



# VICTORIA

Primary School

Pupil Premium Strategy

2018 - 2019

## 1. Summary information

<b>School</b>	Victoria Primary School 892 / 2018				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£181,000	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	357	<b>Number of pupils eligible for PP</b>	139 (39%)	<b>Date for next internal review of this strategy</b>	February 2019

## 2. 2017 – 18 KS2 attainment

Cohort = 27 Tested Cohort = 23 Pupil Premium eligible = 14	<i>Pupils eligible for PP (% of the 14)</i>	<i>Pupils not eligible for PP (% of the 13)</i>	<i>School All pupils</i>	<i>National All Pupils</i>
<b>% Achieving R/W/M</b>	43%	31%	37%	64%
<b>% At Expected Reading</b>	57%	31%	44%	75%
<b>% At Expected Maths</b>	57%	46%	59%	76%
<b>% At Expected Writing</b>	64%	39%	52%	78%

## 3. Barriers

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	88% of PP pupils have Language and Communication skills below age related expectation on entry to Nursery. This is 38% higher than for non PP pupils. This reduces access to learning and slows reading, writing and maths progress in subsequent years if uncorrected.
<b>B.</b>	Prior high attaining PP pupils in KS1 make (on average) between 1 and 2 months' less progress than their more advantaged peers. <i>(There is insufficient prior high attainment at the end of KS1 historically to track this issue in current KS2)</i>
<b>C.</b>	37% of PP pupils speak English as an additional language
<b>D.</b>	25% 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 3 attendees.
<b>E.</b>	10% 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.
<b>F.</b>	60% of playground issues which required restorative justice interventions between Jan and July 2017 (43 incidents) were started by PP pupils.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>G.</b>	Access to high achieving employment role models are limited leading to low aspiration. 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).
<b>H.</b>	Attendance rates for pupils eligible for PP are below non-PP children. This reduces their learning time and puts them at risk of lower progress rates. 44% of pupils live out of catchment. 2017 – 2018: catchment PP attendance 93.7% vs not-catchment attendance 91.3%. (Non PP catch = 95.8% vs Non PP non catch = 93.3%) (All Avg = 93.8%)
<b>J.</b>	35% of all PP pupils are from families who access support or intervention including Early Help and Social Care. These pupils represent more than 1 in every 2 cases (56%).

#### 4. Desired Outcomes and Planned Expenditure

<b>Academic year 2018/19</b>	Pupil Premium = £181,000 Early Years Pupil Premium = Estimated at £3.323 based on 11 eligible pupils (2017-18) (7 known to be eligible Sept 2018)
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#### 4a. Improving Classroom Pedagogy: Quality of teaching for all

Barrier	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?
<b>A</b> Low Basic Skill Level	Improved Communication and Language scores by end of EYFS	<b>Elklan Speech &amp; Language 3-5 approach</b>  £1,000 CPD and associated costs for all EYFS staff	EEF shows impact of Oral Language Intervention increases outcomes by +5 Months and Early Years Interventions by +5 months	Academy Improvement Plan objective	Annie Kershaw & Jola Walker (EYFS Teachers)	Each assessment point Baseline + 3x per year
<b>A B</b> Low Basic Skill Level / Academic Achievement	Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2	<b>Teaching Assistant per year group</b>  TA to enable faster feedback in core lessons and provision of 1:1 and small group interventions for pupils with gaps in knowledge  £87,312 (39% = £97,630)	EEF shows that effective feedback increases outcomes by +8 Months  EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	EYFS, Key Stage 1 and 2 English and Mathematics attainment to be closely tracked through triangulated quarterly assessment cycle.  Intervention effectiveness to be closely tracked through triangulated quarterly assessment cycle.  Pupil progress data x 4 per year, twice per half term learning walks	Anna Froggatt, Sem Cao, Sonja Adams (AHT Phase Leaders)  Lynn Brook (DHT TA Lead)  Russell Gray (Pupil Progress Lead)	Each assessment point 4 x per year
<b>A B</b> Low Basic Skill Level / Academic Achievement	Improved Reading scores KS1 and KS2	<b>Switch on Reading Intervention</b>  £700 CPD for untrained TAs	EEF shows that quality Phonics teaching increases attainment in Reading by +4 Months  EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	Intervention effectiveness to be closely tracked through triangulated quarterly assessment cycle.	Lynn Brook (DHT TA Lead)	Each assessment point 4 x per year
<b>A B</b> Low Basic Skill Level / Academic Achievement	Improved Reading scores KS1 and KS2	<b>Reciprocal Reading, Inference Intervention &amp; KS2 Phonics training</b>  £1000 CPD for all KS1 and KS2 Staff	EEF shows that teaching Reading Comprehension Strategies increases attainment by +5 Months	EYFS, Key Stage 1 and 2 English and Mathematics attainment to be closely tracked through triangulated quarterly assessment cycle.  Pupil progress data x 4 per year, twice per half term learning walks	Sem Cao, (AHT English)  Lynn Brook (DHT TA Lead)  Russell Gray (HoS)	Each assessment point 4 x per year
<b>Total budgeted cost</b>						£ 90,012

