

## Pupil premium strategy statement - Year 3/3

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	378
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/22 2022/23 2023/24
Date this statement was published	December 2023 (Year 3/3)
Date on which it will be reviewed	November 2024
Statement authorised by	Michael Sanderson
Pupil premium lead	Jon Green
Governor / Trustee lead	Michael Sanderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,365
Recovery premium funding allocation this academic year	£29,435
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	£324,800

## 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. 58% of pupils are eligible for Pupil Premium funding and we use this funding to mindfully improve educational outcomes for this 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
1.1 <i>Improve attainment in phonics</i>	Increasing proportion of disadvantaged pupils secure expected standard in Y1 Phonics Screening Check
1.2 <i>Improve attainment in reading</i>	Increasing proportion of disadvantaged pupils in 2024/25 secure expected standard in KS2 reading
1.3 <i>Improve attainment in writing</i>	Increasing proportion of disadvantaged pupils in 2024/25 secure expected standard in KS2 writing
1.4 <i>Improve attainment in maths</i>	Increasing proportion of disadvantaged pupils in 2024/25 secure expected standard in KS2 maths.
1.4.1 <i>Improve attainment in foundation curriculum</i>	Increasing proportion of disadvantaged pupils who demonstrate good progress and outcomes in Music, Spanish and PE.
2.1 <i>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.
2.2 <i>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.
3.1 <i>Increase behaviours for learning</i>	Reduce low level disruption in lessons and secure high levels of pupil engagement and learning across the curriculum.
3.2 <i>Reduce socially unacceptable behaviours during unstructured times</i>	Reduce the number of incidents of socially unacceptable behaviour during play and lunchtime.
4.1 <i>Increase family support</i>	Increase the range and uptake of support mechanisms available to our families.
5.1 <i>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: £146,500

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"> <li>1) Intensive &amp; high quality CPD for leadership, teaching, and support staff:           <ul style="list-style-type: none"> <li>● Leadership &amp; teaching staff NPQs</li> <li>● Purchase of DFE validated Systematic Synthetic Phonics programme (resources &amp; training for staff) Rocket Phonics training &amp; resourcing (EYFS &amp; KS1 - Y1)</li> <li>● Weekly PPA &amp; team meeting time facilitated by Phase Leaders</li> </ul> </li> <li>2) Rigorous assessment processes to support teaching staff in their identification of gaps:           <ul style="list-style-type: none"> <li>● PIRA/PUMA/GAPS materials</li> <li>● Raising Attainment Planning processes led by Assessment Lead &amp; SENCO</li> </ul> </li> <li>3) Non class-based leadership layer to drive Academy Development Plan (ADP) and offer intensive support and training for teaching staff within the phase teams and within identified subject areas (phonics, reading and maths).</li> <li>5) Specialist teachers in music and Spanish as part of the PPA model:           <ol style="list-style-type: none"> <li>1. Spanish (Junior Jam)</li> <li>2. Music (Junior Jam)</li> <li>3. Computing (Junior Jam)</li> <li>4. PE (Sports Coach)</li> </ol> </li> <li>6) To embed the use of Welcomm assessments in EYFS and to promote a focus on oral language intervention within the foundation stage.</li> </ol>	<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 +5 months, 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><b>Challenge Number 1:</b></p> <p><b>Low attainment in Phonics, Reading, Writing and Maths</b></p> <p><b>Low attainment in foundation curriculum areas disproportionately impacted by COVID-19</b></p>

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

Budgeted cost: £137,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching capacity through Associate Principal in 2023/24 to continue to develop effective intervention programs in reading, writing and maths.</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><b>Challenge Number 1:</b></p> <p><b>Low attainment in Phonics, Reading, Writing and Maths</b></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><b>Challenge Number 1:</b></p> <p><b>Low attainment in Phonics, Reading, Writing and Maths</b></p>
<p><i>Maintain school-based tutor through the National Tutoring Programme, KS1.</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"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Challenge Number 1:</b></p> <p><b>Low attainment in Phonics, Reading, Writing and Maths</b></p>

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Daily breakfast club with high quality social activity offered to all children free of charge.</i></p> <p><i>Strategic Inclusion Lead to support breakfast club with transitions into school classes.</i></p>	<p>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.</p>	<p><b>Challenge Number 1:</b></p> <p><b>Low attainment in Phonics, Reading, Writing and Maths</b></p>
<p><i>Strategic Safeguarding Lead works in close partnership with Learning &amp; Family Support Mentor to target families in need of support and intervention.</i></p> <p><i>Leeds Local Authority Cluster Services provide a range of support to school and families – this is a key mechanism for improvement in attendance.</i></p> <p><i>Attendance awards raise the profile of good attendance at school.</i></p>	<p>The DfE (2015) say there is a clear link between poor attendance and lower academic success.</p> <p>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.</p>	<p><b>Challenge Number 2:</b></p> <p><b>Improve attendance.</b></p> <p><b>Reduce Persistent Absenteeism</b></p>
<p><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 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>EEF Improving Behaviour in Schools Guidance (2019) recommends:</p> <p>1) Know and understand your pupils and influences (every pupil should have a supportive relationship with someone in school)</p> <p>2) Teach learning behaviours alongside managing misbehaviour</p> <p>3) Use classroom management strategies to support good classroom behaviour (inc. reward systems)</p> <p>4) Use simple approaches as part of your regular routine (inc. breakfast club)</p> <p>5) Use targeted approaches to meet the needs of individuals in your school (inc. specific training for staff)</p> <p>6) Consistency is key</p>	<p><b>Challenge Number 3:</b></p> <p><b>Reduce socially unacceptable behaviours during unstructured times</b></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>Barriers to taking part in extracurricular activities for those from low-income</p>	<p><b>Challenge Number 3:</b></p> <p><b>Reduce socially unacceptable behaviours during unstructured times</b></p>

