



# Victoria Lane Academy Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Lane Academy
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	60% (99 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Jim Smith, Trust CEO
Pupil premium lead	Jane Richardson, Headteacher
Governor / Trustee lead	Paul Lawton, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,270
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,060

# Part A: Pupil premium strategy plan

## Statement of intent

At Victoria Lane Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress to raise attainment and achieve their full potential across all subject areas. Out of the 60% of the school population in receipt of pupil premium funding, 70% of those children are also on the SEND register. The focus of school's pupil premium strategy is to support disadvantaged pupils, including those who are classed as high attaining, to maximise their potential and attain well.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

School will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not by supporting wellbeing, personal development and social mobility as well as academic support.

School's strategy is bespoke to the needs of the children at Victoria Lane Academy and not based upon assumptions about the impact of disadvantage. Observation and assessment form the basis of the school's diagnostic approach towards making informed decisions about spending, with attainment on entry, used to pinpoint need and the required support from the outset. The focus of all of the chosen strategies and approaches (both academic and non-academic) is to help close the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally and ensure accelerated progress for those pupils with lower starting points to ensure they "catch-up" during their time in our school.

The approaches we have adopted complement each other to help pupils succeed. To ensure our strategy is effective in achieving our desired outcomes, we will:

- Focus on high quality teaching and effective deployment of staff to support disadvantaged children
- Ensure flexibility and consistency in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children and act early to intervene at the point need is identified
- Have high expectations of all pupils and ensuring all staff take responsibility for disadvantaged pupils' outcomes and believe that all children can achieve well

- Use evidence-based approaches to ensure that the strategies employed to address disadvantage are effective

- Remember that pupil premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Leaders will ensure the following will be evident in terms of measurable impact for its pupil premium spending.

Desired Long-Term Outcomes of Pupil Premium Strategy Academic:

- Disadvantaged pupils will leave YR with levels for attainment at least in-line with those seen nationally for disadvantaged children; the in-school difference between disadvantaged and non-disadvantaged children will be in-line with that seen nationally.
- Disadvantaged children attain at least in-line with pupil premium children nationally for the phonics screener; the in-school difference between pupil premium and non-disadvantaged children will be at least in-line with that seen nationally for the phonics screener.
- School’s disadvantaged children attain at least in-line with disadvantaged nationally in reading, writing and mathematics at the end of Y2; the in-school difference between disadvantaged and non-disadvantaged children will be in-line with that seen nationally.
- School’s disadvantaged children attain at least in-line with disadvantaged nationally in reading, writing and mathematics at the end Y6; the in-school difference between disadvantaged and non-disadvantaged children will be at least in-line/narrower than that seen nationally.
- Disadvantaged children will be able to read fluently with comprehension and understanding relative to their age and ability.

Non-Academic:

- Disadvantaged children to have attendance which is at least in-line with their disadvantaged peers nationally; the in-school attendance gap between non-disadvantaged and disadvantaged children will be in-line with national.

Disadvantaged children not be disadvantaged by narrowing of the curriculum or lack of access to aspects of school that help to promote cultural and social capital.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low starting points in Communication and Language</b></p> <p>Baseline assessments indicate that many of our disadvantaged pupils are below age-related expectations in communication and language on entry to school. They enter early years with underdeveloped oral language skills and vocabulary gaps that need to be addressed.</p>

2	<p><b>Less experience of Early Literacy and Phonological Awareness</b></p> <p>The majority of pupils who are eligible for Pupil Premium have less experiences “on entry” with early literacy and phonological awareness, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in the acquisition word reading and comprehension skills.</p>
3	<p><b>Delayed Physical Development</b></p> <p>On entry assessment indicates that pupils who are eligible for pupil premium have immature physical development in relation to fine and gross motor skills that impacts upon their ability to form letters and write fluently.</p>
4	<p><b>Less Experiences with Early Number Skills</b></p> <p>The majority of pupils who are eligible for Pupil Premium have less experiences with early number skills, meaning that there are gaps in their knowledge, understanding and skills, resulting in slower progress in maths since they struggle with the concepts and skills of subitising, counting and cardinality, leading to difficulties with basic number.</p>
5	<p><b>Lack of social and emotional resilience and independence</b></p> <p>The social and emotional resilience of some pupils eligible for pupil premium is low in comparison to their peers. This can lead to an over-reliance on adults and a lack of concentration during academic activities, especially when tasks are challenging. During school closure periods, national studies has evidenced that the education and wellbeing of our disadvantaged pupils has been impacted to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths as well as an increase in referrals for counselling and additional support with social and emotional needs</p>
6	<p><b>Low aspirations and lack of parental engagement</b></p> <p>Lack of parental support and engagement particularly with reading at home (often due to parental low levels of literacy) and limited access to books impacts upon reading for pleasure and fluency so we need to ensure disadvantaged children have opportunities to read regularly in school and access phonics and reading interventions if required to accelerate reading progress.</p>
7	<p><b>Limited experience out of school</b></p> <p>High levels of social and economic deprivation (top 10% IDAC) result in a lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences outside of school.</p>
8	<p><b>Lower Rates of Attendance</b></p> <p>Attendance data for 2021-2022 indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. Low attendance rates impact upon the ability to access learning with high levels of PA for some pupil premium pupils.</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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Successfully complete interventions such as NELI (85% success rate)</li> <li>• Disadvantaged pupils in Reception make accelerated progress in all areas of the curriculum.</li> </ul>
2. Ensure children have access to a wide range of books and the opportunity to read regularly (with an adult) to develop fluency and comprehension.	<ul style="list-style-type: none"> <li>• The proportion of pupils passing the phonic screener remains at least in line with national averages.</li> <li>• The proportion of children achieving EX+ in reading at the end of each phase, is at least in line with national averages.</li> <li>• Pupil voice reports positively about reading and the choice of books on offer.</li> <li>• Reading records evidence a range of books are read and they read to an adult on a regular basis.</li> </ul>
3. Ensure children develop automaticity in their writing skills through the development of handwriting, spelling and sentence construction through high quality teaching and targeted intervention.	<ul style="list-style-type: none"> <li>• Children achieve at last NA for disadvantaged pupils at the end of YR, Y2 and Y6.</li> <li>• Achieve the national average progress scores in KS2 writing (0+)</li> </ul>
4. Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations/assessments</li> <li>• Observations show pupils displaying increased independence, resilience, self-esteem and collaborative working.</li> <li>• A reduction in behavioural incidents recorded onto CPOMs.</li> </ul>
5. Ensure that children have a wide range of curriculum enrichment through experiences, visits and extra-	<ul style="list-style-type: none"> <li>• Regular planned experiences and enrichments across the curriculum to enhance children's cultural capital.</li> <li>• A significant increase is evident in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

