



Victoria Lane Academy Pupil Premium Strategy Statement for 2019/21

Pupil Premium Statement – Updated January 2021

The Pupil Premium is additional funding provided by the Department for Education to schools to support specific groups of pupils who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (any time in the last 6 years EV6), those looked after by the local authority and the children of armed service personnel.

All schools are required to report on the amount of funding they will receive annually and details of how it is intended that the allocation will be spent. Schools are also required to report on details of how the previous academic year’s allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of who grant funding was allocated. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school’s website.

All of the chosen strategies and approaches outlined below have been identified to help close the gap between pupil premium pupils at Victoria Lane Academy and non pupil premium pupils nationally. This year our funding is primarily being spent on additional staffing that allows us to support targeted groups of pupils in small group interventions to significantly enhance our provision. Research from Hattie, Visible Learning and EEF highlights that reducing class size does facilitate the following factors, which do impact significantly on progress and learning:

- More opportunity to cater for diversity and difference
- Greater engagement in learning
- Better monitoring of pupil progress
- Earlier diagnosis of pupil difficulties
- More inclusive and personalised teaching
- A reduction in bullying
- Higher levels of physical safety
- More immediate rewards for achievement
- Pupils are more likely to be on task
- Group work is more easily managed
- More opportunity for pupil interactions

In developing our provision for socially disadvantaged pupils, the school recognises that not all pupils who are eligible for pupil premium funding will be socially disadvantaged.

Summary Information					
School	Victoria Lane Academy	HT Mrs Richardson	Disadvantaged/PP Governor: Mr D Bowes		
Academic Years	September 2019 – July 2021	Total PP Budget	£209,265		
Total Number of pupils	192	Number of Pupils eligible for PP	90	Date of next school review	July 2021



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Strategy Reviews	January 2020 Review	July 2020 Review	January 2021 Review	July 2021 Review
Barriers to Future Attainment for Pupils eligible for PP				
In school Barriers - also based on research from EEF, NFER, FFT Aspire, staff and pupil discussions				
1.	Oral language skills including limited vocabulary and speech and language difficulties means pupils find it difficult to articulate ideas.			
2.	Low aspirations and lack of parental support and engagement with learning (sometimes due to personal low levels of literacy) with some pupils eligible for PP slows progress particularly with reading in subsequent years. Limited access to books and pupils not encouraged to read at home for pleasure and fluency.			
3.	Increased social and emotional issues for children and parents has impact on attainment/progress			
4.	Levels of resilience for some pupils (including those eligible for PPG) are not good; this leads to an over-reliance on adults and a detrimental effect on academic progress.			
4.	Physical development of pupil premium pupils is often delayed which impacts on gross and fine motor skills.			
5.	A significant number of pupils eligible for PP also have additional special educational needs and require a high level of differentiation and adult support.			
External Barriers to Learning - actions outside school				
1.	A significant proportion of our families live in the most deprived households in England. School is situated in the top 10% most deprived areas for almost all categories of deprivation. These include crime, education skills and training development, employment, health and disability, Income, living environment, IDAC and multiple categories.			
2.	The emotional wellbeing of parents can have a negative effect on how children learn, including disadvantaged children. Poor home learning environment, which is detrimental to the educational development of the child, such as poor bedtime routines, attendance issues etc. Families eligible for pupil premium typically require additional financial, social and emotional support from school. This can affect the child's wellbeing that impacts upon the pupil's readiness to learn.			

We will ensure that our chosen strategies are implemented well by ongoing monitoring of the impact through the following:

- Parent and Pupil Voice
- Assessment
- Monitoring of books
- Lesson observations
- Pupil progress meetings
- Data Analysis including Attendance
- Analysis of extra-curricular clubs attendance /Breakfast and Teatime Club
- Staff feedback and external moderation.

Attainment

- There is no current 2020 performance data due to school closures from Covid-19.



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- Previously, the school was broadly in line with National figures for all published assessment points with the exception of KS2 reading and RWM combined.
- GLD broadly in line with national for 2017, 2018 and 2019 despite low starting points on entry.
- Phonics scores at Year 1 are consistently in line with national (81% in 2017, 83% in 2018, 86% 2019).
- KS1 data shows school is in line with National figures for Reading and above National for Writing and Maths.

