

New Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 financial 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	210
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	18.12.2024
Date on which it will be reviewed	December 2025, 2026, 2027
Statement authorised by	Kelly Collens Zana Fletcher Co Headteachers
Pupil premium lead	Alice Hawksley Inclusion Manager
Governor / Trustee lead	Pauline Rowley and Stuart Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,960
Recovery premium funding allocation this academic year	£3,383
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,343

Part A: Pupil premium strategy plan

Statement of intent

At Victoria Road Primary School we recognise that when making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. This alongside research conducted by the EEF.

Our common barriers to learning for disadvantaged children include: lack of experiences and opportunities at home, weak language and communication skills, lack of characteristics of effective learning (resilience, metacognition) and attendance and punctuality issues. There may also be complex home situations where parents and families require additional support.

The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making 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. We reserve the right to ensure that where an intervention supports pupils who qualify for Pupil Premium, it is also used to support any other pupils or groups of pupils the school has legitimately identified as being socially disadvantaged and where possible it will benefit all pupils.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Our Objectives:

- That all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

- To ensure all pupils access quality first teaching and those who are behind are effectively supported to make progress and close the gap.
- To ensure all disadvantaged pupils experience the opportunities within the full curriculum including enrichment activities that are well planned and promote good levels of engagement and enjoyment for learning.
- Support pupils to develop characteristics of effective learning through a tailored curriculum and further staff training that focuses on building these skills.
- To promote language and communication skills throughout the curriculum as a school priority.
- To support children's language development through specific intervention programmes, external agency support and quality teaching.
- Engage parents as partners of their children's learning and support with barriers such as attendance and home difficulties.

Challenges

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

Challenge number	Detail of challenge
1	A number of children are underachieving in maths and KS2 results in this area are much lower than other curriculum areas and the national average. Writing is in line with the national average but lower than reading.
2	Limited language and communication skills.
3	Limited wider experiences and skills.
4	Pupils lack characteristics of effective learning including resilience and metacognition skills.
5	Parental support and engagement.
6	Attendance is lower for our Pupil Premium children compared to non Pupil Premium children.

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
Improved outcomes in maths for disadvantaged pupils.	Targets have been met and show good progress.

<p>Improved outcomes in writing for disadvantaged pupils.</p>	<p>Targets have been met and show good progress.</p>
<p>Improved vocabulary, communication and language skills among disadvantaged pupils.</p>	<p>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. Whole school approach to Language Through Colour embedded. Communicate In Print (WIDGET) is used across the school to create resources and visuals for pupils.</p>
<p>The curriculum is well planned and enhanced with enrichment opportunities which are accessed by disadvantaged pupils.</p>	<p>Enrichment opportunities enhance learning and understanding for disadvantaged children and allow them to achieve in line with their peers across the curriculum. Disadvantaged children access clubs and this is tracked by percentage who attend at least one club a term. Disadvantaged children have the same opportunities as non-disadvantaged children. PSHE curriculum allows all children to develop life skills and be prepared for secondary school and adulthood. This is evident when triangulated with sources of evidence including behaviour tracking, Leuven scales, observations and pupil voice.</p>
<p>Pupils demonstrate characteristics of effective learning.</p>	<p>Staff training around characteristics of effective learning such as metacognition is delivered so that pupils are effectively supported. Leuven Scales show improved and sustained wellbeing, involvement and resilience levels for pupils, including those who are Pupil Premium. Behaviour monitoring shows that pupils including those who are disadvantaged are supported and make positive choices. Evidence such as pupil voice, observations and data show that pupils have an increased awareness of characteristics of effective learning and are using these skills.</p>

