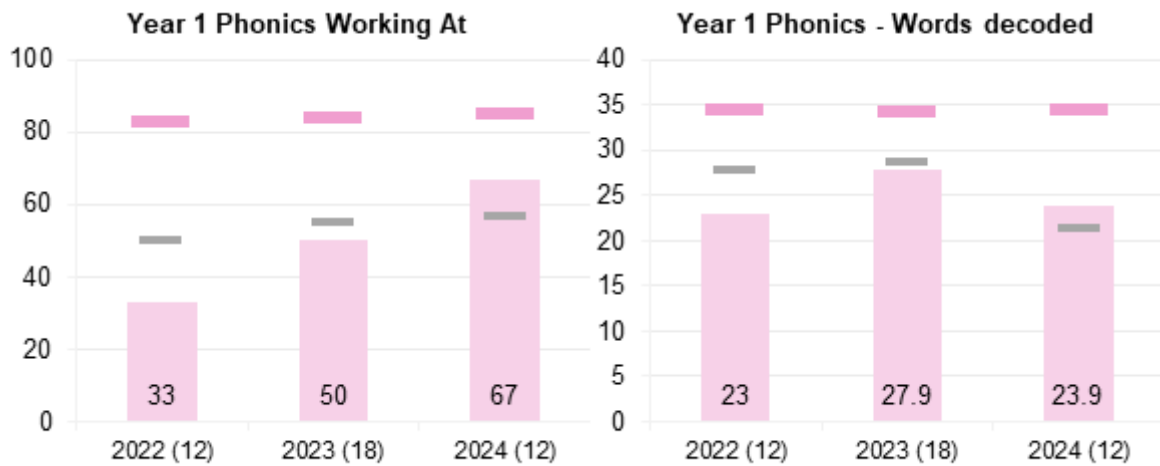
In the analysis, the phrase "in line with" indicates that the results were less than 1 pupil away, either above or below, or in terms of progress, is within 0.20.Y1 Phonics

#### Early Years



- In 2024, 50% (4 out of 8) of our disadvantaged pupils obtained a Good Level of Development - this is up 25% from 2023.
- This is 22% (1 pupil) below the National Other and in line with the School Other.

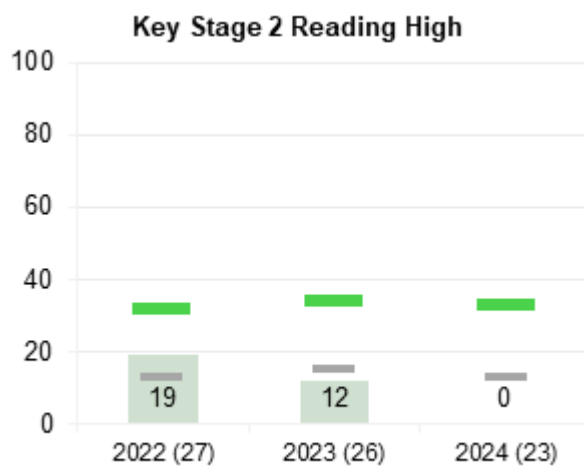
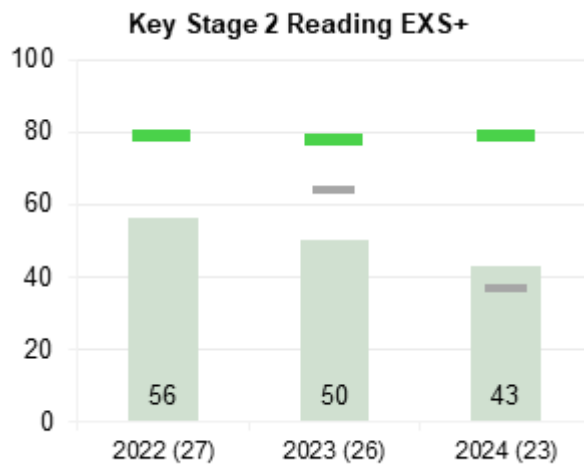
## Y1 Phonics



- In 2024, 67% (8 out of 12) of our disadvantaged pupils passed the Year 1 Phonics Test - this is up 17% from 2023.
- This is 18% (2 pupils) below the National Other but 10% (1 pupil) above the School Other.
- In 2024, our 12 disadvantaged pupils decoded 23.9 words - this is down 4 words from 2023.
- This is 10.6 words below the National Other but 2.5 words above the School Other.

