

Pupil premium strategy statement

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 Road Primary School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024 – (Updated for 2023-2024)
Date this statement was published	Update – September'23
Date on which it will be reviewed	Termly
Statement authorised by	Sue Minor
Pupil premium lead	Kimberley Clarke
Governor / Trustee lead	Andrew Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200 (indicative - based on 40 subject to review in Sept 2023)
Recovery premium funding allocation this academic year	£5,800 (indicative based on 40 pupils subject to review in Oct 2023)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

£64,000 total Pupil Premium/Recovery Premium budget

Part A: Pupil premium strategy plan

Statement of intent

As a school, we evaluate the spending of pupil premium thoroughly and make planning the ways in which it is spent a key responsibility. We target additional support and track the impact closely to ensure that it is making a significant difference to disadvantaged pupils progress. The aim of the strategy is to overcome all barriers that individual children may have to their learning. We aim to look at each child as an individual and diagnostically identify what the child needs in order to reach their full potential. The strategy fully embeds our school motto of Nurture, Inspire and Accomplish. Through our trauma informed lens we aim to support children and their families in their mental health and wellbeing as this is often a major barrier to their learning in the first instance. We ensure that all strategies used are well-researched using the EEF guidance in order to inspire children in their learning and unlock their potential so they can accomplish as well or better than non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped speech and Language on entry and low oracy skills.
2	Assessments, observations, and discussions with pupils show that Early Reading fluency, phonics and reading mileage are weaker for our disadvantaged children especially in EYFS and KS1.
3	Assessments, observations, and discussions with pupils show that basic skills in writing is lower for disadvantaged pupils including transcription.
4	Our assessments and observations indicate that the mental health and wellbeing of many of our disadvantaged pupils is lower than those of their peers.
5	Our observations show that parental mental health and consequential ability to support children pastorally and academically is lower for disadvantaged pupils.

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
Children's speech and language and oracy skills are in line with age related expectation.	<p>Children engaging fully in teaching and learning.</p> <p>Speech and Language needs are addressed.</p> <p>Children can communicate with peers and adults fluently.</p> <p>Children have well-developed oracy skills which are seen across the curriculum.</p>
Reading is in line with age related expectation.	<p>Children's reading is age appropriate and allows them to access the whole curriculum.</p> <p>Reading mileage for all children is age appropriate.</p> <p>Parental engagement to support reading is increased.</p> <p>Targeted interventions have measurable impact.</p> <p>Strategies to decode texts are secure for all children.</p> <p>Enjoyment of reading is evident from all children.</p> <p>Fluency in particular is improved and blending skills more developed.</p>
Writing is in line with age related expectation.	<p>Gaps in skills are identified and addressed.</p> <p>Targeted interventions have measurable impact.</p> <p>Transcription and motor control skills are age appropriate.</p> <p>Punctuation and spellings are age appropriate.</p> <p>Pupils are able to write for a range of purposes.</p>
Children are able to manage emotions and their wellbeing so that they can access the curriculum fully.	<p>Trauma informed approach is embedded.</p> <p>Early identification and help for children's needs.</p> <p>Relationships policy fully embedded.</p> <p>SEND Pupils identified, targeted and clear actions put in place to support.</p> <p>Targeted interventions have measurable impact.</p>
Parents are well-supported in accessing the help they need to support their child's needs academically and pastorally.	<p>Family Support Worker maintains effective relationships with key families.</p> <p>Parents approach school for support.</p> <p>School are well-positioned to signpost external support.</p> <p>Trauma informed approach is embedded.</p> <p>Parents engage in school life more.</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.

NEW 2022-2023 NEW 2023-2024

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of DfE validated Systematic Synthetic Phonics programme – Little Wandle to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 - 3
Engagement in training and support based on developing oracy skills from both the Aspire trust and outside expertise.	The Voice 21 Oracy Improvement Programme supports schools to develop pupils' use of speech to express their thoughts and communicate effectively (EEF)	1-3
Explicitly teach pupils metacognitive strategies with a focus on further retrieval strategies and teaching pupils to consider knowledge of self, task and strategies.	Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents Metacognition and Self-regulated Learning EEF	2 – 4

<p>Continued use of a programme (Word Aware) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1-3</p>
<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Use of handwriting scheme (Letter Join) to ensure disadvantaged pupils can develop transcription skills which may be impacting on attainment in writing.</p>	<p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.</p> <p>EEF – Improving Literacy Recommendations.</p>	<p>3</p>
<p>Use of spelling scheme to ensure disadvantaged pupils can develop strategies to improve their spelling.</p>	<p>Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.</p> <p>EEF – Improving Literacy Recommendations</p>	<p>3</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Reading Sessions for all children whose phonics are not age appropriate.	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction Making Best Use of Teaching Assistants EEF Better Reading Support Partners - Every Child Counts	2
Inference training	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction Making Best Use of Teaching Assistants EEF	2
Precision Teaching	Recommendation 5: Use TAs to deliver high quality one-to-one and small group support using structured interventions Making Best Use of Teaching Assistants EEF	2; 3
Pre-teaching and same day interventions and targeted 1:1 sessions additional to lessons to consolidate, reinforce learning (before school sessions for targeted pupils)	Recommendation 2: Use TAs to add value to what teachers do, not replace them Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions Making Best Use of Teaching Assistants EEF Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision – Extending School Time - EEF	2; 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support as well as use of Rapid Catch Up programme in LKS2.	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 period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1-3
Use of standardised diagnostic assessments by SENCO.	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:	1-4

