

Pupil premium strategy statement 2023-2026

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	The Victory Primary School
Number of pupils in school	366 (reception-Y6)
Proportion (%) of pupil premium eligible pupils	49.2% (212/399)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	K May
Pupil premium lead	K May
Governor / Trustee lead	S Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,841
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

The principles that guide our decisions when allocating pupil premium funding:

- The United Learning Trust's vision is for 'The best in everyone' regardless of background or barriers to learning. Therefore, at The Victory Primary School, we believe all pupils should make good progress and achieve their potential across all subjects.
- The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
- The Pupil premium strategy should complement the School Improvement plan
- Actions are based on what works best as detailed within EEF publications.
- Research shows that quality-first teaching has the greatest impact on closing the disadvantaged attainment gap. Therefore, excellent teaching in every lesson is what drives our approach. We have a robust process that starts with assessment, analysis of the assessment to find gaps in learning, structured changes to curriculum pedagogy and scaffolding learning to maximise pupils' accelerated learning.
- The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of Key stage outcomes are a by-product of this approach.
- To ensure the process is effective, all staff take responsible for disadvantaged pupils and have high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Reading: Assessments, observations and discussions with learners show that disadvantaged children generally have greater difficulty mastering early reading skills, including phonics, than their peers. This has a negative impact on their development as readers and their access to the wider curriculum. In addition, they typically have limited opportunities to engage with reading outside of the school day and so are reading less often.
2	Writing: Internal and external data indicates that Writing attainment for disadvantaged learners is below that of non-disadvantaged learners.

	Writing has been the area that has been most affected by the impact of missed learning during Covid.
3	<p>Wellbeing: Discussions with parents and children indicate that the education and wellbeing of disadvantaged children have been negatively impacted, to a greater extent than non-disadvantaged peers, by the partial school closures. (This hypothesis is supported by national studies.) This has led to increased gaps in learning, lower resilience and an increase in the need for social and emotional support.</p> <p>Children with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children.</p> <p>Assessment and discussion with parents, staff and children indicates that disadvantaged children have had an even greater reduction in access to enrichment activities than their peers during the pandemic. This includes opportunities to develop social and emotional skills.</p>
4	<p>Attendance: Data analysis demonstrates attendance of disadvantaged children is below that of non-disadvantaged children. They are also more likely to have time off for illness and the length of the absence can be longer than that of their peers. Therefore, they are at increased risk of reaching the threshold for persistent absence. This situation has been exacerbated during the pandemic.</p> <p>For many reasons including the existence of an Inclusion Unit within the school, The Victory has significantly more SEN pupils than most schools. National evidence shows that SEND pupils have lower attendance than non SEND. A disproportionately high percentage of those pupils are also pupil premium (70%), which has an impact on their outcomes.</p>

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
Improve the quality of teaching in all areas of learning through the up to date, research-based practices as identified in the Great Teacher Toolkit.	<p>All teaching good-where needs improvement support in place</p> <p>School Teaching and learning handbook in place</p> <p>All staff familiar with 'The Victory Way' of teaching including high impact strategies.</p> <p>Key staff trained to deliver instructional coaching.</p> <p>All teachers entitled to coaching on aspects of 'The Victory way' following the agreed structure of support.</p> <p>Improved teacher skills at using digital technology.</p>

<p>Improved reading attainment among disadvantaged pupils</p> <p>Ensure the youngest disadvantaged pupils get a strong start in reading so more are ready for the next stage of their learning</p>	<p>The teaching of Reading & phonics will be quality assured as at least good.</p> <p>The RWInc programme is embedded and the standard of delivery is good.</p> <p>More children get off to a rapid start with their phonics-eg more children leave the EYFS on the correct learning trajectory.</p> <p>Children progress through the stages of the programme and more children are on the correct RWInc trajectory.</p> <p>There is focus on the lowest 20% so that all targeted disadvantaged children in Years 1, 2, and 3 will achieve their progress targets.</p> <p>Disadvantaged learners are significantly closing the gap with non-disadvantaged learners at ARE.</p> <p>Increased numbers of disadvantaged children pass the Phonic Screening Test and re-tests</p> <p>The 2025/26 Phonics check will evidence that the percentage of Year 1 pupils will meet the national average and the gap between disadvantaged and non-disadvantaged will have significantly narrowed.</p> <p>Targeted pupils have the opportunity for further support in reading (beyond QFT) if required</p>
<p>Improved mathematics and writing attainment among disadvantaged pupils</p>	<p>Teaching will be quality assured as at least good. Where an element of teaching is not good an action plan is in place.</p> <p>Teachers will follow common agreed practices for these subjects.</p> <p>The 2025/6 key stage 1 & 2 outcomes will show that attainment for disadvantaged children will be at least the same as the national average for children at Age Related Expectations (ARE).</p> <p>Disadvantaged learners are significantly closing the gap with non-disadvantaged learners at ARE and APS.</p>