<p>curricular activities to develop cultural capital.</p>	<ul style="list-style-type: none"> <li>• Increase in numbers of disadvantaged children attending after-school clubs.</li> </ul>
<p>6. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance is in line with national averages as demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of disadvantaged pupils who are persistent absentees decreases.</li> </ul>

## 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: **£78,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Reading Plus standardised diagnostic online assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of Little Wandle Letters and Sounds Revised <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase of Maths No Problem scheme.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	3

access Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and embed small group and 1:1 interventions such as NELI and Language Links to accelerate acquisition of language skills	There is an extensive evidence base showing the impact of communication and language approaches. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. The EEF evidence base suggests that communication and language interventions have a high impact of 6 months gains, for a low cost and this is based on extensive evidence. Literacy <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a>  NELI interventions have been shown to add on average 4+ months progress. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from  <a href="https://educationendowmentfoundation.org.uk/projects-and-">https://educationendowmentfoundation.org.uk/projects-and-</a>	2, 3



	<p>evaluation/projects/Nuffield-early-language-intervention disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3

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

Budgeted cost: **£32,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve liaison with training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

Provide a range curriculum and enrichment opportunities to develop children's cultural capita	In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	5
Fund wrap around care facility of Breakfast and Teatime Club. Subsidise a classroom breakfast for all children.	This ensures all children have a substantial breakfast at the start of the school day.	4
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £150,000**

## 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.

- Impact of academic mentoring role:

80 pupils across KS2 have benefitted from one to one/ small group support for reading, basic sentence structure and core maths objectives. From the end of April, we specifically targeted Y3/5 pupils identified on summer term cohort action plans as needing extra support with their maths and reading.

- Impact of School Based Tutor:

Completed daily 1-1 reading sessions, focussing on the bottom 20% of readers in each class. Also led a series of interventions with KS1 and 66 pupils received a combined total of 1200 hours of support. End of year data for those pupils receiving extra tuition evidenced that 70% made good progress in phonics and reading from baseline assessments and 28% made accelerated progress.

- Reading Plus data shows that overall there is minimal difference between the improvements made when you compare the whole cohort to the PP group.
- The gap is closing to –2% difference in average comprehension scores.
- Average level gains are higher for the KS2 pupil premium groups in Year 4, 5 and 6 than in the whole cohort group.
- Average fluency improvements, measured in words per minute, identify that the Y4 pupil premium group have exceeded the whole cohort gains by an additional 7 words per minute.
- Speech and language therapists have worked directly with 9 children in EYFS/KS1 and created bespoke speech and language interventions for classroom use.
- Counselling has been accessed by 46 children to date, with other social and emotional programmes available including Relax Kids, Lego Therapy and No Worries.
- Wraparound care is targeted to support disadvantaged pupils and their families, with subsidised places for 12 children now accessing Teatime Club when needed and 22 in Breakfast Club. This ensures improved punctuality for specific pupils and all children are in school ready to start the school day and have had a healthy breakfast.
- 77 disadvantaged children out of 99 access our free bagel breakfast. All 14 EYFS pupil premium children are provided with toast and fruit. This ensures children are ready to learn and has resulted in increased concentration and engagement in lessons. Staff also target children for additional 1-1 reading during our book and bagel sessions.
- The additional KS2 teacher has reduced class sizes significantly as all KS2 year groups have single age classes for reading, writing and mathematics lessons. Y4 had 17 pupils in the class for English lessons, which has resulted in accelerated progress.
- Designated school staff continue to monitor attendance and liaise with families and the AIT team to tackle persistent absenteeism. The LA Attendance Self-Assessment Toolkit has been completed. The gap between our disadvantaged pupils and their non -disadvantaged peers is a 2% difference, which is why attendance is a focus of our current plan.
- Improved attitude and increasing resilience are evident as well as improving behaviour for vulnerable pupils. This is evident on CPOMS behaviour reports, which indicate fewer incidents recorded.

## Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Sutton Primary School and Wandle Learning Trust
Reading Plus	Reading Plus LLC

