Victoria lane Academy Pupil Premium Strategy Statement 2026/27

This statement details our school's use of pupil premium (and recovery premium) 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	159 *(Updated Sept 2026)*
Proportion (%) of pupil premium eligible pupils	70% (102 pupils YR to Y6) *(Updated Sept 2026)*
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/25 to 2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Jim Smith, Trust CEO
Pupil premium lead	Heather Whitfield HT
Governor / Trustee lead	Kayleigh Short, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,300 *(Updated Sept 2026)*
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	£133,300 *(Updated Sept 2025)*

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 and achieve their full potential across all subject areas. 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, 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 those that are 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.

School's strategy is bespoke to the needs of the children at Victoria Lane Academy and is not based on assumptions about the impact of disadvantage. Observation and assessment inform school's diagnostic approach towards making 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 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 ensure 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 at least 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. Although this data is no longer reported, we will still use it as a measure.
- 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 will 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	**Low starting points in Communication and Language** 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.
2	**Less experience of Early Literacy and Phonological Awareness**

	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.
3	**Delayed Physical Development** 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.
4	**Less Experiences with Early Number Skills** 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.
5	**Lack of social and emotional resilience and independence** 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.
6	**Low aspirations and lack of parental engagement** Lack of parental support and engagement particularly with reading at home (often due to low levels of literacy with parents) coupled with limited access to books impacts upon reading for pleasure and fluency.
7	**Limited experience out of school** 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.
8	**Lower Rates of Attendance** Attendance data indicates that attendance among disadvantaged pupils has been 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.

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.	• 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. • Completion of interventions – targeted SALT interventions are in place with at least an 85% success rate. • Disadvantaged pupils in Reception make accelerated progress in all areas of the curriculum. • Increased proportions of disadvantaged pupils to reach the ELGs for speaking, listening, attention and understanding and comprehension.
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.	• The proportion of disadvantaged pupils passing the phonic screener is at least in line with national averages. • The proportion of disadvantaged children achieving EXS+ in reading at the end of each phase, is at least in line with national averages. • Pupil voice reports positively about reading and the choice of books on offer. • Reading records evidence a range of books are read and disadvantaged children read to an adult on a regular basis.
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.	• An increased proportion of children achieve at least NA for disadvantaged pupils at the end of YR and Y2 for writing. • Disadvantaged children achieve the national average in KS2 writing. •

4. Ensure children develop automaticity in their number and arithmetic skills through high quality teaching and targeted intervention.	• An increased proportion of children achieve at least NA for disadvantaged pupils at the end of YR & Y2 and Y6; disadvantaged children in Y4 reach NA for the MTC. • Disadvantaged children achieve the national average in KS2 maths
5. Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, parent surveys and teacher observations/assessments • Observations show pupils displaying increased independence, resilience, self-esteem and collaborative working. • A reduction in behavioural incidents recorded onto CPOMs.
6. Ensure that children have a wide range of curriculum enrichment through experiences, visits and extra-curricular activities to develop cultural capital.	• Regular planned experiences and enrichments across the curriculum to enhance children's cultural capital. • A significant increase is evident in participation in enrichment activities, particularly among disadvantaged pupils. • Increase in numbers of disadvantaged children attending after-school clubs. •
7. Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance is in line with national averages as demonstrated by: • 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%. • the percentage of disadvantaged pupils who are persistent absentees decreases.

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: **£63,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of The Fluency Factory and Little Wandle Fluency Programme to support the development of reading fluency throughout the school. Training for staff to ensure reading fluency is developed and taught correctly. Purchase and implementation of a new handwriting scheme (Kinetic Letters) in EYFS and Y1.	Research suggests that children who can read fluently are more likely to enjoy reading as they don't find it as difficult and have a greater understanding of what they read. Children that can read fluently are more likely to access all of the texts and work at a pace to be able to complete standardised reading tests. EEF blog: Bridging literacy transition with fluency | EEF (educationendowmentfoundation.org.uk) EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net) "Teaching handwriting and spelling (transcription) from the reception year is crucial to ensure that these skills become automatic for children. This will free up their working memory for composition." DfE Writing Framework	2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Purchase of Little Wandle Letters and Sounds Revised	Phonics approaches have a strong evidence base that indicates a positive	2, 3, 6

DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and fluency development for Y2-3.	impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Purchase of Maths No Problem (MNP) scheme. We will fund teacher release time to embed key elements of guidance in school and to access MNP Maths Hub resources and CPD.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4
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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £**35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and embed small group and 1:1 interventions such as Intensive Interaction and Talk Boost to accelerate acquisition of language skills. Use Wellcomm as an assessment and	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	1, 2, 3

language development tool in EYFS	months gains, for a low cost and this is based on extensive evidence. Literacy https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
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 disadvantaged backgrounds https://educationendowmentfoundation.org.uk 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	2, 3
Mentoring and school-led tutoring for pupils who struggle academically, socially and/or emotionally. A significant proportion of the pupils who receive mentoring and support will be disadvantaged, including those who are high attainers.	Mentoring / support 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: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Lower social and emotional learning skills are linked with poorer mental health and lower academic attainment so targeting and supporting these will help with academic attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4, 5

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole staff training on behaviour management and support children with a wide range of SEND, with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The appointment of a full-time Safeguarding, Attendance and Welfare Officer (SAWO) provides us with someone who has the time to track and monitor attendance consistently and strategically, and implement the new attendance guidelines from county. Our SAWO will also work closely with targeted families to help them improve their children's attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. New guidance from Durham County Council which took affect in August 2024 aims to improve attendance figures throughout County Durham. Summary of evidence | EEF (educationendowmentfoundation.org.uk)	7
Provide a range curriculum and enrichment opportunities to develop children's cultural capital. In 2026/27 we are planning to involve parents and families more in our experiences in school.	In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	6, 7
Subsidise wrap around care facility of Breakfast Club. Subsidise a classroom breakfast for all children with Magic Breakfast	This ensures all children have a substantial breakfast at the start of the school day.	5, 6, 7
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: £133,000

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 2025 to 2026 academic year.

- 60% of disadvantaged children in Reception reached all ELGs for Communication & language.
- 50% of disadvantaged children in Reception reached all ELGs for Reading.
- 30% of disadvantaged children reached a good level of development
- 73% of disadvantaged children passed the Y1 phonics screener
- 100% of disadvantaged children reached EXS at the end of KS2 in reading, with 58% reaching the higher level.
- 92% of disadvantaged children reached EXS at the end of KS2 in writing, with 42% reaching the higher level.
- 100% of disadvantaged children reached EXS at the end of KS2 in SPAG, with 33% reaching the higher level.
- 75% of disadvantaged children reached EXS at the end of KS2 in maths, with 8% reaching the higher level.
- 67% of disadvantaged children reached EXS combined at the end of KS2, with 8% reaching the higher level.
- Reading assessment tests showed improvement at termly intervals (Y1-Y6).
- The bottom 20% of children were listened to at least three times per week in school. Further measures have been put in place to record reading within school.
- All disadvantaged children experience a range of cultural trips/residential to improve SMSC education. All children given the opportunity to attend trips and residentials.
- Teaching assistants have had an impact supporting small groups and providing 1:1 support. They have also provided bespoke therapy/interventions (Soft landings, Zones of Regulation, No Worries, Emotional and Social Anxiety in Young Children, Play Therapy, Paint Therapy, Lego Therapy, Relax Kids, Social Stories, Therapeutic Writing, Anger Management, Self Esteem and Confidence, Dealing with Challenges) for children suffering with emotional issues. Our pastoral support lead completed ELSA training in 2025 and uses that to support children in school.
- 100% of disadvantaged children across school have access to a free breakfast through our subscription to the Magic Breakfast Programme which is funded by Pupil Premium

funding. This ensures that children are in school, ready to start the day with a healthy breakfast.

- All clubs have been subsidised with 100% disadvantaged children having their clubs paid in full, meaning they could access a wide range of activities.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Little Sutton Primary School and Wandle Learning Trust
Fluency Factory	www.thefluencyfactory.com
Kinetic Letters Handwriting Programme	https://www.kineticletters.com/
Wellcomm Speech and Language Development	https://www.gl-assessment.co.uk/products/wellcomm/