



VICTORIA

Primary School

Pupil Premium Strategy

2020 - 2021

1. Summary information

School	Victoria Primary School 892 / 2018				
Academic Year	2020/21	Total PP budget	£220,186	Date of most recent PP Review	N/A
Total number of pupils	363	Number of pupils eligible for PP	139 (39%)	Date for next internal review of this strategy	February 2021

2. 2019 – 20 KS2 attainment (Provisional Data for 2020 at end of document)

Cohort = 55 Tested Cohort = 47 Pupil Premium eligible = 18	Pupils eligible for PP (% of the 18)	Pupils not eligible for PP (% of the 29)	School All pupils	National All Pupils (2018 – 2019)
% Achieving R/W/M	50%	44%	48%	65%
% At Expected Reading	50%	44%	48%	73%
% At Expected Maths	63%	56%	60%	79%
% At Expected Writing	56%	56%	56%	78%

3. Barriers

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	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.
B.	<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 & NFER 2015</i>
C.	31% of PP pupils speak English as an additional language
D.	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.
E.	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.
F.	53% of playground issues which required restorative justice interventions between Sept 2018 and July 2019 (73 of 138 incidents) were instigated by PP pupils.

External barriers (issues which also require action outside school, such as low attendance rates)

G.	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).
H.	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%)
J.	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%).

4. Desired Outcomes and Planned Expenditure

Academic year 2020 – 2021	Estimated Pupil Premium Income = £220,186 Planned Pupil Premium Expenditure = £217,565
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4a. Improving Classroom Pedagogy: Quality of teaching for all

Barrier	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B Low Basic Skill Level / Academic Achievement	Improved Literacy and numeracy progress in EYFS/KS 1 and KS 2	Teaching Assistant per year group (KS2) or per class (KS1 / EYFS) TA to enable faster feedback in core lessons and provision of 1:1 and small group interventions for pupils with gaps in knowledge £96,270 (40% of £123,916)	EEF shows that effective feedback increases outcomes by +8 Months EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	EYFS, Key Stage 1 and 2 English and Mathematics attainment to be closely tracked through triangulated termly assessment cycle. Intervention effectiveness to be closely tracked through triangulated termly assessment cycle. Pupil progress data x 3 per year, twice per half term learning walks	Anna Froggatt, Sonja Adams (AHT Phase Leaders) Lynn Brook (DHT TA Lead) Russell Gray (HoS)	Each assessment point 3 x per year
Total budgeted cost						£ 96,270

4b. Targeted support

Barrier	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Low Basic Skill Level	PP achievement in line with non PP and close to national averages at end of EYFS	Free 30 hours places for PP children Full time places provided to eligible pupils Additional L2 adult to facilitate afternoon ratio: £2,600 proportion directly allocated to EYPP pupils Lead TA for afternoon ratio: £5,700 proportion directly allocated to EYPP pupils	EEF shows that extending access to time in school improves progress by +2.5 months	Monitoring and evaluation of provision in line with whole school M&E calendar	Sonja Adams (AHT EYFS)	Each assessment point Baseline + 2x per year

A B Low Basic Skill Level / Academic Achievement	Improved attainment in Year 6	UKS2 Tutoring 1:1 targeted intervention to aid pupils reach expected levels in KS2 Tests Y6 Tutoring 4x 1 hours weekly x 28 weeks £1,596 Y5 Tutoring 4x 1 hours weekly x 28 weeks £1,596	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	Planning and outcomes linked to needs of pupils as identified by class teacher (ongoing).	A Froggatt (AHT Phase Leader)	Start and End of the week
A B Low Basic Skill Level / Academic Achievement	Improved attainment in Year 6	Teacher led Booster 40% of FTE £22,347	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	English and Mathematics attainment to be closely tracked through triangulated termly assessment cycle. Pupil progress data x 3 per year, twice per half term learning walks	E Moore (Y6 teachers) A Froggatt (AHT Phase Leader)	Start and End of the week
A B Low Basic Skill Level / Academic Achievement	Improved attainment in Year 5	AHT-Led Booster 1.5 sessions weekly x 39 weeks AHT: £4,268	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	English and Mathematics attainment to be closely tracked through triangulated termly assessment cycle. Pupil progress data x 3 per year, twice per half term learning walks	A Froggatt (AHT Phase Leader)	Each assessment point 3 x per year
A B Low Basic Skill Level / Academic Achievement	Improved attainment in Year 4	Teacher led Booster 40% of 0.55 £8,969	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	English and Mathematics attainment to be closely tracked through triangulated termly assessment cycle. Pupil progress data x 3 per year, twice per half term learning walks	A Froggatt (AHT Phase Leader)	Each assessment point 3 x per year
A B Low Basic Skill Level / Academic Achievement	Improved attainment in Years 2 and 3	DHT-Led Booster 1.5 sessions weekly x 39 weeks DHT: £4,831	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	English and Mathematics attainment to be closely tracked through triangulated termly assessment cycle. Pupil progress data x 3 per year, twice per half term learning walks	L Brook (DHT Phase Leader)	Each assessment point 3 x per year

