

Pupil Premium Strategy Statement and review

1. Summary information					
School	Victoria Primary Academy				
Academic Year	2017-18	Total PP budget	£290,880	Date of most recent PP Review	Sept 18
Total number of pupils	468	Number of pupils eligible for PP	258	Date for next internal review of this strategy	Jan 19

2. Current attainment – 2018			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
	2016/2017	2017/2018	
Proportion achieving expected attainment or above in reading, writing & maths	11%	25%	67%
Average progress score in reading	-3.58	-2	+0.33
Average progress score in writing (TA)	-0.76	-2.2	+0.17
Average progress score in maths	-4.26	-2.8	+0.28

3. Barriers to future attainment (ie an increased <i>likelihood</i> that pupils eligible for PP will exhibit these factors)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Higher expectations for school performance and historic underperformance have widened gaps in understanding basic concepts, leading to poor outcomes for progress and attainment for eligible pupils against in school data and versus National.
B.	Attendance and persistent absence inhibiting access to quality first teaching for identified groups (eg, PP and SEN).
C.	Large percentage of pupil premium children also identified as either or/and SEN and EAL leading to issues with poor initial language skills, acquisition, home to school liaison.

D.	Inconsistent use of funding in previous years has led to a number of pastoral and educational initiatives not accurately or robustly tracked and evaluated for sustained impact
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Family- and home-related issues (eg emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, etc) for a small but significant groups of children
F.	Reduced home reading and mathematical opportunities including access to internet and online learning.
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A.	<p>Diminishing average achievement difference between 'Disadvantaged' and 'Other' pupils in all year groups as identified in classroom monitor analysis. (<i>ASP, PUMA and PIRA summative testing, class provision maps, statutory data</i>).</p>
	<p>Success criteria</p> <p>Internal data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability.</p> <p>Statutory outcomes at ELG, Phonics Year 1 check, Phonics Year 2 re-check, KS1 attainment, KS2 attainment and KS2 progress show significant uplift towards NA – as outlined in targets in SDP.</p>
	<p>End of 2018 data</p> <p>EYFS</p> <p>% of all pupils reaching the expected standard (GLD) – 57%</p> <p>% of PP pupils reaching the expected standard (GLD) – 49%%</p>

KS2 data

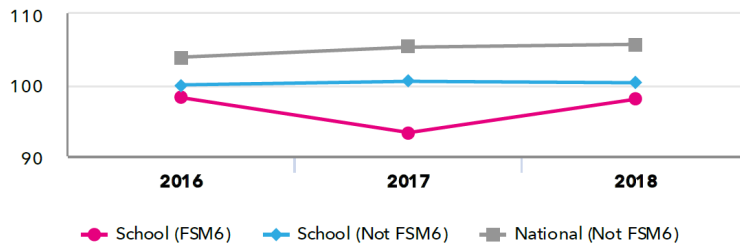
Victoria Primary Academy

2018 KS2 VA

Disadvantaged pupils

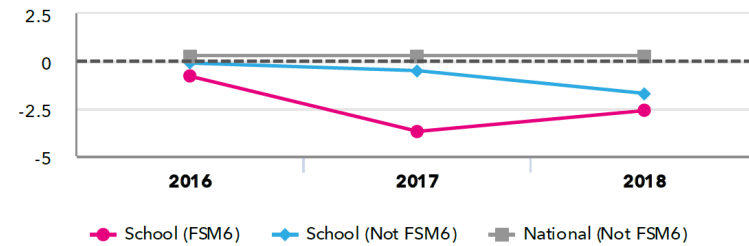
KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



% of all pupils reaching the expected standard (RWM) – 31%

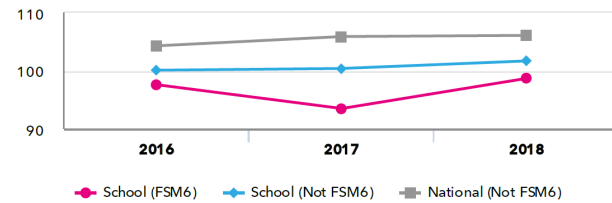
% of PP pupils reaching the expected standard (RWM) – 25%

Gap – 6%, previous year gap – 12%

Disadvantaged pupils

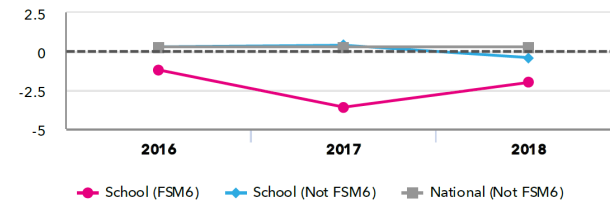
KS2 attainment for disadvantaged pupils 2018

Scaled Score Reading



KS2 progress for disadvantaged pupils 2018

Scaled Score Reading



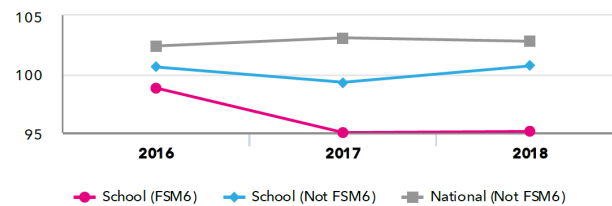
% of all pupils reaching the expected standard (R) – 57 %

