

Vision Statement /Intent Statement

This action plan sets out Victoria Primary Academy's approach to raising the attainment of our disadvantaged students to ensure all pupils are able to reach their full potential. At Victoria, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

It is important to note, that in addition to using a range of initiatives to ensure the excellent academic achievement of our disadvantaged pupils, we also believe that we have a moral purpose to provide opportunities for pupils to grow emotionally and socially, as well as placing a high value on their well-being and happiness. We believe that it is extremely important to prepare our pupils to become valuable contributors to our society.

1. Summary information

School	Victoria Primary Academy				
Academic Year	2020-21	Total PP budget	£318,765	Date of most recent PP Review	November 2020
Total number of pupils	413	Number of pupils eligible for PP	233 (54%)	Date for next internal review of this strategy	April 2021

Main internal and external barriers:

- Low Attendance and high Persistent Absentees
- Vulnerable families and pupils with emotional and social needs
- School readiness (low academic baselines on entry, socially and emotionally ready)
- Delayed language and vocabulary skills (speaking & language skills)

2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> ● Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, group work/1:1 work and specialist support for interventions ● To continue to develop effective interventions programs in Literacy and Maths 	<ul style="list-style-type: none"> ● QFT as identified by leaders ● Staff demonstrate a skill-set in accelerated progress. ● Phase approach to same day and specialist intervention. ● Same day interventions demonstrating progress ● End of KS2 data at or above national ● Assessment Lead and Phase Leaders track and plan for pupil progress half termly in RAP meetings ● RAP meetings highlight PPG children ● CPD for Teachers and TAs ● Staff tutoring for Y6 children during their SATs prep and examinations.
B.	<ul style="list-style-type: none"> ● Children starting school with development below typical for age make rapid improvements 	<ul style="list-style-type: none"> ● Children making 2 jumps in band progress over a 12 week period. E.g. 30-50 Beginning to secure. ● By the end of EYFS, all PP children to have made equivalent or more progress than their peers. ● Wellcome assessments show rapid progress in language development. ● Increase in number of pupils achieving ELG in 'Speaking' at the end of EYFS ● Increase number of pupils achieving GLD ● Children are able to use age appropriate vocabulary. ● Children are able to form links with adults and follow instructions.
C.	<ul style="list-style-type: none"> ● Reduce the number of children recorded as late after register and persistent absentees 	<ul style="list-style-type: none"> ● Attendance is at least 96% and increasing to a target of 97% ● Punctuality of children overall is improved with many cases of changed behaviours through supportive and formal procedures. ● Rigorous tracking of attendance ● Key children identified and receive targeted support arrange by/from the Attendance Officer. ● Increased parental engagement in parent sessions to strengthen support offered to vulnerable families ● Training for Family Support Worker, Attendance Officer and Inclusion Worker. ● Cluster involvement is requested where needed. ● PA is below 15% with PP making up less than 15% of that number.
D.	<ul style="list-style-type: none"> ● A reduction in behaviour incidents at playtimes ● A reduction in disruption within learning time. 	<ul style="list-style-type: none"> ● Increased playtime adult ratio ● Rigorous monitoring behaviour incidents. ● Staff trained and supporting target children at unstructured times

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		<ul style="list-style-type: none"> ● Increased levels of play and interaction on the playground ● Magic Breakfast scheme in place (children ready to learn – basic needs met) ● Quality playground resources available ● Thrive subscription and training ● Low level disruption eliminated ● Active learning strategies applies consistently ● Improved outcomes at KS1 and KS2 due to due to increased pupil engagement with learning (in line with FFT)
E.	Family support for nurture, behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes	<ul style="list-style-type: none"> ● Pupils identified for SEMH support through effective assessment ● SEMH interventions in place (inclusion team/THRIVE practitioners) ● Improved SEMH provision for targeted pupils leads to improved self-esteem and social skills ● Reduce Fixed Term Exclusions and pupils missing out on education ● More active involvement with Cluster Support.
F.	Enhanced SEND staffing, training and resourcing	<ul style="list-style-type: none"> ● SEND champions established for the 4 SEND areas of need ● Thrive training to be provided to relevant members of staff. ● SEND Review process to be developed and shared with staff ● Outside agencies (E.P, O.T, S.A.L.T, Play Therapy, SENITT, STARS and Cluster) are being used to effectively support disadvantaged students. ● Early identification of SEND embedded in school ● SENCO to provide bespoke training around focused SEND areas
G.	G. Positive choices for learning and life promoted	<ul style="list-style-type: none"> ● Behaviours for learning improve throughout school ● A healthy work ethic is shown in all classes ● Victoria Values are used in positive behaviour approaches ● Homework is meaningful and engaged with by all students

