

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	130
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	Termly
Statement authorised by	Sue Minor
Pupil premium lead	Kimberley Clarke
Governor / Trustee lead	Jan Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,000 total Pupil Premium/Recovery Premium budget

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

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 for disadvantaged pupils.
2	Assessments, observations, and discussions with pupils show that Early Reading fluency, phonics and reading mileage are weaker for our disadvantaged children.
3	Assessments, observations, and discussions with pupils show that basic skills in writing is lower for disadvantaged pupils including spelling and 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 the opportunities that our disadvantaged pupils often have lower fluency in maths compared to their peers.

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> <p>Family Support Worker maintains effective relationships with key families.</p> <p>Parents approach school for support.</p>
Maths is in line with age related expectation.	<p>Gaps in skills are identified and addressed.</p> <p>Targeted interventions have measurable impact.</p>

Maths fluency skills are age appropriate.
Pupils are able to apply their maths to a range of contexts more confidently.

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: £15,000

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 English Lead within school.	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 – 5

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff in My Happy Mind and Zones of Regulation.</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>
<p>Use of Maths scheme (Power Maths) to ensure disadvantaged pupils can develop their fluency in maths.</p>	<p>Use manipulatives and representations to develop understanding.</p> <p>EEF -Improving Mathematics in EYFS and KS1</p>	<p>5</p>
<p>A whole school focus on fundamental and basic skills across the curriculum as priority.</p>	<p>EEF – Improving Literacy and Maths Recommendations.</p>	<p>1; 2; 3; 5</p>

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

Budgeted cost: £21,600

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
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; 5
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; 5
Additional phonics sessions (DAILY KEEP UP) 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 & Lexia	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; SALT, Misconceptions, Power of 2)	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	2; 3; 5

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

Budgeted cost: £21,600

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
Extending extended time in schools - Play Leader Employment, Breakfast Club Allocation, After school Clubs, Breakfast Club.	Extending school time EEF (educationendowmentfoundation.org.uk)	4
Increased outdoor learning – including Forest Schools.	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.	1; 4

	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)	
After School Clubs	Extending school time EEF (educationendowmentfoundation.org.uk)	4
Young Carers	Extending school time EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	4

Total budgeted cost: £58,200

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 **2023 to 2024** academic year.

Staff teaching phonics were fully equipped with adequate resources and training to deliver the programme consistently. Year 1 pupils were provided with two daily phonics lessons in the first half of the year in order to close the gap. Disadvantaged pupils were targeted in daily keep up sessions and additional 1:1 reading sessions. As a result, phonics results rose and the gap was significantly narrowed between pupil premium and non-pupil premium pupils. Phonics delivery in Early Years was identified as an area needing further development in order to ensure the pupils get a good start. Staff ensured that early reading was a priority and that children accessed the required number of Little Wandle reads a week. Again, this significantly impacted on attainment and progress of all pupils.

The use of standardised diagnostic assessments by the SENCO have impacted 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. Staff have successfully introduced first concern plans in order to support children earlier.

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. 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 although not always by targeted pupils. Sessions are very well planned and the children are gaining many skills during their time in the provision. Many disadvantaged pupils attended after school clubs last year from cooking, gardening and sports.

NESSY is being used consistently and independently by pupils. Pupils use this independently and confidently. Pupils are targeted for this support. Many disadvantaged pupils also received support in times tables rock stars club. This now needs to be monitored further to ensure to assess for impact within the curriculum.

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. Pastoral referral systems have been developed this year so that pupils are quickly picked up and allocated support including Nurture, ELSA, Forest Schools, Young Carers.