Impact

- Three year improving trend of rising attendance data.
- The number of fixed term exclusions has dropped from 47 in 2017-18 to 0 in 2019-20.
- Timely TA support and feedback accelerated pupil progress
- Improved interventions impact upon pupil progress
- Support for pupils to develop the robust mental health and well-being of pupils
- Higher levels of engagement and motivation through more curriculum enrichment and enhancement opportunities

Planned Expenditure 2019/20						
1. Quality First Teaching for all and Targeted Support						
Desired Outcomes	Chosen Approach	Evidence for this and rationale for choice	Cost	Staff Lead	When will you review implementation?	Evaluations and Review of Impact
Gaps in attainment will be addressed through high quality CPD for all staff including support staff	CPD for staff in all areas of priority with focus on reading and writing through courses and in-house training with appropriate professionals.	EEF research Spending on improving teaching should ensure that an effective teacher is at the front of every class- TAs are able to give highly effective support to both teacher and children. NFER (3,4)	£5000	JR/LB	January 2020 July 2020 January 2021 July 2021	Staff voice indicates that all staff have improved knowledge and skills when supporting pupils with reading and writing activities.
Improved early communication and early language skills for FSM pupils in EYs to accelerate progress and reduce gaps at GLD in speaking, reading and writing.	QFT for all pupils in EYFS – revised systematic phonic approach in place. Quality resources and new reading books purchased to closely match phonic ability of the children. All staff trained EYFS Lead analyse data on pupil performance. Employment of an	Investment in the EYFS means that potential problems may not occur later in the school. This is seen as highly effective by all research EEF and NFER	£10,000	SD	January 2020 July 2020 January 2021 July 2021	% of children reading regularly at home will increase. January 2021 In autumn term 2020, 72% of Pupil Premium children made good progress in phonics. In autumn 2020, number of PP children reading at the expected level increased from 27% to 54%. Acceleration of learning - pupils make accelerated progress and



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	additional support staff member in EYFS to undertake bespoke speech and language interventions identified by speech therapist. Purchase of private a Speech and Language Therapist.		£40,000 £5,000			reach the expected level of phonic and early language attainment. Outcomes in reading and writing will improve to national standards. Positive benefits on learning, including oral language skills and reading comprehension
Gaps in reading will close particularly in KS1 and across Year 1/ Y2.	Comprehension/Guided Reading taught weekly 1-1 reading encouraged through parent meetings/use of planners New reading scheme including Oxford Owl online reading resources. Revised interactive Phonics approach used in EYs and in KS1 –Story Time Phonics resources to support Letters and Sounds. All EYs and Y1 staff to be trained	Data shows this to be an area of priority across the school especially encouraging the pupils to read at home and for pleasure. Reading is the key to success in all areas of the curriculum and therefore all pupils must be given the opportunities to read in school and develop their comprehension skills NFER research shows that when there is QFT and individual needs are met then this leads to increased attainment for PP pupils	£5,000	AC/LF	January 2020 July 2020 January 2021 July 2021	End of Key Stage data will reflect strategies in place to close the gap with other children nationally. January 2021 In autumn 2020, 92% of Y1 pupil premium children made good progress in phonics. In Y2 cohort, 81% of pupil premium children made good progress in phonics.
Gaps at GD and HS will close in reading and maths with other children nationally -Y2 data and Y6 data	Pupil Progress meetings will identify children above to ensure appropriate strategies are put in place- intervention, challenge, appropriate topics	Outcomes at GD and HS are down on 2018 in KS2 and in reading at KS1.	Impact on data termly	LF/JR/AC	January 2020 July 2020 January 2021 July 2021	An increased percentage of children reach a higher standard in reading at KS1 and the higher standard in reading, writing and maths combined at KS2 (0%).



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<p>Improved outcomes in reading and writing for FSM/EV6 pupils in KS1 Speech and language and establish appropriate interventions to target pupils falling behind-groups set up. Daily Literacy and Numeracy sessions</p>				<p>Literacy Lead AC Maths Lead LB</p>	<p>January 2020 July 2020 January 2021 July 2021</p>	<p>Improved attainment and progress in reading and writing for FSM/EV6.</p> <p>Positive benefits on learning, including oral language skills and reading comprehension</p>
<p>Improved outcomes in reading and spelling/GPS across school-improved spelling outcomes- end of KS2</p>	<p>Reading interventions Small group teaching in KS1 for Phonics, spelling and comprehension CPD for support staff – , delivering intervention, ICT</p>	<p>Targeted intervention with the youngest pupils in order to avoid issues in KS2 All pupils must be able to read fluently (90 words per minute) and comprehend the books they read by the end of KS1</p>	<p>£5,000</p>	<p>EYFS Lead SD KS1 Lead LF Literacy Lead AC</p>	<p>January 2020 July 2020 January 2021 July 2021</p>	<p>Improved attainment and progress. January 2021 In autumn 2020, 75% of pupil premium children made good progress with reading fluency. In Y2 cohort, 88% made good progress with reading fluency.</p>
<p>Improved outcomes in reading and spelling evident in end of KS2 outcomes</p>	<p>Implementation and extension of Reading Plus reading programme across Y4-Y6. Purchase of unlimited Reading Plus licences and Percival Spelling Intervention programme</p>	<p>All pupils must be able to read fluently (accessing texts of 1000+ lexiles)and comprehend the books they read by the end of KS2</p>	<p>£10,000</p>	<p>Literacy Lead AC</p>	<p>January 2020 July 2020 January 2021 July 2021</p>	<p>Improved attainment and progress. January 2021 In Y4, 75% are making expected progress whilst 41% are making better than expected progress in reading. 25% who are not making expected progress due to insufficient use have been targeted for extra intervention sessions. In Y5, 86% are making expected progress whilst 14% are making better than expected progress in</p>