	households include their high cost, a lack of confidence, and difficulties in access.	
<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>	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.	<b>Challenge Number 3: Reduce socially unacceptable behaviours during unstructured times</b>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</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>	<b>Challenge Number 4: Instability at home</b>
<p>A non class-based SENCO offers 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"> <li>1. Staff training &amp; development</li> <li>2. Specialist external support</li> <li>3. Diagnostic tools</li> </ol>	<p>EEF - 5 recommendations for SEND in mainstream schools:</p> <ol style="list-style-type: none"> <li>1) Create a positive and supportive environment for all pupils, without exception</li> <li>2) Build ongoing, holistic understanding of your pupils and their needs</li> <li>3) Ensure all pupils have access to high quality teaching</li> <li>4) Complement high quality teaching with carefully selected small-group and one-to-one interventions</li> <li>5) Work effectively with teaching assistants</li> </ol>	<b>Challenge Number 5: High level of SEND needs</b>

**Total budgeted cost: £368,500**



## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

The 2023/24 is the last year of the three-year plan based on the intended outcomes. The below evaluations are identifying impact from the year 2 plan.

Data from tests and assessment has been used to analyse the performance of disadvantaged pupils against the whole cohort and non-disadvantaged groups. The data is shown below:

Year	Reading (All)	Reading (Non-PPG)	Reading (PPG)	Writing (All)	Writing (Non-PPG)	Writing (PPG)	Maths (All)	Maths (Non-PPG)	Maths (PPG)
1	53%	54%	52%	33%	69%	28%	59%	69%	43%
2	66%	50%	74%	42%	33%	44%	64%	55%	67%
3	72%	83%	61%	52%	62%	42%	83%	86%	81%
4	75%	88%	66%	63%	76%	53%	79%	88%	72%
5	66%	61%	71%	66%	67%	64%	63%	55%	71%
6	60%	61%	60%	72%	69%	70%	60%	69%	58%

Year	Phonics (All)	Phonics (Non-PPG)	Phonics (PPG)	Year	Phonics (All)	Phonics (Non-PPG)	Phonics (PPG)
1	57%	62%	52%	3	82%	90%	77%
2	71%	55%	77%	4	100%	100%	100%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that in Year 1, disadvantaged pupils perform less well than their peers in phonics, reading, writing and maths. However, in Year 2, this is reversed, and it is disadvantaged pupils who are outperforming their non-disadvantaged peers. This again reverses in LKS2, where disadvantaged pupils perform less well than their peers in reading, writing and maths. By the end of KS2, disadvantaged groups are performing in line with their non-disadvantaged peers in reading and writing, with the exception being maths in Year 6, where non-disadvantaged pupils have outperformed their disadvantaged peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing.

Attendance among disadvantaged pupils (92%) was broadly in line with their peers (93%) in 2022/23. However, persistent absence among disadvantaged pupils (23%) was above non-disadvantaged groups (19%) and also above the national benchmarks. We are committed to improving attendance for all of our pupils, including disadvantaged pupils, and recognise the gap between disadvantaged and non-disadvantaged is too large, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged and SEND pupils has been particularly acute. During last academic year, there has been further enhancements to the outdoor provision with more equipment and a wider range of sporting opportunities; this will continue this academic year. We have also increased the number of mental health first aiders and Thrive practitioners to support our nurture provision and increase the ability to support the emotional literacy and wellbeing of our pupils.

During 2022/23, we have continued to further enhance our offer for families and the wider community. We have a community hub and through this space we have hosted parental workshops with the Leeds Learning Hub, stay and play sessions, coffee mornings, and parent drop-ins. We also run a community pantry and a uniform / clothing exchange; these are all supported by local charities and donations.

Based on all the information above, the performance of our disadvantaged pupils did not meet our expectations overall, despite the performance of our disadvantaged pupils meeting, and in some areas, exceeding expectations. At present, we are not on track to achieve all of the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Therefore, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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.*

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	TTRockstars
Lexia Core5 - reading intervention	Lexia Core5
Purple Mash	Purple Mash
Frog Play	Frog Community
Boost Learning Platform	Rising Stars
Learning Village Online	Learning Village
SNAP Maths	Rising Stars
Thrive Online	Thrive Approach