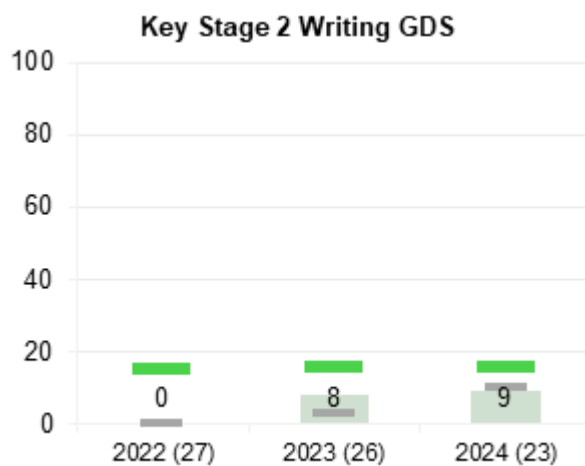
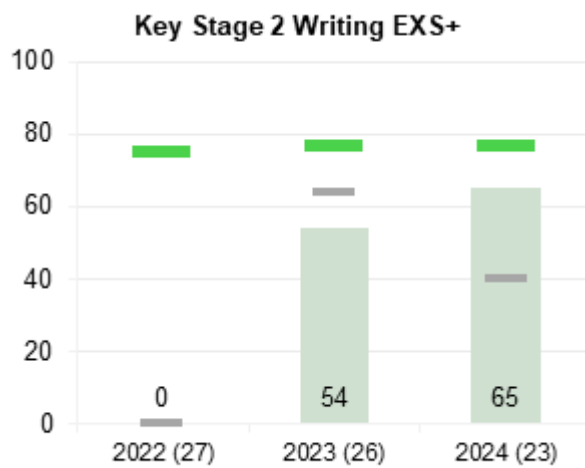
\* Please note that the results include pupils who have been disapplied.

## Key Stage 2 - Reading



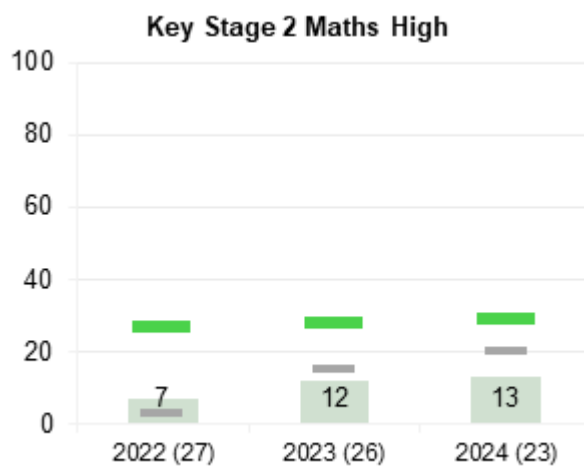
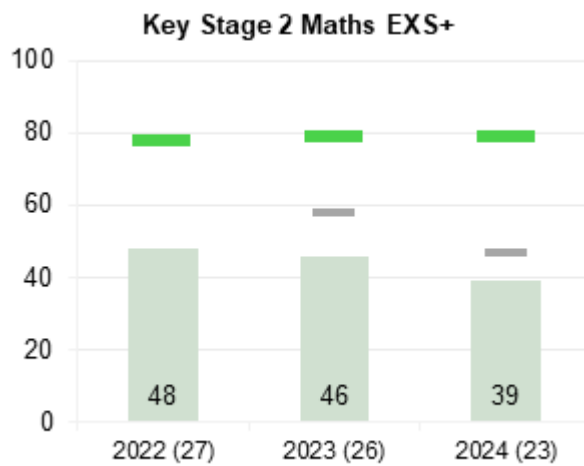
- In 2024, 43% (10 out of 23) of our disadvantaged pupils obtained at least the Expected Standard in Reading - this is down 7% from 2023.
- This is 36% (8 pupils) below the National Other but 6% (1 pupil) above the School Other.
- In 2024, none (0 out of 23) of our disadvantaged pupils obtained the High Standard in Reading - this is down 12% from 2023.
- This is 33% (7 pupils) below the National Other and 13% (2 pupils) below the School Other.