**4b. Targeted support**

Barrier	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 ?
<b>A</b> Low Basic Skill Level	PP achievement in line with non PP and close to national averages at end of EYFS	<b>Free 30 hours places for PP children</b>  Full time places provided to eligible pupils  Additional adults to facilitate ratio: £15,220	EEF shows that extending access to time in school improves progress by +2.5 months	Monitoring and evaluation of provision in line with whole school M&E calendar	Sonja Adams (AHT EYFS)	Each assessment point Baseline + 3x per year
<b>A B</b> Low Basic Skill Level / Academic Achievement	Improved attainment in Year 6	<b>Easter School</b>  Small Group targeted intervention to aid pupils reach expected levels in KS2 Tests  5x AMs AHT: £631 5x AMs Teacher: £480	EEF shows that attainment is improved by + 2 months for Summer School	Planning and outcomes linked to needs of pupils as identified in Spring 2.	E Moore & E Webb (Y6 teachers)	Start and End of the week
<b>A B</b> Low Basic Skill Level / Academic Achievement	Improved attainment in Year 6	<b>AHT-Led Y6 Booster</b>  39x weekly ½AMs AHT: £9,360	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	English and Mathematics attainment to be closely tracked through triangulated quarterly assessment cycle.  Pupil progress data x 4 per year, twice per half term learning walks	A Froggatt (AHT Phase Leader)	Each assessment point 4 x per year
<b>Total budgeted cost</b>						£25, 691

#### 4c. Whole School Strategies

Barrier	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?
<b>A</b> Low Basic Skill Level	PP achievement in line with non PP and close to national averages at end of EYFS	<b>EYFS Earlier starting age</b>  Admission of Rising 3's to Nursery provision  (Cost within Free 30 hours provision above)	EEF shows that extending access to time in school improves progress by +2.5 months	Monitoring and evaluation of provision in line with whole school M&E calendar	Sonja Adams (AHT EYFS)	As per M&E Calendar
<b>C</b> EAL	Rapid development of English language skills = higher achievement	<b>EAL Support</b>  Proportion directly allocated to PP = £4,000	EEF shows impact of Oral Language Intervention increases outcomes by +5	EAL attainment analysis quarterly in line with Trust assessment cycle	Annie Kershaw (EAL Lead)	Each assessment point 4 x per year
<b>D</b> Poverty / Breakfast	Pupils are alert and ready to learn = higher achievement	<b>Breakfast Club</b>  Proportion directly allocated to PP = £3,000	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)	Review half termly with class teachers for targeting key pupils  Reminder letters sent to eligible families	Helen Sparks & Janette Leighton (Supervisors)	Half Termly
<b>E</b> Counselling Needs <b>F</b> Restorative Justice <b>J</b> Early Help / Social Care	Improved esteem and improved mental health = higher achievement	<b>Counselling</b> x 4 days per week  Proportion directly allocated to PP = £22,000	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 )  EEF shows that behaviour intervention increases attainment by +3 Months.	Clinical supervision, 2 hours monthly, with supervision report from Supervisor to HoS	Sarah Gigg (Counsellor)	Monthly
<b>G</b> Poverty	Participation in educational trips and visits = higher achievement	<b>Trips &amp; Visits Subsidies</b>  £5,000	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.	Monitoring of attendance on trips and visits by PP pupils	Suzy Stephens (Office Manager)	Termly
<b>G</b> Poverty	Full enrolment of eligible pupils	<b>Free jumper on enrolment</b> for all new pupils when FSM form completed  £3,000	EEF shows that School Uniform has no impact on attainment, however this strategy incentivises FSM enrolment for all eligible families.	Admissions procedure	Suzy Stephens (Office Manager)	Termly