	Target children identified at termly action planning meeting make accelerated progress
<p>Following the pandemic, achieve and sustain improved well-being for all children and particularly those who are disadvantaged.</p> <p>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.</p> <p>-Of the pupils on the learning mentor caseload 70% are from disadvantaged households.</p> <p>-Of the pupils attending nurture group 75% are from disadvantaged households.</p> <p>-Of the families who benefit from working with the school's safeguarding officer, the significant majority are from disadvantaged households.</p>	<p>All pupils have access to a rich, broad and balanced, age-related curriculum. Scaffolding will be in place to ensure that children can access it.</p> <p>Investment in safeguarding professionals will result in robust safeguarding practices and procedures and a rapid response to concerns.</p> <p>Investment in learning mentors will contribute towards sustained high levels of wellbeing and good behaviour for learning demonstrated through qualitative data from pupil voice, pupil and parent surveys and staff observations. Incidents of bullying will be low.</p> <p>High participation in enrichment activities amongst disadvantaged pupils.</p> <p>Investment in sports coaching to deliver after school clubs and mentoring</p>
To achieve and sustain improved attendance for disadvantaged children. To significantly reduce disadvantaged persistent absence	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</p> <p>Target children's attendance to meet target</p>

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: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching is strong across all subjects</p> <p>Ensuring enough time for T&L, Reading, Writing, Maths and EYFS Leads to monitor, teaching and progress.</p> <p>Developing teachers effectiveness at using digital technology.</p> <p>Cover time needed.</p> <p>Purchasing of additional ipads for mirroring and styluses.</p>	<p>EEF guidance report: Quality first teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Great Teaching toolkit and School Teaching and learning handbook-identifies programmes and strategies that are proven to work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1-5
<p>Ensuring teachers (especially ECTs) and teaching assistants have opportunities for professional development and colleague coaching.</p> <p>Teachers are being trained in 2 phases from 2023. All teachers will be entitled to a coach.</p> <p>Supply cover will be required to provide time for the coach to work alongside coaches.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>EEF guidance report: Making the Best use of Teaching Assistants</p>	1-5

Ensuring enough time for Literacy and Maths Leads to lead CPD for staff and support those who need input.		
<p>Maintain and resource a curriculum that continues to be broad and balanced for all students,</p> <p>Ensure our curriculum offers a range of real-life learning opportunities to increase cultural capital</p> <p>Ensure that all subject leaders have release time to alongside the curriculum leader to develop, monitor evaluate and review their subject action plans</p>	Maximising the Impact of the Pupil Premium; Marc Rowland (2018)	1-5
<p>Additional time for DHT and KS1 leader to lead phonics project and in particular coach those who deliver the programme.</p> <p>Embed high quality teaching of phonics</p> <p>Purchasing RWI synthetic phonics for reading.</p> <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.</p> <p>Staff who have previously completed this training to receive refresher training relevant to their year group.</p> <p>Subscribe to RWInc support for another year</p>	<p>Teaching and Learning Toolkit EEF: Phonics</p> <p>The Reading Framework:DFE</p> <p>EEF Guidance report: Improving Literacy Skills in KS1</p> <p>Systematic synthetic phonics approaches have a strong evidence base, including the EEF, that indicates a positive impact on the accuracy of word reading and particularly for disadvantaged children.</p>	2

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

Budgeted cost: £ 15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions and reading interventions targeted at disadvantaged pupils in order to build fluency in reading at the earliest point.</p> <p>LSAs under the close direction of the year based teaching team, phonics team and SENDCo.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a sustained period. Phonics Toolkit Strand EEF</p>	2,1
<p>Participation with the National Tutoring Programme to provide external provider tuition by a teacher for those disadvantaged pupils whose education has been impacted the most by the pandemic in reading.</p>	<p>There is a significant evidence base indicating small group and individual tuition targeted at specific needs can be an effective method to support all pupils and especially low attaining pupils or those who have fallen behind.</p> <p>One to one tuition: EEF</p> <p>Small group tuition Toolkit Strand: EEF</p>	2

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

Budgeted cost: £160,841

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>The school supports a breakfast club which is free to all children. The intention is that this will encourage children to attend school, be punctual and ready to learn. It ensures that children begin the day having eaten a good breakfast and provides a positive opportunity for social interaction. Children are encouraged to build healthy and respectful relationships across the year groups.</p> <p>The school dedicates time for the AHT to lead on the United Learning attendance project.</p>	<p>There is significant evidence that indicates that children require their basic needs to be met in order to thrive. (see e.g. Maslow) The breakfast club encourages good attendance and there is a strong evidence base that indicates that this results in positive academic achievement and positive well-being based on sustained relationships with peers.</p>	<p>4 5</p>
<p>We employ 4 learning mentors who provide dedicated pastoral support time to ensure enhanced attendance and well-being for disadvantaged children (For example: meet and greet on gate, wake up calls, collection and drop off of children, attendance meetings and monitoring.) they se strategies from attachment and trauma training to provide tools to support all children. These are to be progressive across the school.</p> <p>We run a nurture group that ensures that children's emotional needs are met in order that they are better able to focus on their learning</p> <p>We employ a safeguarding officer</p> <p>We subsidise some trips for disadvantaged pupils.</p> <p>We are setting up a parent hub in an external building to support parents to support each other.</p>	<p>There is extensive evidence associating development of childhood social and emotional skills with improved outcomes at school and in later life. This can include improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>Research shows that when there is dedicated time given by a person with a consistent approach working with a disadvantaged child and their families/carers the building of a strong relationship means that attendance and well-being is boosted.</p>	<p>4 5</p>