## Key Stage 2 - Writing



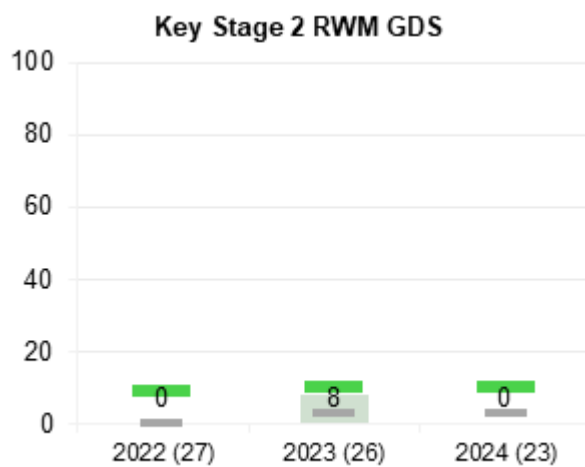
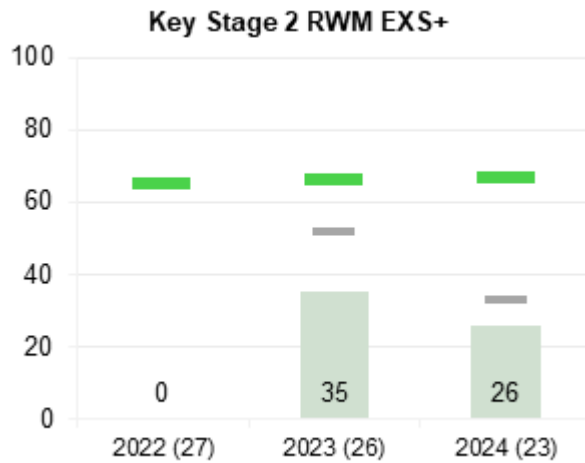
- In 2024, 65% (15 out of 23) of our disadvantaged pupils obtained at least the Expected Standard in Writing - this is up 11% from 2023.
- This is 12% (2 pupils) below the National Other but 25% (5 pupils) above the School Other.
- In 2024, 9% (2 out of 23) of our disadvantaged pupils obtained the Greater Depth Standard in Writing - this is up 1% from 2023.
- This is 7% (1 pupil) below the National Other and in line with the School Other.

## Key Stage 2 – Maths



- In 2024, 39% (9 out of 23) of our disadvantaged pupils obtained at least the Expected Standard in Maths - this is down 7% from 2023.
- This is 40% (9 pupils) below the National Other and 8% (1 pupil) below the School Other.
- In 2024, 13% (3 out of 23) of our disadvantaged pupils obtained the High Standard in Maths - this is up 1% from 2023.
- This is 16% (3 pupils) below the National Other and 7% (1 pupil) below the School Other.

## Key Stage 2 – RWM



- In 2024, 26% (6 out of 23) of our disadvantaged pupils obtained at least the Expected Standard in RWM - this is down 9% from 2023.
- This is 41% (9 pupils) below the National Other and 7% (1 pupil) below the School Other.
- In 2024, none (0 out of 23) of our disadvantaged pupils obtained the Greater Depth in RWM - this is down 8% from 2023.
- This is 10% (2 pupils) below the National Other and in line with the School Other.

### **Key Stage 2 – Progress**

The Department for Education (DfE) has not implemented Progress Scores for the 2023/24 academic year because there were no Key Stage 1 (KS1) results collected during the COVID-19 pandemic, which are essential for calculating accurate progress measures.

**Summer 2024 internal assessment data showed that:**

Current Year 6 all = 48% ARE maths, 52% ARE reading, 39% ARE writing  
Current Year 6 PP = 32% ARE maths, 26% ARE reading, 26% ARE writing  
Current Year 5 all = 60% ARE maths, 64% ARE reading 45% ARE writing  
Current Year 5 PP = 56% ARE maths, 63% ARE reading 41% ARE writing

Current Year 4 all = 49% ARE maths, 46% ARE reading, 38% ARE writing  
Current Year 4 PP = 41% ARE maths, 41% ARE reading, 35% ARE writing  
Current Year 3 all = 76% ARE maths, 63% ARE reading, 49% ARE writing  
Current Year 3 PP = 65% ARE maths, 50% ARE reading, 40% ARE writing

Current Year 2 all = 50% ARE maths, 32% ARE reading, 29% ARE writing  
56.8% ARE in Phonics  
Current Year 2 PP = 64% ARE maths, 36% ARE reading, 36% ARE writing,  
66.7% ARE in Phonics  
Current Year 1 all = 54.8% GDS  
Current Year 1 PP = 50% GDS

**Summer 2023 internal assessment data showed that:**

Current Year 6 all = 37% ARE maths, 42% ARE reading, 18% ARE writing  
Current Year 6 PP = 32% ARE maths, 43% ARE reading, 19% ARE writing  
Current Year 5 all = 67% ARE maths, 67% ARE reading 44% ARE writing  
Current Year 5 PP = 50% ARE maths, 56% ARE reading 28% ARE writing

Current Year 4 all = 51% ARE maths, 67% ARE reading, 44% ARE writing  
Current Year 4 PP = 46% ARE maths, 65% ARE reading, 35% ARE writing  
Current Year 3 all = 68% ARE maths, 58% ARE reading, 42% ARE writing  
Current Year 3 PP = 64% ARE maths, 50% ARE reading, 36% ARE writing

Current Year 2 all = 50% ARE maths, 40% ARE reading, 43% ARE writing  
50% ARE in Phonics  
Current Year 2 PP = 33% ARE maths, 29% ARE reading, 41% ARE writing,  
62.5% ARE in Phonics  
Current Year 1 all = 36% GDS  
Current Year 1 PP = 38% GDS

