

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Victory Primary school
Pupils in school	470
Proportion of disadvantaged pupils	48%
Pupil premium allocation this academic year	£235,000
Academic year or years covered by statement	2018-21
Publish date	01 November 2019
Review date	01 November 2020
Statement authorised by	Mark Cole – Regional Director
Pupil premium lead	K Jones – Head of School
Governor lead	R Clarke -Chair

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-3.4
Writing	0
Maths	-1.9

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS1 RWM	37%
Passing Year 1 screening check	56%
Meeting GLD	65%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Ensure the youngest disadvantaged pupils get a strong start in school so more are KS1 ready.	<ul style="list-style-type: none">Work with a SLE from Lambeth Teaching School Alliance to improve environment, curriculum and pedagogy and so raise standards.

	<ul style="list-style-type: none"> Improved curriculum in place with ambitious trajectories for learning.
<p>Priority 2</p> <p>Ensure that Children learn to read quickly and those that find it hard receive the correct evidence-based support and intervention.</p>	<ul style="list-style-type: none"> Work with the Springhill English hub to improve the teaching of and provision for early reading and phonics. All EYFS and KS1 staff trained to have the subject knowledge they need to teach synthetic phonics effectively first and fast. Ensure that Early years is 'over-staffed'
Barriers to learning that these priorities address.	<p>-Pupils enter the school low in the areas of Speaking & listening and Literacy.</p> <p>-Disadvantaged pupils are disproportionately represented in those pupils that enter the school at low levels.</p> <p>-69% (58) of SEN children, come from disadvantaged homes.</p>
Projected spending	£80,000

Teaching priorities for current academic year

Aim	Target	Target date
Mathematics	Achieve positive progress scores in end of KS2 tests	Sept 21
Early years	Achieve national average for GLD	Sept 21
Phonics	Achieve national average expected standard in Phonics Screening Check	Sept 21

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Ensure that more pupils leave the school with the mathematics knowledge and strategies that they need in order to function in senior school.</p>	<ul style="list-style-type: none"> Work with the UL Maths advisor to develop teacher knowledge and skills particularly in the area of planning. Revised mathematics curriculum in place that ensures strong small-stepped planning through White Rose. Multiplication tables programme in place
<p>Priority 2</p> <p>Provide interventions for those pupils who start to fall behind</p>	<ul style="list-style-type: none"> Appropriate intervention plans (based on assessment evidence.) planned and delivered.

Barriers to learning that these priorities address	Evidence from pupil survey indicates that some pupils get comparatively little support at home with their academic work.
Projected spending	£50,000

Wider/other strategies for current academic year

Measure	Activity
Ensure all children start the school day physically prepared for learning	Free Breakfast club
Ensure that all children's emotional needs are met in order that they are better able to focus on their learning	Nurture group, learning mentors
Ensure that all children are safeguarded to ensure their wellbeing	Safeguarding officer
Barriers to learning these priorities address	<ul style="list-style-type: none"> - In some households domestic/social issues e.g. housing, poverty, health inequalities and parenting, effect the behaviour and wellbeing of children to the extent that they are affecting their engagement in learning. -Of the pupils on the learning mentor caseload 70% are from disadvantaged households. -Of the pupils attending nurture group 75% are from disadvantaged households. -Of the families who benefit from working with the school's safeguarding officer, the significant majority are from disadvantaged households.
Projected spending	£105,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the need for stepped change in pupil outcomes does not lead to unreasonable increase in teacher workload eg chasing endless data points	SLT and UL committed to only 3 data drops informed by PIRA and PUMA No data generated for foundation subjects
Targeted support	Staff do not yet have subject knowledge to develop maths mastery effectively	20 days UL maths hub specialist support for teachers and subject leader

Other strategies	<p>Parents are not clear about how best to support their children with learning at home</p> <p>Support staff do not have strong enough subject (phonic) subject knowledge</p> <p>Pupils do not have enough early reading resources</p>	<p>Wide range of parent engagement and information strategies to be put in place</p> <p>All English hub inputs direct to/disseminated to all staff</p> <p>Significant resource investment</p>
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Review: last year's aims and outcomes

Aim	Outcome
<p>Challenge the gap programme in all year groups. Focus on reading in years EYFS-Year 4 (with the exception of year 3 where the focus was initially spelling.) Year 5 & 6 had focussed gap teaching in reading and Mathematics.</p>	<p>70% of children on the programme made double progress in reading age for the duration of the project</p>
<p>Nurture group provision from 8.00-3.15 including free nurture breakfast.</p>	<p>Improved scores on Boxall profile indicating more engagement in learning and ultimately better progress</p>
<p>-Learning Mentors -Safeguarding officer-training staff and working alongside social care to address needs of pupils and families. Safeguarding training for staff.</p>	<p>-Chronologies show improved behaviour resulting in better engagement in learning for those who join the LM caseload. -Better engagement with learning</p>
<p>-Free breakfast club</p>	<p>Improved attendance of 1% of disadvantaged pupils who attended breakfast club.</p>
<p>Curriculum enrichment: Middle leader development to create a richer and more challenging curriculum in non-core subjects with a focus on Science and computing.</p>	<p>Children are positive about their learning at school. (see pupil attitude survey) Book looks show improvement in learning in foundation subjects.</p>