<p>To ensure families are supported and there is increased parental engagement, particularly those who are disadvantaged.</p>	<p>Parental engagement at school events including parents evenings is high. This is tracked via percentage of those who attend.</p> <p>Parental attendance at coffee mornings and parental events like craft mornings and quiz nights continues to improve.</p> <p>Extra curricular days such as Sports Day, Science/Maths workshops are opened up to parents and well attended.</p> <p>There is support available for families which includes emotional support and financial support which may be given via food parcels, vouchers or other methods.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Percentage of attendance for disadvantaged children is in line with non-disadvantaged children (95% or above).</p> <p>Persistent absentees decrease.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The school is working with the Maths Hub and has sought external guidance around the mastery approach. Guidance around the mastery approach is supported by the NCETM and can be found here: https://www.ncetm.org.uk/teaching-for-mastery/</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p>
<p>Pupils need access to a curriculum which supports the development of characteristics of effective learning including communication skills and life skills.</p> <p>Access to a high quality PSHE curriculum. <i>'Jigsaw - The mindful approach to PSHE'</i>, can support this.</p>	<p>The Department for Education (DfE) has stated:</p> <p>"High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the</p>	<p>2, 4</p>

<p>Jigsaw is already embedded across the school and has had a positive impact on outcomes for pupils</p> <p>Aspects of the PSHE curriculum are under government consultation, particularly SRE, and therefore school need ongoing training and access to the 'Jigsaw Online Portal' to ensure teaching materials are current and in line with government advice and expectations.</p>	<p>spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.”</p> <p>Further evidence regarding Jigsaw can be found here:</p> <p>https://jigsawpshe.com/hubfs/Bookshelf/How-Does-Jigsaw-PSHE-3-11-Support-Schools-in-Evidencing-Intent-Implementation-and-Impact.pdf</p>	
<p>A whole school approach to Language Through Colour will support all pupils, including disadvantaged with language development.</p> <p>We will provide ongoing CPD and release time to embed this approach across the school.</p>	<p>'Language Through Colour' (LTC) was developed by a Speech and Language Therapist who worked with children with language difficulties in Kent.</p> <p>The approach is highly recommended by external professionals including Speech and Language Therapists and Specialist Teachers. It is embedded in many local schools including schools with language provisions (John Wesley Primary School, Wyvern etc).</p>	2
<p>Staff Training including Teachers and Support Staff, around Characteristics of Effective Learning.</p> <p>Initially this will look at Resilience, Metacognition and Assessment for Learning.</p>	<p>Research by EEF states: 'Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.'</p> <p>Further guidance and recommendations can be found here: EEF Metacognition and Self-regulation</p> <p>Research by EEF around Teacher Feedback states: 'All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress,</p>	1, 4

	<p>building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.' Further guidance and recommendations can be found here: EEF Teacher Feedback to Improve Pupil Learning.</p> <p>There is further research from the EEF on Social and Emotional Learning.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional intervention and support including:</p> <p>ELSA Intervention to support targeted pupils with emotional difficulties and home issues.</p> <p>Drawing & Talking Intervention to support targeted pupils with emotional difficulties.</p> <p>Staff member will access the Advanced Drawing and Talking course which builds capacity and allows group therapy and sand play to be delivered. Resources will be needed to set this up.</p> <p>Rainbows Intervention to support targeted pupils with bereavement, loss and emotional difficulties.</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>1, 2, 3, 4, 5, 6</p>
<p>Individuals targeted for maths booster groups.</p>	<p>The school is working with the Maths Hub and has sought external guidance around the mastery approach. Guidance around the mastery approach is supported by the NCETM and can be found here: https://www.ncetm.org.uk/teaching-for-mastery/</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>1</p>

	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Disadvantaged pupils targeted for sports and competitions so that all children are invited to at least one competitive event, get to wear the sports kit, represent their school, assembly recognition etc.</p>	<p>Physical activity can impact on pupils ability to make connections, but there are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>EEF - Physical Activity</p>	<p>3, 5</p>