**Attendance data for 2023-24 showed that:**

Attendance all = 93.3% (Improvement of 0.6%)  
Attendance PP = 92%  
Persistent absence all = 16% (Improvement of 7.5%)  
Persistent absence PP = 22.8% (Improvement of 7.5%)

**Attendance data for 2022-23 showed that:**

Attendance all = 92.7%  
Attendance PP = 92.1%

Persistent absence all = 23.5%

Persistent absence PP = 30.3%

*The intended outcomes of the previous strategy were not fully met but there have been improvements made.*

*For example, there has been a significant reduction in pupils persistently absent although Pupil Premium remains higher than non-PP and the gap has remained the same hence the reason for attendance remaining a focus for the current strategy.*

*The data above outlines where gaps have closed in phonics and EOKS2 RWM.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme                               | Provider             |
|---|----------------------|
| MyTutor                                 | FFT                  |
| Third Space Learning Maths Intervention | Third Space Learning |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

There were no service premium children in 2023-24

**The impact of that spending on service pupil premium eligible pupils**


































There were no service premium children in 2023-24



## Further information (optional)

### Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students. The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

|   |   |  |   |
|---|---|--|---|
| <b>Arts participation</b><br>Moderate impact for very low cost based on moderate evidence           |    |    |    |
| <b>Aspiration interventions</b><br>Unclear impact for very low cost based on insufficient evidence  |    |    |    |
| <b>Behaviour interventions</b><br>Moderate impact for low cost based on limited evidence            |    |    |    |
| <b>Collaborative learning approaches</b><br>High impact for very low cost based on limited evidence |  |  |  |
| <b>Extending school time</b><br>Moderate impact for moderate cost based on limited evidence         |  |  |  |
| <b>Feedback</b><br>Very high impact for very low cost based on extensive evidence                   |  |  |  |
| <b>Homework</b><br>High impact for very low cost based on very limited evidence                     |  |  |  |
| <b>Individualised instruction</b><br>Moderate impact for very low cost based on limited evidence    |  |  |  |
| <b>Learning styles</b><br>Unclear impact for very low cost based on insufficient evidence           |  |  |  |
| <b>Mastery learning</b><br>High impact for very low cost based on limited evidence                  |  |  |  |
| <b>Mentoring</b><br>Low impact for moderate cost based on moderate evidence                         |  |  |  |

|   |  |  |  |
|---|--|--|--|
| <b>One to one tuition</b><br>High impact for moderate cost based on moderate evidence                     |  |  |  |
| <b>Oral language interventions</b><br>Very high impact for very low cost based on extensive evidence      |  |  |  |
| <b>Outdoor adventure learning</b><br>Unclear impact for moderate cost based on insufficient evidence      |  |  |  |
| <b>Parental engagement</b><br>Moderate impact for very low cost based on extensive evidence               |  |  |  |
| <b>Peer tutoring</b><br>High impact for very low cost based on extensive evidence                         |  |  |  |
| <b>Performance pay</b><br>Low impact for low cost based on very limited evidence                          |  |  |  |
| <b>Phonics</b><br>High impact for very low cost based on very extensive evidence                          |  |  |  |
| <b>Physical activity</b><br>Low impact for very low cost based on moderate evidence                       |  |  |  |
| <b>Reading comprehension strategies</b><br>Very high impact for very low cost based on extensive evidence |  |  |  |
| <b>Reducing class size</b><br>Low impact for very high cost based on very limited evidence                |  |  |  |
| <b>Repeating a year</b><br>Negative impact for very high cost based on limited evidence                   |  |  |  |
| <b>School uniform</b><br>Unclear impact for very low cost based on insufficient evidence                  |  |  |  |
| <b>Setting and streaming</b><br>No impact for very low cost based on very limited evidence                |  |  |  |
| <b>Small group tuition</b><br>Moderate impact for low cost based on moderate evidence                     |  |  |  |

|  |  |  |  |
|--|--|--|--|
| <b>Social and emotional learning</b><br>Moderate impact for very low cost based on very limited evidence       |  |  |  |
| <b>Summer schools</b><br>Moderate impact for moderate cost based on limited evidence                           |  |  |  |
| <b>Teaching Assistant Interventions</b><br>Moderate impact for moderate cost based on moderate evidence        |  |  |  |
| <b>Within class attainment grouping</b><br>Low impact for very low cost based on very limited evidence         |  |  |  |
| <b>Built environment</b><br>No impact for low cost based on very limited evidence                              |  |  |  |
| <b>Communication and language approaches</b><br>Very high impact for very low cost based on extensive evidence |  |  |  |
| <b>Digital technology</b><br>Moderate impact for moderate cost based on limited evidence                       |  |  |  |
| <b>Earlier starting age</b><br>Very high impact for very high cost based on moderate evidence                  |  |  |  |
| <b>Early literacy approaches</b><br>Moderate impact for very low cost based on moderate evidence               |  |  |  |