



## **Pupil Premium Strategy**

**2022 – 2023**

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.

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.

## School overview

Detail	Data
School name	Victoria Primary School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	51%
Academic years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Local Governing Body
Pupil premium lead	Anna Froggatt
Governor lead	Sarah-Jane Latus

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,905
Recovery premium funding allocation this academic year	£24,650
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£253,300

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate aim for our disadvantaged pupils is that they have exactly the same opportunity to take their place and experience success alongside their more advantaged peers.

Our vision statement applies as much to those who are subject to disadvantaged as those who are not:

*We strive to empower and enable every child to be their best,  
feeling confident in looking forward to an independent and positive future.*

*We are determined to make use of our strong diverse community so that everyone  
- pupils, families and staff –  
invest in and contribute to one another's ambitions and aspirations.*

This plan aims to overcome disadvantage through the use of evidence-based strategies which purposefully address the key barriers to achievement that are experienced within our community.

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	<i>Low attainment 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 &amp; NFER 2015</i>
3	30% of PP pupils speak English as an additional language
4	15% 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.
5	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.
6	53% of playground issues which required restorative justice interventions between Sept 2018 and July 2019 (73 of 138 incidents) were instigated by PP pupils. <i>(Historic data retained for plan due to interrupted data collection during covid closures and associated "bubble" restructuring of break times)</i>
7	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).
8	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. 2018 – 2019: PP attendance 93.2% vs not-PP 94.5%. (All Avg = 93.9%)
9	35% of all PP pupils are from families who access support or intervention including Early Help and Social Care. These pupils represent around 3 in every 5 cases (56%).
10	Engagement with remote learning was variable during covid closures. Generally, the top 10% of attainers completed every task set, the bottom 20% completed very little work at all. This was especially so in the current Year 6 where there is also a high SEND and EAL incidence.

## 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
Improved English and Maths progress in EYFS, KS1 and KS2	Cohort targets met at FFT 05
PP achievement in line with non PP and close to national averages at end of EYFS	PP attainment gap is within 5%
Improved attainment in Years 5 and 6	Cohort targets met at FFT 05
Improved attainment in Years 3 and 4	Cohort targets met at FFT 05
Improved attainment in Years 1 and 2	Cohort targets met at FFT 05
Improved attainment in EYFS	Cohort targets met at FFT 05
Rapid development of English language skills = higher achievement	EAL PP attainment gap is within 5%
Pupils are alert and ready to learn = higher achievement	Attendance at breakfast club or accessing of grab and go bagels is proportionally weighted to PP pupils
Improved esteem and improved mental health = higher achievement	Intervention cycle completion records show meeting of course targets
Participation in educational trips and visits = higher achievement	All PP attend trips and visits irrespective of ability to pay
Full enrolment of eligible pupils	FSM forms completed for all new enrolments
Improved safety, esteem and mental health = higher achievement	All PP have access to family support and SEMH support at point of need
Improved attendance = higher achievement	PP Attendance rose from 92.2% (2017-18) 93.2% (2018-19) to match nonPP average of 94.5% in 2020-21. The nonPP average rose to 95.1%, meaning a 0.6% gap remains.

## Activity in this academic year

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

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

Budgeted cost: £ 172,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expansion to FTE Teaching Assistant per year group (Y5 Y6) or per class (EYFS – Y4)</p> <p>TA to enable faster feedback in core lessons and provision of 1:1 and small group interventions for pupils with gaps in knowledge</p> <p>£112,250</p>	<p>EEF shows that effective feedback increases outcomes by +8 Months</p> <p>EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.</p>	<p>2</p> <p>10</p>
<p>Free 30 hours places for PP children</p> <p>Full time places provided to eligible pupils</p> <p>Additional L2 adult to facilitate afternoon ratio + Lead TA for afternoon ratio:</p> <p>£11,900</p>	<p>EEF shows that extending access to time in school improves progress by +2.5 months</p>	<p>1</p> <p>2</p>
<p>0.3 FTE booster teaching in EYFS</p> <p>£8,000</p>	<p>EEF shows that effective feedback increases outcomes by +8 Months</p>	<p>1</p> <p>2</p>