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						<p>reading. 14% who are not making expected progress have been targeted for extra intervention sessions.</p> <p>In Y6, 81% are making expected progress whilst 45% are making better than expected progress in reading. 19% who are not making expected progress have been targeted for extra intervention sessions.</p>
2. Other Approaches						
<p>Improved parental involvement and engagement.</p> <p>Engagement of vulnerable families in projects.</p> <p>Improved emotional wellbeing of parents and carers.</p> <p>Mentoring our vulnerable children to improve social and emotional wellbeing.</p>	<p>Employment of a Family and Pupil Support worker to safeguard PP pupils and to liaise with reluctant parents/parents with family issues.</p> <p>Supporting vulnerable pupils across school to improve their specific social and emotional wellbeing. Courses for GH on mental health.</p> <p>Fund specialist services including counselling and implementation of social and emotional intervention programmes including social stories, Relax Kids and Lego Therapy.</p>	<p>Parents can be reluctant to come into school to see the leadership team to discuss very personal often financial matters. Building up a positive relationship with the Family and Pupil Support worker, means that they are more likely to engage. Parent groups organised with One Point on Strengthening families courses to be organised with One Point.</p> <p>Sutton Trust – moderate impact NFER-(2,4, 5)</p>	<p>Therapy £20,000</p> <p>Staffing £56,000</p> <p>Training £3,000</p> <p>Total £80,000</p>	GH/JR	<p>January 2020 July 2020 January 2021 July 2021</p>	<p>Parents will be more involved in school and in learning at home – especially with home reading and attendance.</p> <p>Parents will be more proactive in looking after their own emotional wellbeing.</p> <p>Improved attainment and progress.</p> <p>Staff upskilled in mental health related issues and effectively delivering social and emotional interventions.</p> <p>January 2021 26 children have accessed specialist support through in school counselling this term.</p> <p>Improved attitude and resilience as well as behaviour for</p>



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						vulnerable pupils. Evident on CPOMS behaviour reports showing less incidents recorded.
Improved Attendance of PP pupils to 96% and reduce persistent absence of pupil premium children.	Continue with wrap around care facility. Breakfast staff employed. Subsidised classroom breakfast supplied by Magic Breakfast. Use of LA consultant to create action plan and target specific cohorts. Employ part-time admin staff member to support Family Support Worker/HT with improvement of attendance. The use of rewards weekly and termly for 100% attendance.	This is an area of success for the school (95.04% in 2018-19 higher than Non PP in school) but that needs to continue to improve to reach the 95.8% target. The need to improve academic outcomes requires the children to be in school. NFER document (1, 2) the EEF highlight this as a key step.	£20,000	JR/GH	January 2020 July 2020 January 2021 July 2021	Improved attendance, punctuality and concentration during lessons. 75% of PP either attend Breakfast Club or receive a Classroom bagel breakfast. Attendance for PP pupils will continue to rise in line with national expectations for Non PP. Increased progress and attainment evident.
			£10,000			
Enhancement opportunities provided for pupils- rich variety of opportunities outside the curriculum.	Visiting author- Adam Bushnell, theatre and educational visits including help with costs towards residential visits Range of free afterschool club provision and resources available from N-Y6.	Many PP pupils in our school have limited if any opportunities to visit places to support the development of cultural capital e.g. theatre or museum visits. It is our intention to give them the best experiences we can to impact on outcomes.	£20,000	JR/LB	January 2020 July 2020 January 2021	All pupils have equal opportunities participate in school visits. Pupils are engaged in their learning and take pride in themselves and their work. This impacts positively on progress and attainment.
Total Budgeted Cost					£210,000	