A B Low Basic Skill Level / Academic Achievement	Improved attainment in Year 1	Teacher led 3 days per week Sept / Oct 2020 £6,820	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	English and Mathematics attainment to be closely tracked through triangulated termly assessment cycle. Pupil progress data x 3 per year, twice per half term learning walks	S Adams (AHT Phase Leader)	By October half term 2020
A B Low Basic Skill Level / Academic Achievement	Improved attainment in Year 1, Reception and Nursery	AHT-Led Booster 1.5 sessions weekly x 39 weeks AHT: £4,268	EEF shows that 1:1 and small group sizes increase outcomes by +5 Months.	English and Mathematics / CLLD attainment to be closely tracked through triangulated termly assessment cycle. Pupil progress data x 3 per year, twice per half term learning walks	S Adams (AHT Phase Leader)	Each assessment point 3 x per year
Total budgeted cost						£62,995

4c. Whole School Strategies

Barrier	Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Low Basic Skill Level	PP achievement in line with non PP and close to national averages at end of EYFS	EYFS Earlier starting age Nursery provision (Cost within Free 30 hours provision above)	EEF shows that extending access to time in school improves progress by +2.5 months	Monitoring and evaluation of provision in line with whole school M&E calendar	Sonja Adams (AHT EYFS)	As per M&E Calendar
C EAL	Rapid development of English language skills = higher achievement	EAL Support Proportion directly allocated to PP = £3,500	EEF shows impact of Oral Language Intervention increases outcomes by +5	EAL attainment analysis termly in line with Trust assessment cycle	Jo Kerry (EAL Asst)	Each assessment point 3 x per year
D Poverty / Breakfast	Pupils are alert and ready to learn = higher achievement	Breakfast Club Proportion directly allocated to PP = £3,500	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)	Review half termly with class teachers for targeting key pupils Reminder letters sent to eligible families	Helen Sparks & Janette Leighton (Supervisors)	Half Termly
E Counselling Needs F Restorative Justice J Early Help / Social Care	Improved esteem and improved mental health = higher achievement	Counselling x 5 days per week Proportion directly allocated to PP = £24,700	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,	Clinical supervision, 2 hours monthly, with supervision report from Supervisor to AHT	Sarah Gigg (Counsellor) Craig Prestidge (AHT)	Monthly

			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.			
G Poverty	Participation in educational trips and visits = higher achievement	Trips & Visits Subsidies £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.	Monitoring of attendance on trips and visits by PP pupils	Claire Wright (Business Manager)	Termly
G Poverty	Full enrolment of eligible pupils	Free jumper on enrolment for all new pupils when FSM form completed £2,500	EEF shows that School Uniform has no impact on attainment, however this strategy incentivises FSM enrolment for all eligible families.	Admissions procedure	Claire Wright (Business Manager)	Termly
H Attendance J Early Help / Social Care	Improved safety, attendance, esteem and mental health = higher achievement PP Attendance rises from 92.2% (2017-18) 93.2% (2018-19) to match nonPP average of 94.5%	Family Support Assistant direct work and co-ordination of multi-agency work x5 days per week, Use of home visits and home collections on first day response monitoring. Proportion directly allocated to PP = £16,000	Social and economic circumstances constitute 86% of factors explaining disadvantaged pupils' educational results. (Joseph Rowntree Foundation "Tackling Low Educational Achievement" 2007)	Monthly attendance team meeting HoS, Admin, FSA Monthly safeguarding team meeting DHT, HoS, SENCO, FSA, Coun	Lorraine Whistler (Family Support Assistant) Craig Prestidge (AHT)	Monthly
H Attendance	Improved attendance = higher achievement	Education Welfare Specialist Support £300 (£30 per referral)	Education Welfare Officers administer legal action where family support has not had the required impact. DfE (2011) reported that: <ul style="list-style-type: none"> • Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs, including English and maths • Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths • Of pupils who miss less than 5% of school, 73% achieve 5 A* to Cs, including English and maths 	Monthly attendance team meeting HoS, Admin, FSA Monthly safeguarding team meeting DHT, HoS, SENCO, FSA, Coun	Lorraine Whistler (Family Support Assistant) Craig Prestidge (AHT)	Monthly

J Early Help	Improved safety, attendance, esteem and mental health = higher achievement	Trauma & Attachment Specialist TA Proportion directly allocated to PP = £5,300	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.	Intervention cycle evaluations including through appraisal.	Craig Prestidge (AHT)	Per cycle (usually 6 – 8 weeks)
Total budgeted cost						£58,300

5. Success Criteria

All eligible pupils are registered and in receipt of PPG
PP Communication and Language scores at the end of EYFS are in line with non PP peers and close to National Average
PP Reading, Writing and Mathematics scores in all year groups are in line with non PP peers
Full participation in educational trips and visits by PP pupils
Attendance of PP pupils is in line with non PP peers

Attainment at the expected standard July 2019

Number in cohort		Mathematics ARE / +			Reading ARE / +			Writing ARE / +		
PP	PP	All	PP	PP	All	PP	PP	All	PP	PP
89	125	64%	61%	67%	55%	51%	59%	47%	44%	48%

Progress September 2018 to July 2019

Expected = 3.00

Number in cohort		Mathematics Progress			Reading Progress			Writing Progress		
PP	PP	All	PP	PP	All	PP	PP	All	PP	PP
89	125	2.96	2.88	3.01	2.88	2.87	2.88	2.95	2.87	3.00

FFT Provisional Analysis Teacher Assessment Data July 2020

	Pupils	Reading Scaled Score	Reading Value Added	Writing Scaled Score	Writing Value Added	Maths Scaled Score	Maths Value Added
All Pupils	46	98.6	+0.3	100.2	+1.5	100.8	+1.5
Not FSM6	22	95.8	-0.1	97.3	+1.3	98.5	+1.7
FSM6	24	101.3	+0.5	102.9	+1.7	102.8	+1.4