Total budgeted cost: £ 287,841

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 previous year

Intended outcome	Outcomes				
Improve the quality of teaching in all areas of learning through the up to date, research-based practices as identified in the Great Teacher Toolkit.	<p>A Teaching & Learning handbook has been created that is based on research-based evidence. It guides our training, support and practice.</p> <p>Where areas of teaching are not good coaching and/or support plans are put in place.</p> <p>Pupils premium pupils have been making in-year progress. As a result the gap between disadvantaged pupils and non disadvantaged pupils has reduced between 2022 and 2023</p>				
		All	PP	Gap July 2025	Same cohort Gap July 2024
	EYFS	62	63	+1	
	Y1 Phonics screening test	91	87	-4	-20%
	Y2 Reading	87	87	0	-30%
	Y2 Writing	54	48	-6	-25%
	Y2 Maths	85	64	-19	-27%
	Y6 Reading	73	76	+3	-17%
	Y6 Writing	73	74	+1	-19%
	Y6 Maths	69	68	-1	-20%
	Y6 RWM Combined	66	64	-2	-28%
	<p>Performance over time. The gap between PP and non-pp in the 2025 cohorts was also less than the gap in previous years.</p> <p>Phonics-RWInc on track</p>				
		Gap with Non PP July 25	Gap with non pp at start Of school year		
	EYFS	42%	84%		
	Y1	26%	34%		
	Y2	16%	20%		

Improved speech, language, communication and vocabulary among disadvantaged learners.	<p>There has been an upward trend of pupils in Reception achieving GLD. Speech and language is no longer a limiting factor.</p> <p>The development of vocabulary is an essential part of the curriculum in our core and foundation subjects. Key subject-related vocabulary can be seen around the classrooms.</p>
<p>Improved reading attainment among disadvantaged pupils</p> <p>Ensure the youngest disadvantaged pupils get a strong start in reading so more are ready for the next stage of their learning</p>	<p>The school has invested heavily in the introduction of a synthetic phonics scheme, read Write Inc. It is now firmly embedded in practice. Children access phonically decodable books within the classroom, to take home and have access to a further range of books, where appropriate, to support their love of reading.</p> <p>As a consequence, the percentage of pupils on the correct learning pathways has increased significantly to be much closer to the national average. (2023 69%)</p>
Improved mathematics and writing attainment among disadvantaged pupils	<p>School assessments during 2022/23 indicated that the performance of disadvantaged pupils was lower than non disadvantaged pupils in all areas except years 3 and 4 in reading, year 5 in writing and year 3 in Maths. In all key areas the gap has widened over the past two years.</p> <p>As evidenced in schools across the country, partial school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from the consistent delivery of teaching and targeted intervention as planned despite being provided with devices in most cases.</p> <p>Targeted pupils have the opportunity for further support in reading (beyond QFT) if required</p>
<p>Following the pandemic, achieve and sustain improved well-being for all children and particularly those who are disadvantaged.</p> <p>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.</p>	<p>Under the plan, the school received considerable input from UL advisers and other experts which had a considerable impact on the quality of the curriculum and the standards of teaching and learning in English and Maths. For example, White Rose is now used consistently well across the school and the new EYFS curriculum and practices are embedded. The school has worked alongside other United Learning school to develop the wider curriculum. All pupils now have access to a broad and balanced, age-related curriculum.</p>

<p>-Of the pupils on the learning mentor caseload 70% are from disadvantaged households.</p> <p>-Of the pupils attending nurture group 75% are from disadvantaged households.</p> <p>-Of the families who benefit from working with the school's safeguarding officer, the significant majority are from disadvantaged households.</p>	<p>Scaffolding is in place to ensure that children can access it.</p> <p>Our assessments and observations indicated that pupil attitudes, well-being and mental health were significantly impacted last year, primarily due to pandemic related issues. This was especially true for disadvantaged pupils. We used pupil premium funding to provide extensive targeted well-being support and interventions to individual pupils many of whom were disadvantaged. Despite this pupil and parent attitudes to school and learning remained very positive as evidenced in our regular surveys. Investment in safeguarding professionals has resulted in robust safeguarding practices and procedures and a rapid response to concerns. Investment in learning mentors has contributed towards sustained high levels of wellbeing and good behaviour for learning demonstrated through qualitative data from pupil voice, pupil and parent surveys and staff observations. Incidents of bullying and racist incidents are low.</p>
<p>To achieve and sustain improved attendance for disadvantaged children. To significantly reduce disadvantaged persistent absence</p>	<p>Overall attendance has improved over the past year and Persistent absenteeism has fallen. However attendance has not yet returned to pre-school levels and the gap between disadvantaged pupils and non-disadvantaged remains high.</p> <p>Breakfast club is having an impact: Average attendance of those going to breakfast club 3 days/week or more is 94.8% overall this year the school is 91.4%</p>

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