<p><b>H</b> Attendance</p> <p><b>J</b> Early Help / Social Care</p>	<p>Improved safety, attendance, esteem and mental health = higher achievement</p> <p>PP Attendance rises from 92.2% to match nonPP average of 95.7%</p>	<p><b>Family Support Assistant</b> direct work and co-ordination of multi-agency work x5 days per week,</p> <p>Use of home visits and home collections on first day response monitoring.</p> <p>Proportion directly allocated to PP = £16,000</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>Monthly attendance team meeting HoS, Admin, FSA</p> <p>Monthly safeguarding team meeting DHT, HoS, SENCO, FSA, Coun</p>	<p>Lorraine Whistler (Family Support Assistant)</p>	<p>Monthly</p>
<p><b>H</b> Attendance</p>	<p>Improved attendance = higher achievement</p>	<p><b>Education Welfare Specialist Support</b></p> <p>£300 (£30 per referral)</p>	<p>Education Welfare Officers administer legal action where family support has not had the required impact.</p> <p>DfE (2011) reported that:</p> <ul style="list-style-type: none"> <li>• Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths</li> <li>• Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths</li> <li>• Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths</li> </ul>	<p>Monthly attendance team meeting HoS, Admin, FSA</p> <p>Monthly safeguarding team meeting DHT, HoS, SENCO, FSA, Coun</p>	<p>Lorraine Whistler (Family Support Assistant)</p> <p>Russell Gray (HoS)</p>	<p>Monthly</p>
<p><b>J</b> Early Help</p>	<p>Improved safety, attendance, esteem and mental health = higher achievement</p>	<p><b>Trauma &amp; Attachment Specialist TA</b></p> <p>Proportion directly allocated to PP = £11,000</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 )</p> <p>EEF shows that behaviour intervention increases attainment by +3 Months.</p>	<p>Intervention cycle evaluations including through appraisal.</p>	<p>Lorraine Whistler (Family Support Assistant)</p> <p>Lynn Brook (DHT TA Lead)</p>	<p>Per cycle (usually 6 – 8 weeks)</p>
<b>Total budgeted cost</b>						<p>£64,300</p>

## 5. Success Criteria

All eligible pupils are registered and in receipt of PPG  
PP Communication and Language scores at the end of EYFS are in line with non PP peers and close to National Average  
PP Reading, Writing and Mathematics scores in all year groups are in line with non PP peers  
Full participation in educational trips and visits by PP pupils  
Attendance of PP pupils is in line with non PP peers

Attainment at the expected standard July 2018											
Year	Number in cohort		Mathematics ARE / +			Reading ARE / +			Writing ARE / +		
	PP	PP	All	PP	PP	All	PP	PP	All	PP	PP
6	14	12	54%	64%	42%	54%	64%	42%	54%	64%	42%
5	16	33	41%	44%	39%	32%	38%	30%	16%	12%	18%
4	25	21	52%	52%	52%	48%	40%	57%	19%	12%	29%
3	20	38	69%	80%	63%	64%	65%	63%	58%	70%	53%
2	11	37	58%	73%	54%	46%	73%	38%	42%	73%	32%
1	7	46	63%	57%	63%	60%	71%	59%	49%	43%	50%
F2	11	35	65%	45%	71%	59%	36%	66%	59%	36%	66%
N2	10	19	38%	40%	37%	31%	20%	37%	28%	10%	37%

Progress September 2017 to July 2018 Expected = 3.00											
Year	Number in cohort		Mathematics Progress			Reading Progress			Writing Progress		
	PP	PP	All	PP	PP	All	PP	PP	All	PP	PP
6	14	10	4.52	3.53	3.33	4.50	3.47	4.25	5.15	4.25	4.81
5	14	21	2.89	2.72	3.00	3.16	3.00	3.26	3.14	3.00	3.24
4	22	15	4.20	4.09	4.36	3.81	3.48	4.30	3.91	3.43	4.60
3	20	29	2.49	3.09	2.76	2.42	3.41	2.86	2.51	3.09	2.76
2	7	23	3.26	3.86	3.18	3.27	3.33	3.24	2.47	3.39	2.11
1	7	39	2.57	3.13	2.60	2.51	3.25	2.54	2.30	2.50	2.36