

Pupil premium strategy statement

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 Academy
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021 (Year 1/3)
Date on which it will be reviewed	October 2022
Statement authorised by	Mark Wilson/Sam Bailey
Pupil premium lead	Sam Bailey
Governor / Trustee lead	Mark Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,005
Recovery premium funding allocation this academic year	£33,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£341,210

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about our use of Pupil Premium and Recovery Premium funding, we have considered the context of the school following a global pandemic and the subsequent challenges faced by pupils at Victoria Primary Academy.

Victoria Primary Academy is a large two-form entry primary school in Leeds 9, an area of high social disadvantage. 66% of pupils are eligible for Pupil Premium funding and we use this funding to mindfully improve educational outcomes for this very large majority. Although all pupils benefit from many elements of our provision, we have a good understanding of the barriers to learning which can influence disadvantaged children, in particular, and have developed a curriculum offer that seeks to meet the needs of our pupils.

Principles

We ensure that the quality of teaching is good and that lessons are carefully designed to meet the needs of all the pupils and accelerate progress towards age related expectations.

We ensure that we have good systems for the assessment of all pupils, and that our analysis and planning for future learning is detailed and precise.

We have a sharp focus on equality of opportunity for all pupils and are fully committed to providing our children with the knowledge, skills and experiences which they need to access the next stage of their educational journey, and beyond.

Practice

Strategies to enable all pupils to achieve well may include:

- Increasing the attendance and punctuality of all pupils
- Increasing adult: pupil ratios within Quality First Teaching, enabling small group work and a commitment to same day intervention for pupils at risk of underachievement
- Investing in the range of curriculum, before and after school resources and experiences so that all pupils have the opportunity to learn an instrument, to learn a language and participate in sporting competitions
- Ensuring accurate assessment methodologies support teachers in the identification of gaps in knowledge
- Ensuring SEND partnerships enable the early identification of need, and that high-quality advice and support is available to teaching, support staff and families
- Contribution towards activities, educational visits and residential, ensuring children have first-hand experiences to use in their learning in the classroom
- The funding of specialist learning software and devices
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Victoria Promise and thus enhance learning
- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work focussed on overcoming gaps in learning

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, Low attainment in Phonics, Reading, Writing and Maths and some aspects of the foundation curriculum disproportionately impacted by COVID-19 are therefore a focus for this plan.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, with a higher proportion of disadvantaged pupils being recorded as 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Raising the attendance and punctuality of our disadvantaged pupils is therefore a focus for this plan.
3	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social time and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic, with a higher proportion of pupils needing additional support with social and emotional needs. Securing positive behaviours for learning and socially acceptable behaviours during unstructured times is therefore a focus for this plan.
4	We are acutely aware of higher levels of instability at home impacting on our families, with higher levels of support required from community services and / or social care intervention. During the pandemic, we have also noted higher levels of pupil mobility and find that relationships with school staff are in the early stages of formation. Developing our strategy for supporting families in meeting their challenges is therefore a focus for this plan.
5	Despite the face-to-face attendance of a higher number of SEND pupils during the second national lockdown, the SEND needs of pupils have been difficult to accommodate during the pandemic. The absence of face-to-face external professionals, alongside the missed opportunities for school staff to operate interventions outside of bubble arrangements, has exacerbated the gap between pupils with SEND needs and their peers, with a high proportion finding accessing Quality First Teaching a challenge. A high level of SEND needs has also been identified in the Foundation Stage, with pupils who have not accessed any provision prior to starting school presenting with a wide range of needs which have not yet had appropriate assessment/identification, nor support.

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
<i>1.1 Improve attainment in phonics</i>	Increasing proportion of disadvantaged pupils secure expected standard in Y1 Phonics Screening Check
<i>1.2 Improve attainment in reading</i>	Increasing proportion of disadvantaged pupils in 2024/25 secure expected standard in KS2 reading
<i>1.3 Improve attainment in writing</i>	Increasing proportion of disadvantaged pupils in 2024/25 secure expected standard in KS2 writing
<i>1.4 Improve attainment in maths</i>	Increasing proportion of disadvantaged pupils in 2024/25 secure expected standard in KS2 maths
<i>1.5 Improve attainment in foundation curriculum</i>	Increasing proportion of disadvantaged pupils demonstrate good progress and outcomes in Music, Spanish and PE
<i>2.1 Improve attendance</i>	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
<i>2.2 Reduce persistent absenteeism</i>	The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<i>3.1 Increase behaviours for learning</i>	Reduce low level disruption in lessons and secure high levels of pupil engagement and learning across the curriculum.
<i>3.2 Reduce socially unacceptable behaviours during unstructured times</i>	Reduce the number of incidents of socially unacceptable behaviour during play and lunchtime.
<i>4.1 Increase family support</i>	Increase the range and uptake of support mechanisms available to our families.
<i>5.1 Ensure the needs of all pupils with SEND are identified, planned for and met</i>	Increase the attainment and progress of pupils with SEND in Phonics, Reading, Writing and Maths.