3. Expenditure and Evaluation (Impact)

i. Quality of teaching for all (A&B)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Costing Per Year	Progress & impact
<p>A. Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, group work/1:1 work and specialist support for interventions</p> <p>To continue to develop effective interventions programs in Literacy and Maths</p>	<ul style="list-style-type: none"> ● QFT led by skilled TAs and Teachers ● Phase leaders to lead on pupil progress meetings to target support where needed through quality assessments ● Chrome Books in all classrooms to support blended learning during periods of isolation. ● Same day intervention in identified areas. ● Training in Talk Strategies for EYSF staff ● Training in Listening Strategies for EYSF staff 	<ul style="list-style-type: none"> ● QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4 months– EEF) ● EEF PPG report linked to tier 1 of supporting new teachers. CPD. 	<p>Chrome books £16,000</p> <p>Phase Leader Uplift from MPS £20,000</p> <p>4 x HLTA at 50% (one per Phase) £60,000</p> <p>Apprentice TA at 80% - £8,000.</p> <p>Graduate Teacher x 2 (EYFS & LKS2) £46,000</p>	
<p>B. Children starting school with development below typical for age make rapid improvements</p>	<ul style="list-style-type: none"> ● Regular RAP plans focusing on closing the gaps ● Rigorous baseline assessment to identify gaps ● Phonics assessments at regular intervals ● Speech and Language assessed and targeted from baseline assessment. ● Wellcoms S&L assessments taken and used to inform teaching 	<ul style="list-style-type: none"> ● Large amount of children baselines as 22 – 36 months. ● Additional capacity maintains high level of staffing in all classes and offers additional capacity to support additional intervention. 	<p>Associate Principal at 50% - £30,000</p>	

	<ul style="list-style-type: none"> NHS Speech Sound assessments taken and used to inform teaching Speech and language are involved promptly after needs are assessed <p>Additional Staffing Increase adult support to lead interventions in Key Stages</p> <ul style="list-style-type: none"> Additional apprentices/Graduate TA in EYFS HLTA in each Key Stage Graduate Trainees in EYFS/KS1 and LKS2 Non-class based Associate Principal in UKS2. 			
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Total budgeted cost: £180,000

ii. Pastoral Support (C, D, E, F)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Costing	Progress & Impact
C. Reduce the number of children recorded as late after register and persistent absentees	<ul style="list-style-type: none"> Attendance is at least 96% and increasing to a target of 97% Punctuality of children overall is improved with many cases of changed behaviours through supportive and formal procedures. Rigorous tracking of attendance October Extravaganza to focus on an increase in attendance Cluster to become involved if a pattern of poor attendance is identified. Attendance Awards and Rewards Cluster involvement 	<ul style="list-style-type: none"> Information gathered from leaders shows that there is a need for improved attendance. Learning from best practice and research released by EEF and case studies for improving attendance in schools. PA for 2018/19 was 18.5% percentage of Pupil premium was 19.4%. 	<p>Attendance Awards - £3,000</p> <p>Cluster Involvement – 50% £10,000</p> <p>Family Support £35,000</p> <p>Learning/Thrive Mentor at 50% - £12,500</p>	<ul style="list-style-type: none">

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		<ul style="list-style-type: none"> PA for 1019/20 was 23.7% percentage of Pupil premium was 27.9%. 		
D. A reduction in behaviour incidents at playtimes	<ul style="list-style-type: none"> Increased playtime adult ratio Inclusion team/Phase Leaders monitoring behaviour incidents rigorously Support staff trained and supporting target children at unstructured times Increased levels of play and interaction on the playground Magic Breakfast in place at 8:30 as learning starts ensuring basic need met. Quality playground resources available All adults on duty to interact with groups of children. Thrive training for Pastoral team. Sports Coach/Play Leader to develop roles and responsibilities of all staff and pupils during unstructured times. 	<ul style="list-style-type: none"> Recorded behaviour incidents in playground are high. Playground incidents have resulted most of our fixed term exclusions. Lesson time is routinely lost due to dealing with incidents at break and lunchtimes. 	<p>Associate Principal at 50%- £30,000</p> <p>Playground resources - £4,000</p> <p>Lunchtime Supervisors - £37,000</p> <p>Magic Breakfast - £3,000</p> <p>Breakfast Club Supervisors - £12,000</p>	
E. Family support for nurture, behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes	<ul style="list-style-type: none"> Targeted support for pupils identified for SEMH support Positive links with families Sessions to enable parents to support children with home learning SEND and vulnerable groups parents meetings. More active engagement with Cluster Support Appoint a school based SENCO 	<ul style="list-style-type: none"> Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF) Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF) 	<p>Cluster at 50% - £10,000</p> <p>Learning/Thrive Mentor at 50% - £12,500</p> <p>School based SENCO at 50% - £30,000</p>	

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F. Enhanced SEND staffing, training and resourcing	<ul style="list-style-type: none"> • Additional investment in school based SENCO • Occupational Therapist offering specialist support • Educational Psychologist involvement • SALT involvement 	Average SEND in Primary Schools -14.9% SEND in Victoria – 19.1%	OT - £4,000 SALT - £4,000 Ed Psych - £2000	
				Total budgeted cost: £209,000

iii. Other approaches (G)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Costing	Progress & Impact
G. Positive choices for learning and life promoted	<ul style="list-style-type: none"> • Investment in Class Dojo rewards system • Metal Health support • Growth Mindset work • Associate Principal assigned to strengthen Restorative Practice / Thrive /PSHCE curriculum. • Investment into Cluster support that is available to the community. 	<ul style="list-style-type: none"> • Large amount of dysregulation within classes • Low self-esteem. 	Rewards - £14,000	<ul style="list-style-type: none"> •
				Total budgeted cost: £14,000

Total Planned Expenditure

i.	Quality Teaching for all	£180,000
ii.	Pastoral Support	£209,000
iii.	Other approaches	£14,000
Total		£403,000