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
NESSY	The Nessy Reading and Spelling program is a high-quality evidence based programme by AUSPELD and DSF, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award. Our Expert Research - British English Nessy	1 – 3
Targeted 1:1 interventions with TAs based on individual needs (Funky Fingers; Peg 2 Paper; Handwriting Shines)	Recommendation 5: TAs to deliver high quality one-to-one and small group support using structured interventions Making Best Use of Teaching Assistants EEF One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF	3

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

Budgeted cost: £ 20,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	An educational psychology led intervention for promoting the emotional wellbeing of children and young people. Evaluation Reports – ELSA Network	4
Targeted, bespoke support from our Family Support Worker with a focus on SEAL and parental engagement	Social and emotional learning EEF Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	4; 5
Trauma Informed Approach	Based on the work of Louise Bombier : Nurturing attuned and responsive connections between pupils and education staff Home Trauma Informed Education	4; 5
Extending extended time in schools - Play Leader Employment, Breakfast Club Allocation, After school Clubs, Breakfast Club.	Extending school time EEF (educationendowmentfoundation.org.uk)	4

<p>Increased outdoor learning – including Forest Schools and Contribution to residential for PP children</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1; 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost:

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 **2021 to 2022** academic year.

Implementation of the new little Wandle phonics scheme has been positive. Staff report feeling confident in the delivery of this and the children are much more familiar with terminology and phonetic strategies e.g. grow the code. This is evident in pupil voice and in observations when working. Phonics assessments showed that children across EYFS and Y1 knew many more sounds than previous years, however blending in particular is now a key priority to improve. Phonics teaching is consistent across school and staff are using a common, shared language. Where children were not making progress, barriers were identified swiftly and further support identified. This includes additional phonics sessions in the afternoons. Children moving into Year 3 will now need to receive a more targeted approach e.g. Rapid Catch Up programme. The children have also responded well to matched reading sessions using our little wandle matched books. Children are being given these at home and in reading sessions. Impact has been seen through fluency and confidence in reading. Staff, again report, feeling more secure in delivery of reading sessions that link to the children's phonics. These reading sessions have replaced the use of BR@P in KS1 but follow a similar structure.

The use of standardised diagnostic assessments by the SENCO are beginning to impact on the swiftness to identify target areas and in supporting further SEND applications. Staff are developing further strategies to support SEND pupils and more pupils are being identified early on,

Staff were trained in metacognition strategies using ICT – the impact was seen in staff confidence as strategies were implemented straight away. Children have also benefited from using different technology to show their learning. Use of bridging back and retrieval are becoming much more secure and this is evident in books and pupil voice as children can remember more.

There are clear improvements in some handwriting/fine motor skills in key stage 1 following the use of interventions such as Peg 2 Paper however there are still some gaps in particular cohorts.

Inference training in upper KS2 has been successfully implemented through the use of Reading Detectives. Impact so far is seen by the children now using different strategies to unpick strategies. Analysis of KS2 reading papers showed that higher level skills were secure however the approach may be missing some basic strategies.

NESSY is being used consistently and independently by pupils and impact is beginning to be seen in spelling. Pupils use this independently and confidently.

ELSA continues to be successful for target children. Children regularly will ask to use the ELSA room as a safe space when feeling that they need to use this. Examples of impact include children being able to identify feelings and give examples of their own emotions/experiences. The family support workers intervention with families continues to have high impact in building relationships. This has been seen through successful uptake and reports from parenting courses such as Magic 123 also.

The school embeds trauma informed practise fully – this is evident in all classrooms through a no shame approach and in the language adults are using.

Other wider strategies, including ELSA and forest schools have continued to have impact for most pupils, with many children completing ELSA programmes and now being able to move away from the support. Some children still require further nurture sessions and this will continue in the next academic year.

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

This year the school have developed the use of Little Wandle further by ensuring all staff access phonics training. As a result, all staff within school have a good understanding of the programme rather than just key year group staff. Resources for the programme have been purchased including – further sets of guided reading texts and texts to go home and additional teaching resources. This has allowed staff to fully adhere to the programme and allowed fidelity in order for it to have further impact going forward. This year, pupils have accessed reading sessions inline with the programme. Impact has again been seen through fluency and confidence in reading. Additional catch up phonics sessions allowed some pupils to close the gap and make significant progress.

The use of standardised diagnostic assessments by the SENCO are continuing to impact on the swiftness to identify target areas and in supporting further SEND applications. Staff are still developing further strategies to support SEND pupils and more pupils are being identified early on.

The family support worker continues to engage well with disadvantaged parents. Disadvantaged pupils have been supported this year through the Young Carers Scheme. The FSW and SLT have identified children in need of this support and this is having a positive impact on how the school are able to support them. The family support worker has continued to build strong relationships with families which in turn has allowed the school to signpost and offer support. This has been seen through uptake in coffee and catch-up sessions. The family support worker this year has also worked alongside the SLT and admin staff to target attendance, including disadvantaged pupils in particular. This regular monitoring is helping to see an improvement in school attendance.

Breakfast Club and after school club is being well used. Sessions are very well planned and the children are gaining many skills during their time in the provision.

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Little Wandle Phonics Sessions and Reading Sessions. Quality First Teaching focus – focus for additional support within class by both teacher and teaching assistant.
What was the impact of that spending on service pupil premium eligible pupils?	Small steps seen in phonics and reading progress. Initial SEND assessments beginning based on identification and monitoring of needs.