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: £188,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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> <ol style="list-style-type: none"> 1) Intensive & high quality CPD for leadership, teaching and support staff: <ul style="list-style-type: none"> ○ Leadership & teaching staff NPQs ○ Purchase of DFE validated Systematic Synthetics Phonics programme (resources & training for staff) Rocket Phonics training & resourcing (EYFS & KS1) ○ Weekly PPA & team meeting time facilitated by Phase Leaders 2) Rigorous assessment and processes to support teaching staff in their identification of gaps <ul style="list-style-type: none"> ○ PIRA/PUMA/GAPS materials ○ Raising Attainment Planning processes led by Assessment Lead & SENCO 3) Non-class-based leadership layer drive academy development plan and offer intensive support and training for teaching staff within the phase, and within identified subject areas (phonics, reading and maths) 4) Intensive & high quality CPD for teaching staff through team teaching alongside professionals in: <ol style="list-style-type: none"> a) <i>Spanish (Junior Jam)</i> b) <i>Music (Junior Jam)</i> c) <i>PE (Leeds United Primary Stars)</i> 5) EYFS lead to deliver and co-ordinate ELKLAN training, bespoke programmes and CPD across EYFS 	<p>EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>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)</p> <p>EEF: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils (EEF)</p> <p>EEF: 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:</p> <p>EEF: ‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year.’</p>	<p>Challenge Number 1:</p> <p>Low attainment in Phonics, Reading, Writing and Maths</p> <p>Low attainment in foundation curriculum areas disproportionately impacted by COVID-19</p>

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

Budgeted cost: £ 167,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teacher per phase during 2021/22 to continue to develop effective interventions programs in phonics, reading and maths.</i></p> <p><i>Additional support staff in EYFS to support targeted intervention for our youngest pupils.</i></p>	<p>EEF + 4 months: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p>	<p>Challenge Number 1:</p> <p>Low attainment in Phonics, Reading, Writing and Maths</p>
<p><i>Develop reading decoding and comprehension skills via targeted group work and children accessing Lexia -by supported and trained members of staff.</i></p>	<p>EEF +6 months Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>EEF +2 months Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating.</p>	<p>Challenge Number 1:</p> <p>Low attainment in Phonics, Reading, Writing and Maths</p>
<p><i>Secure school-based tutors through the National Tutoring Programme, X1 per year group (7 in total).</i></p>	<p>Disadvantaged pupils have been hardest hit by this pandemic. By implementing tuition in a way that aligns with classroom learning, schools and the NTP can work towards the best possible outcomes for pupils.</p> <p>Findings from a range of US studies included:</p> <ul style="list-style-type: none"> - tutoring programmes led by teachers or school staff members, undergraduates in education and other education professionals were generally more effective than those using non-professional volunteer or parent tutors. 	<p>Challenge Number 1:</p> <p>Low attainment in Phonics, Reading, Writing and Maths</p>

	<ul style="list-style-type: none"> - effects of tutoring programmes tend to be strongest among students in earlier year groups, although certain secondary level programmes were also found to be effective. - tutoring programmes conducted during school tend to have larger impacts than those conducted after school. Many programs shown to have weaker effects used parents as tutors or took place in an after-school programme. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily breakfast club with high quality social activity offered to all children free of charge.</i>	1 EEF 2+ months: Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	Challenge Number 1: Low attainment in Phonics, Reading, Writing and Maths
<i>Strategic Safeguarding Lead works in close partnership with Learning & Family Support Mentor to target families in need of support and intervention. Leeds Local Authority Cluster Services provide a range of support to school and families – this is a key mechanism for improvement in attendance. Attendance awards raise the profile of good attendance at school.</i>	2 The DfE (2015) say there is a clear link between poor attendance and lower academic success. 3 CSJ research 'Kids can't catch up if they don't show up' A research paper into the impact of the pandemic and other absences such as PA, increasing numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life.	Challenge Number 2: Improve attendance Reduce Persistent Absenteeism
<i>While most pupils in most lessons are well-behaved, misbehaviour in class is a major cause of stress for teachers and can have a</i>	4 EEF Improving Behaviour in Schools Guidance (2019) recommends: 5 1) Know and understand your pupils and influences (every	Challenge Number 3: Reduce socially unacceptable