	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	
0.6 FTE Additional teacher in Y2 £6,500	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 10
0.3FTE Additional teacher in Y3 £7,000	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 10
0.6 FTE Additional teacher Autumn + 0.2 FTE in Spring / Summer in Y5 £9,500	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 10
1FTE Additional Teacher Autumn + 0.5 FTE in Spring Summer in Y6 £14,500	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 10
EAL Support £3,000	EEF shows impact of Oral Language Intervention increases outcomes by +5 months	2 3 10

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

Budgeted cost: £24,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Tutor Maths Autumn Term 2 hours per week per pupil  £5,400	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	2 10
My Tutor Reading Autumn Term 2 hours per week per pupil  £5,400	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	2 10
1FTE NTP Academic Mentor (39 weeks) Y2 Y3 Y4 £4,600	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	2 10
0.6FTE Tutoring (10 weeks) Y5 Y6 £4,000	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	2 10
After school staff-led tutoring £5,250	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	2 10



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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club  £1,900	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)	4 8
Counselling inc lunchtime behaviour management x 5 days per week  £24,800	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.  Incidents instigated by pupil premium pupils reduced by 7% from 2017 / 18 to 2018 / 19.	5 6
Trips, Visits and Travel Subsidy £2,500	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.	8
Free jumper on enrolment £2,500	EEF shows that School Uniform has no impact on attainment, however this strategy incentivises FSM enrolment for all eligible families.	9
Family Support Assistant direct work	Social and economic circumstances constitute 86% of factors explaining	8 9

<p>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>£16,000</p>	<p>disadvantaged pupils' educational results.</p> <p><i>(Joseph Rowntree Foundation "Tackling Low Educational Achievement" 2007)</i></p>	
<p>Education Welfare Specialist Support</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>8</p> <p>9</p>
<p>Trauma and Attachment Specialist TA SEMH Intervention inc lunchtime and breaktime behaviour management</p> <p>£8,000</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>5</p> <p>6</p>

**Total budgeted cost: £253,300**

## 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 2022 to 2023 academic year.

#### Within 5%

##### Summer 2021 internal assessment data showed that:

Current Year 6 all = 53% ARE maths, 60% ARE reading, 53% ARE writing

Current Year 6 PP = 48% ARE maths, 52% ARE reading, 48% ARE writing

Current Year 5 all = 50% ARE maths, 62% ARE reading, 43% ARE writing

Current Year 5 PP = 50% ARE maths, 64% ARE reading, 36% ARE writing

Current Year 4 all = 47% ARE maths, 47% ARE reading, 35% ARE writing

Current Year 4 PP = 21% ARE maths, 26% ARE reading, 21% ARE writing

Current Year 3 all = 53% ARE maths, 60% ARE reading, 42% ARE writing

Current Year 3 PP = 48% ARE maths, 64% ARE reading, 39% ARE writing

Current Year 2 all = 52% ARE maths, 24% ARE reading, 33% ARE writing 50% ARE in Phonics

Current Year 2 PP = 50% ARE maths, 10% ARE reading, 30% ARE writing, 62.5% ARE in Phonics

Current Year 1 all = 48.7% GDS

Current Year 1 PP = 54.5% GDS

##### Attendance data for 2021 – 2022 showed that:

Attendance all = 93.5%

Attendance PP = 92.8 %

Persistent absence all = 19.9% (58 Children)

Persistent absence PP = 22.7% (34 Children)

### Externally provided programmes

Programme	Provider
MyTutor	FFT

### Service pupil premium funding (optional)

Measure	Details
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The school did not receive any Service Pupil Premium in 2021 – 2022
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