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

Budgeted cost: £45,343

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve levels of parental engagement particularly for disadvantaged families including approaches and programmes aimed to develop parental skills such as IT, literacy. General approaches which encourage parents to support their children with reading or homework. Involvement of parents in children's learning activities and more intensive programmes for families in crisis. This will involve training and release time for the new FLO to develop and implement new procedures.</p>	<p>There is extensive evidence that increased parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 4, 5, 6</p>
<p>Embedding principles of good practice set out in the DfE's Working Together To Improve School Attendance advice. This will involve training and release time for FLO. FLO attends CATs meetings about attendance and works with school's designated LA Attendance Officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 6</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>5</p>
<p>Disadvantaged pupils should experience opportunities within the full curriculum including enrichment activities that promote good levels of engagement and enjoyment for learning e.g. funded school trips, visitors, PE/sports, competitions, learning to play musical instruments.</p>	<p>Evidence shows there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>EEF - Arts Participation</p>	<p>2, 3, 4</p>

	<p>Physical activity can impact on pupils ability to make connections, but there are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>EEF - Physical Activity</p>	
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Total budgeted cost: £80,343

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.

The previous 3 year Pupil Premium Strategy 2021-2024 has been evaluated and this new strategy developed based on current school priorities and outcomes for pupils, particularly those who are disadvantaged.

The previous review for the academic year 2023-2024 is as follows:

Data:

Our data shows that gaps are closing with Pupil Premium compared to Non-Pupil Premium. In the majority of cases where there is not expected progress, these are children who also have SEND needs. Their progress is monitored through their SEND outcomes and their starting points. Maths continues to be a focus for the school. Writing data matches the National Average but remains a focus as it is not as high as reading data.

Maths teaching:

Maths is a priority in our School Development Plan as there are many gaps identified. Gaps are widest in Year 6. 2024 KS2 SATs data showed that 58% children achieved the expected level in maths which is below the National Average of 73%. 32% of children achieved greater depth in maths which was up from 3% the previous year.

Phonics:

Bug Club is now fully embedded within EYFS + KS1. Staff training takes place yearly to ensure consistency in approach.

2/5 Pupil Premium passed the Year 1 phonics screening. Out of the 5 children who did not pass, 2 had additional SEND needs. No Pupil Premium children were required to retake the phonics screening in Year 2 as they had all passed in Year 1.

National Tutoring Programme:

27 pupils from Key Stage 2 (Year 4, 5 and 6) accessed tutoring from the catch up funding of which 20 are pupil premium. All children who accessed tutoring have made progress.

Extra curricular activities:

There has been an extensive range of extra- curricular activities offered this year ranging from sports clubs, languages, well-being, music and drama, times tables etc.

	Term 1&2	Term 3&4	Term 5&6
PP attendance	48%	45%	42%

*This is the number of pupils who did at least one sports club, many did multiple clubs.

Philosophy for Children (P4C):

This practice is now embedded across the school. The lead teacher is working towards a bronze accreditation and has contacted them about achieving this.

Commando Joe:

Commando Joe is embedded within the school overview and is taught by each year group. It is having an impact on the children's skills including resilience. Resilience is now tracked termly and will continue to be.

ELSA:

In the academic year 2023-24, we had two trained ELSA. They supported a further 2 Pupil Premium children as well as continued support for the 8 Pupil Premium children they had supported previously. This had a positive impact as the children required less support and more informal 'check in' support over the course of the year.

School Dog (Rosie):

The member of staff who had the School Dog is no longer at the school so this has finished.

Attendance:

Pupil Premium attendance remains a focus but the gap between them and their peers is closing.

Attendance figures for the last few years:

Year	Percentage of whole school attendance over academic year	Percentage of Pupil Premium attendance over academic year
2020-21	94.7%	93.2%
2021-22	93.7%	91.47%

2022-23	95%	93%
2023-24	95.4%	93.8%

Identifying Pupil Premium:

Children in EYFS & KS1 are entitled to free school meals, however we ensure that we identify those eligible for Pupil Premium funding to ensure that the correct funding is obtained for the benefit of our pupils and families. As a school we regularly monitor our PP register. We have a close relationship with our parents which makes it easier for the school to identify pupil premium children and parents to access support they are entitled to. We also raise this at parent information evenings and through our paperwork when children start school with us.

Externally provided programmes

Programme	Provider
Jigsaw, The Mindful Approach to PSHE	Jigsaw Education Group

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We regularly keep updated with relevant training and research around improving outcomes for disadvantaged pupils such as looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.