<p><i>lasting impact on the outcomes of the pupils in the class.</i></p> <p>1) <i>Intensive staff CPD creates good conditions for learning for all pupils.</i></p> <p>2) <i>Implement effective whole school PSHCE curriculum (Jigsaw)</i></p> <p>3) <i>Reward systems invest in establishing learning and socially acceptable behaviours as the norm</i></p> <p>4) <i>Targeted approaches for individuals in school, alongside training and support for staff.</i></p>	<p>pupil should have a supportive relationship with someone in school)</p> <p>6 2) Teach learning behaviours alongside managing misbehaviour</p> <p>7 3) Use classroom management strategies to support good classroom behaviour (inc. reward systems)</p> <p>8 4) Use simple approaches as part of your regular routine (inc. breakfast club)</p> <p>9 5) Use targeted approaches to meet the needs of individuals in your school (inc. specific training for staff)</p> <p>10 6) Consistency is key</p>	<p>behaviours during unstructured times</p>
<p><i>A range of high-quality afterschool clubs and holiday clubs.</i></p>	<p>Extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.</p> <p>11 Barriers to taking part in extracurricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.</p>	<p>Challenge Number 3: Reduce socially unacceptable behaviours during unstructured times</p>
<p><i>Senior Leaders provide lunchtime support to ensure high quality provision engages pupils and promotes positive relationships.</i></p> <p><i>Investment in play equipment.</i></p> <p><i>High level of staffing to support play and lunchtimes.</i></p>	<p>Pupils who experience positive play and lunchtimes are more ready to learn when they return to lessons. EPI research suggests that at least two in five young people have experienced bullying in some form in the previous year. Bullying has deeply negative and long-lasting consequences for those who experience it, including mental and physical health difficulties, lower attainment and lower income in adulthood. Young people who bully others are also more likely to have mental health difficulties.</p>	<p>Challenge Number 3: Reduce socially unacceptable behaviours during unstructured times</p>
<p>Embedding principles of good practice set out in the DfE's</p>	<p>12 The DfE guidance has been informed by engagement with schools that have significantly</p>	<p>Challenge Number 4: Instability at home</p>

<p>Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Leeds Local Authority Cluster Services provide a range of support to school and families – this is a key mechanism for early intervention to prevent social care involvement.</p> <p>Development of parent workshops, baby/toddler groups and encouraging parental involvement in school life is a priority focus of the school, post pandemic.</p>	<p>reduced levels of absence and persistent absence.</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>EEF +4 months: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	
<p>Non-class based Strategic SENCO alongside a school-based SENCO offers double the capacity for SEND support at the school. This strategic decision has been driven by a higher than usual level of complex SEND needs arriving within the pandemic period, especially amongst our EYFS and KS1 pupils.</p> <p>Other strategies include:</p> <ol style="list-style-type: none"> 1) Staff training and development 2) Specialist external support 3) Diagnostic tools 	<p>24 EEF - 5 recommendations for SEND in mainstream schools:</p> <p>25 1) Create a positive and supportive environment for all pupils, without exception</p> <p>26 2) Build ongoing, holistic understanding of your pupils and their needs</p> <p>27 3) Ensure all pupils have access to high quality teaching</p> <p>28 4) Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <p>29 5) Work effectively with teaching assistants</p>	<p>Challenge Number 5: High level of SEND needs</p>

Total budgeted cost: £440,000

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Progress against our school improvement agenda was severely disrupted and the impact of improvements is not, therefore, discernible in pupil progress and outcomes. Despite pleasing progress during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The underachievement of pupils is especially marked in our youngest pupils - those whose EYFS and Y1 education was impacted by COVID, and also in some areas of the curriculum most severely impacted by restrictions in school, such as P.E. and Music.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources facilitated by teaching staff. During the second national lockdown, we identified 40% of pupils to remain in school due to their increasing vulnerabilities in relation to their attainment. The remaining 60% engaged well with live lessons and Google classroom, with a significant increase in virtual attendance during this period and a significantly higher number of pupils attending face-to-face throughout that period than during the first lockdown. However, pupil attainment in all subject areas was lower than anticipated in standardised tests in reading, GAPS and maths completed in Summer 2022.

Overall attendance in 2020/21 was lower than in the preceding years at 93.9%, and below national average. Attendance amongst Nursery pupils was especially low, with a low uptake of the provision available to all pupils during the lockdown periods. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence during 2020/21 was also a concern. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils, and as the year wore on, so that whilst pupils returned from the first national lockdown relatively well, the same could not be said for those returning from the second national lockdown into the summer term. Supporting pupils in this area remains a focus for our work, as detailed in this plan.

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
Times Table Rockstars	TT Rockstars
Lexia Core5 - reading intervention	Lexia Core5
Purple Mash	Purple Mash
Frog Play	Frog Community
Reading Rockets Phonics and Planets online books and learning	Rising Stars