

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Road Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	37.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	Sept 22
Date on which it will be reviewed	July 23
Statement authorised by	Mrs Emma Roberts
Pupil premium lead	Mrs Rebecca Shutt
Governor / Trustee lead	Mrs Hilary Moss/Mrs Steph O'Donnell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
Recovery premium funding allocation this academic year	£11600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£113,820

# Part A: Pupil premium strategy plan

## Statement of intent

Everything we do at Victoria Road Primary School underpins supporting children and their families in the community and the wider world. We strive to ensure all pupils reach their full academic and emotional potential in a nurturing and loving environment. This is regardless of background or challenges our pupils may face.

Our pupil premium strategy is driven by the gaps in attainment and social emotional development.

Our ultimate objectives for your disadvantaged pupils

1. For all children to have access to high quality teaching and learning
2. To ensure that all disadvantaged children make good progress and to raise the standard of achievement from their starting points across all subject areas, irrespective of their background or the challenges they face
3. For all disadvantaged children to achieve their full potential academically, socially, and emotionally
4. To ensure that all disadvantaged children have access to wider curriculum experiences and opportunities
5. To equip disadvantaged children with the knowledge and skills needed to succeed in school and in life

Typically, the children at Victoria Road Primary School, face the following barriers to learning:

Speaking & Listening difficulties

Low literacy skills on entry

Poor reading skills

Learning Behaviours

Lack of resilience, confidence and endurance

Low Aspirations

Social and Emotional Difficulties

## Mental Health needs

We identify the barriers and challenges that our disadvantaged children face through a variety of diagnostic tools.

Our use of CPOMS analysis enables us to unpick the life experiences that are having a detrimental impact on our disadvantaged children reaching their full potential.

- Attendance and behaviour is logged on CPOMS and are carefully considered alongside data collected from SATS, standardised tests, Boxall and SDQ's
- In regular pupil progress meetings, we ensure we prioritise the areas of need and gaps in knowledge that need addressing for our disadvantaged children and implement tailored interventions to address this.
- Leaders apply evidence from the EEF and other research-based findings to ensure that interventions put in place will provide rapid progress and if not, the support is monitored and modified.

Therefore, we are responsive to the need and changes are made if necessary. We will ensure that our allocation of pupil premium spending addresses these barriers directly to ensure that disadvantaged children and others are able to reach their full potential

How our current pupil premium strategy plan work towards achieving those objectives?

At Victoria Road Primary School, we provide a highly inclusive, supportive environment.

Our curriculum provides a broad and balanced approach.

We place an important emphasis on developing resilience and perseverance and promoting wellbeing and health.

The purpose of our curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be.

As a school, our curriculum sets high expectations for each and every child, meaning that we are relentless in our commitment to provide rich learning experiences which gives our children hope and ambition for the future.

All subjects are centrally driven by our values and ethos – Care, Achieve, Respect and Enjoy, which permeate throughout everything that we do.

We carefully identify the challenges our disadvantaged children experience through robust diagnostic assessments. This includes analysis of NFER, SDQ's, Boxall as well as attendance data.

We ensure we prioritise the ‘challenges’ our disadvantaged children experience and implement actions to address these. In addition to this, we focus on evidence from EEF and other key research findings in relation to which interventions have the most impact.

Our actions are measurable and the impact of these are monitored closely; changes are made if necessary.

Our strategy plan works closely with our school development plan and sports premium. We adopt the three-tier approach in which we prioritise high quality teaching and learning for all.

We invest greatly in our high quality CPD for all staff including co-coaching with leaders,

Targeted interventions are carefully planned for in light of children’s needs, including speech and language, phonics, reading, writing and maths.

We also invest in wider strategies to support aspects of physical and mental well-being. Our pastoral leader provides support through daily check ins, WRITE IN LI .

The key principles of our strategy plan

To ensure that our whole school community are fully aware of the strategy and the roles they play in it.

What we will do to ensure our approach is effective

- Early identification and respond instantly
- Change, if needed
- Challenge and aspiration for all disadvantaged pupils
- All staff are accountable for the success of disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Narrowing the progress gap across Reading, Writing and Maths

4	Improve combined attainment
5	Poor speech and language
6	Emotional/wellbeing needs within some of our children
7	Enabling all children first hand experiences

## 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
Improve outcomes in early reading and phonics	% of PP children at ARE will be at least 80% or above
Increase in overall attainment in reading, writing and maths	% of PP children at ARE will be at least 70% or above
Emotional wellbeing support for pupils	Children demonstrating increasing resilience. Reductions in incidents for those who are receiving emotional wellbeing interventions.
Increased rates of attendance and punctuality	Overall attendance in line with NA. Gap between disadvantages and others does not widen. (2%) PA for all pupils is broadly in line with NA and gap between disadvantages and others falls.(12%)

## 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: £ £13350 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
SCHOOT Mentoring and coaching	EEF says that supporting high quality teaching is pivotal in improving pupils outcomes and can narrow the disadvantaged gap. CPD plays a crucial role in improving classroom practice and pupil outcomes	2,3,4,5,6,
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	EEF 'metacognitive strategies' which gets pupils to think about their own learning can have a huge impact.	2,3,4,5,6,
Ongoing development of the curriculum further developing planning, feedback and assessment and the confidence of subject leaders	EEF Research into low-cost high impact strategies. Curriculum knowledge will ensure teaching is stronger	1, 2, 3, 4, 5, 6.
Training on how to use FFT Phonics, speech and language interventions	EEF research demonstrates that phonics has a positive impact overall with extensive evidence and is an important component in the development of early reading skills, particularly from disadvantaged backgrounds.	1, 2, 4

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

Budgeted cost: £67295 approx

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Engaging with NTP, Third Space Learning, Tutor led tuition	Engaging with the National Tutoring Programme targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one- to-one: EEF Research and DfE recommendations. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1, 2, 3, 5
Teaching assistant deployment and interventions Lexia IDL maths and English TT Rockstars/ Precision Teaching	Research says when evidence based interventions are used this will add impact.	2, 3, 4, 5, 6
National Standardised tests to be administered from Year 2 – Year 6 NFER tests to be administered	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research EEF Impact of Standardised tests	1, 2, 3, 8

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

Budgeted cost: £ 24701

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Supporting attendance. EWO service level agreement and Attendance motivation – improved	Attendance matters - gov research	1, 2, 3, 4, 5, 6

attendance and progress due to more time in school. This action directly addresses the low aspirational element of our most common barriers to learning. Focus on PA for disadvantaged children.		
Nurture and pastoral support Uniform and snack	Social and emotional wellbeing support increases children's attainment due to being ready to learn,	1,2,3,4,6,
Enrichments Extracurricular activities, including sports, outdoor activities, arts, culture and trips	Research shows that too many children from disadvantaged backgrounds do not get the opportunity to access extra-curricular activities or beyond the classroom experiences. They lose out on benefits which increases confidence and social interaction and aspirations to go onto further education. Social Mobility Commission.	1,2,3,4,5,

**Total budgeted cost: £ 105346**



## 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 2021 to 2022 academic year.

*VRP GLD was above NA for GLD – VRP 66.7% and NA 49.5%*

*KS2 combined was above NA VRP 64.7% and NA 42.6% at EXP, VRP 5.9% and NA 2.7*

*VRP was above NA at the EXP and GDS levels in R ,W and M*

*Absence for VRP was 7.2%, compared to NA of 10.5%*

*PA for VRP was 21.1% which is below NA of 35.1%*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider