

# Pupil premium strategy statement 2021-2024

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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  | 409 (reception-Y6)         |
| Proportion (%) of pupil premium eligible pupils                         | 44% (181/409)              |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024                  |
| Date this statement was published                                       | September 2021             |
| Date on which it will be reviewed                                       | January 2022               |
| Statement authorised by   | J Hartley                  |
| Pupil premium lead  | J Hartley                  |
| Governor / Trustee lead   | R Clarke                   |

## Funding overview

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | £243,445         |
| Recovery premium funding allocation this academic year                                 | £28,430          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0               |
| <b>Total budget for this academic year</b>   | <b>£271, 875</b> |

# 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.
- 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                | <b>Speech &amp; language:</b> On entry to school, data for speech, language and communication (SL&C) in EYFS is low for many children and especially low for those classified as disadvantaged. This is identified through assessments, observations and discussions with learners and EYFS baseline data. This has the potential to impact on wider academic achievement, as they progress through their schooling. |
| 2                | <b>Reading:</b> 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.   |

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|   | In addition, they typically have limited opportunities to engage with reading outside of the school day and so are reading less often.   |
| 3 | <b>Writing &amp; Mathematics:</b> Internal and external data indicates that Maths and Writing attainment for disadvantaged learners is below that of non-disadvantaged learners. Children’s knowledge of number facts including x tables needs to improve.   |
| 4 | <b>Wellbeing:</b> 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.<br><br>Children with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children.<br><br>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. |
| 5 | <b>Attendance:</b> 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.  |

## 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. | All staff trained to a high level so that they are clear on ‘The Victory Way’ of teaching.<br>All lessons are of a good standard   |
| Improved speech, language, communication and vocabulary among disadvantaged learners.   | Assessments and observations indicate significantly improved speech, language and communication skills among disadvantaged learners.<br>Vocabulary development will be evident across the curriculum. Triangulated evidence will demonstrate access and engagement in lessons with improved outcomes evident through work scrutiny.<br>Interventions by the Speech and Language Therapist and NELI |

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|  | <p>intervention will lead to accelerated progress.</p> <p>There is a continued upward trend of pupils in Reception achieving GLD.</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 &amp; phonics will be quality assured as at least good.</p> <p>All targeted disadvantaged children in Years 1, 2, and 3 will achieve their progress targets.</p> <p>All children who are not at ARE, will have closed the gaps between their current and chronological reading age.</p> <p>The 2024/5 key stage 1 &amp; 2 reading outcomes will show that attainment for disadvantaged children will be at least the same as the national average for all children at Age Related Expectations (ARE).</p> <p>Disadvantaged learners are significantly closing the gap with non-disadvantaged learners at ARE and APS.</p> <p>Increased numbers of disadvantaged children pass the Phonic Screening Test. All targeted Yr 1 and Yr 2 pupil premium pupils to pass PST in July 2022</p> <p>The 2024/25 Phonics check will evidence that 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.</p> <p>All children who are not at ARE, will have closed the gaps between their current and chronological maths age.</p> <p>The 2024/5 key stage 1 &amp; 2 outcomes will show that attainment for disadvantaged children will be at least</p>   |

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|  | <p>the same as the national average for all children at Age Related Expectations (ARE).</p> <p>Disadvantaged learners are significantly closing the gap with non-disadvantaged learners at ARE and APS.</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>-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>To achieve and sustain improved attendance for disadvantaged children. To significantly reduce disadvantaged persistent absence</p>   | <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</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: £92,000

| 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 Literacy, Maths and EYFS Leads to monitor, teaching and progress across the school.</p>  | <p>EEF guidance report: Quality first teaching<br/> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Great Teaching toolkit</p> <p>Rosenshine principles</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> | 1-5                           |
| <p>Ensuring teachers (especially NQTs) and teaching assistants have opportunities for professional development and colleague coaching.</p> <p>Ensuring enough time for Literacy and Maths Leads to lead CPD for staff and support those who need input.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>EEF guidance report: Making the Best use of Teaching Assistants</p>  | 1-5                           |
| <p>Maintain and resource a curriculum that continues to be broad and balanced for all students,</p>   | <p>Maximising the Impact of the Pupil Premium; Marc Rowland (2018)</p>  | 1-5                           |

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| <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>  |  |   |
| <p>Additional time for DHT and EYFS leader to lead phonics project</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>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 |
| <ul style="list-style-type: none"> <li>Establish Mastery for Maths (initially Year One and Year Six) and continue with training for Maths Lead and Year three Teacher.</li> </ul> <p>Train 1 teacher in R,1,2 and 3 in the new programme called Mastering Number <b>(NCETM)</b>.</p> <p>15 minute lesson every day in years R,1 &amp; 2 and</p>  | EEF T & L toolkit-mastery  | 3 |

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| <p>used as an intervention in year 3.</p> <ul style="list-style-type: none"> <li>• Purchase of Mathletics- an online maths program made for classrooms and home learning</li> </ul> |  |  |
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 81, 000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Nuffield Early Language Support for children in year R &amp; 1 with communication skills below age related expectations.</p> <p>Skilled staff from Inclusion unit provide materials and support for children across the school who have language and communication needs.</p> <p>Planning to include vocabulary elements through use of UL curriculum and Word Aware.</p> <p>Learning environments to be informational and language rich.</p> | <p>EEF T&amp;L toolkit-oral language interventions</p>   | <p>1</p>                      |
| <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, English 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</p> | <p>2,1</p>                    |



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|   | sustained period.<br>Phonics Toolkit Strand<br>EEF   |     |
| 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.<br>FFT lightning squad-5 days week for 1 year for children in years 1,2 and 3.   | 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.<br>One to one tuition: EEF<br>Small group tuition<br>Toolkit Strand: EEF | 2   |
| To provide focused 1:1 and small group tutoring by a teacher in phonics, reading, writing and maths.<br>-Phonics interventions 3 days/week for two terms-external provider<br>-Phonics gap filling by DHT years R,1 and 2-half/day/week<br>-English and Maths gap filling. Year 6 two terms, year 5 one term<br><br>After school tutoring R,W, M<br>Year R (2 teachers)<br>Year 5 (2 teachers)<br>Year 6 (4 teachers)<br><br>Additional staffing ensuring high levels of targeted support and high quality interventions<br><br>Year 3 & 5 Peer tutoring in reading | EEF research shows that intensive 1:1 and small group focused teaching rapidly enables to learn and thus accelerate their progress in phonics, reading, writing and maths.<br><br>EEF Peer tutoring  | 2 3 |
| Purchased SHINE interventions for Reading and Maths and trained TA's and teachers to deliver these.   | Research has shown the highly structured, small-step interventions offered by SHINE accelerates children's learning and fills the gaps enabling  | 2 3 |

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|  | them to better succeed in the classroom. |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £99,000

| 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>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>  | 4 5                           |
| <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.)</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>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> | 4 5                           |

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| <p>We employ 2 safeguarding officers (FTE 1.00)</p> <p>Use strategies from attachment and trauma training to provide tools to support all children. These are to be progressive across the school.</p> <p>We have established a wellbeing group to look at ways to facilitate staff wellbeing.</p> |  |  |
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**Total budgeted cost: £ 272,000**

## 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.

School assessments during 2020/21 indicated that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track during the first year of the plan, as a result of the impact of quality first teaching, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

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.

However, there were positive aspects of the plan.

The affects of the pandemic were mitigated by our resolution to maintain a high-quality curriculum, deliver live remote learning, provide IT support and equipment and maintain strong channels of communication. Keeping the school open for vulnerable pupils and continuing with SEN support and interventions e.g. NELI remained a priority and had an impact in preventing further disparity.

The teaching of phonics is now embedded across the school. 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. Training for staff continued to take place during the pandemic in order that staff are confident in teaching and using the programme. Although phonics is very difficult to teach remotely more children across the school are on the correct learning trajectory than previously.

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.

Although the pandemic had a negative effect on attendance nationally, and overall attendance was lower than in previous years, the school worked very hard to ensure that vulnerable pupils were in school. Other pupils were supported to access online learning through targeted support and intervention by staff. Our pastoral team worked

closely with our most vulnerable families to support attendance and provision of wraparound care was targeted to support our vulnerable children as well as working families. Where access to technology was a barrier, families were offered laptops and resource packs to support learning. Improving attendance, particularly for disadvantaged pupils, remains a priority within this strategy. This resulted in levels of attendance, or engagement in remote learning that were above the national average.

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.

## 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> |
|------------------|-----------------|
| Lightning Squad  | FFT             |
|                  |                 |