% of PP pupils reaching the expected standard (R) – 50%

Disadvantaged pupils

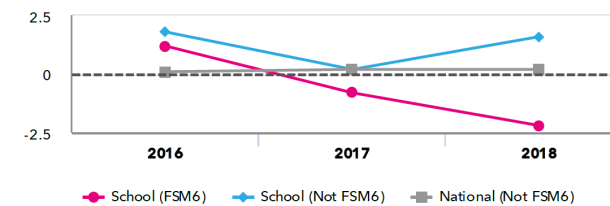
KS2 attainment for disadvantaged pupils 2018

Scaled Score Writing



KS2 progress for disadvantaged pupils 2018

Scaled Score Writing



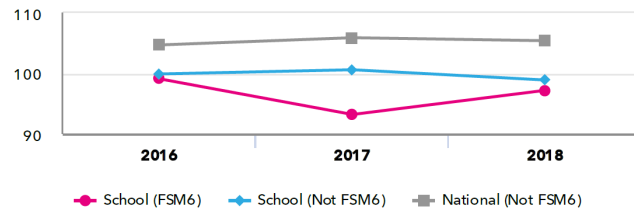
% of all pupils reaching the expected standard (W) – 55 %

% of PP pupils reaching the expected standard (W) – 33 %

Disadvantaged pupils

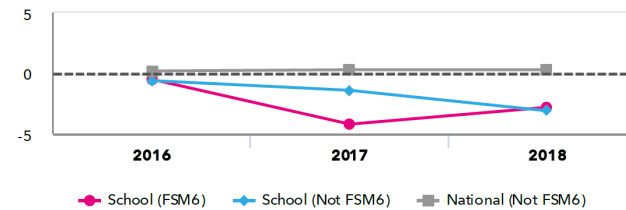
KS2 attainment for disadvantaged pupils 2018

Scaled Score Maths



KS2 progress for disadvantaged pupils 2018

Scaled Score Maths



% of all pupils reaching the expected standard (M) – 36%

% of PP pupils reaching the expected standard (M) – 33%

B.

Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils. (*SIMS Attendance data, CPOMS*)

The difference between attendance data for PP and non-PP pupils continues to diminish over time. Attendance average for PP children is consistently (6 months +) above 95%

Persistent attendance (>10%) for the group FSM is reduced below 10%

C.	Use of wrap around provision, nurture group, parent support advisor, learning mentor and EWO to provide targeting of support and challenge for attendance and punctuality. (<i>SIMS data, pre and after school club take up data</i>)	All disadvantaged groups, including the most able, have strong provision that impacts on diminishing differences in attendance and punctuality as compared to other groups, regardless of ability to pay.
D.	Use of leadership capacity to ensure a thorough assessment of current and future provision and the desired impact – pastoral and educational.	Statutory achievements and attendance figures reflect greatly improved outcomes towards NA.
E.	Use of pastoral team to engage with hard to reach parents, encourage participation with pre and post school opportunities, improved attendance and engagement with school.	See above
F.	Increased out of school take up of Bug club, in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member. Increased IXL and TT rockstar take up leads to improved mathematical outcomes. (<i>Home reading data and outcomes from PIRA, PUMA, IXL TT rockstar and Bug club</i>)	Improved outcomes via internal tracking and statutory data for disadvantaged pupils, including the most able, leads to diminishing differences between disadvantaged pupils and those Nationally (where applicable) and those not Disadvantaged internally.

5. Review of expenditure			
Academic Year	2017-2018 £290,880 (Three terms)		
i. Quality of teaching for all (including evidence-based, focused group learning delivered by support staff)			
	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
<ol style="list-style-type: none"> 1. 2 term appointment of additional Year 6 teacher to support in small class settings 2. 2 term appointment of additional EY teacher to create smaller class sizes 3. Subsidise school residential for Year 6 4. Staffing and resourcing of Breakfast club 5. Staffing and resourcing of after school clubs 6. Resourcing for pastoral unit 7. Staffing costs. Full time pastoral unit leader plus 2 behaviour support workers 8. Staffing costs – full time learning mentor 9. Staffing costs – parent support advisor 	<ol style="list-style-type: none"> 1. Stronger progress across Year 6 in reading, writing and maths 2. Addressing low baseline entry data, with particular regard to PSED and CLL 3. Increased self confidence, greater opportunities 4. Increased attendance, reduced lateness – non specified targeted to PP children 5. Develop self confidence and self esteem 6. Specialist resources to support 1:1 capacity – not specific to PP children 7. Decrease in exclusions 8. Targeted mentor support, less referrals for external support 9. More evidence of engagement with school events 	<p>Review of Pupil Premium action plan for 2017/18 shows that</p> <p>The % of children eligible for PP who attained reading writing and maths combined has risen from 11% (16/17) 25%.</p> <p>Progress for children eligible for PP in reading risen from -3.58 (16/17) to -2.0 Vs -0.4 non PP for the school</p> <p>Progress for children eligible for PP in writing has fallen from -0.76 (16/17) to -2.2 VS +1.6 non PP for the school.</p> <p>Progress for children eligible for PP in maths has risen from -4.26 (16/17) to -2.8 Vs -3.1 non PP for the school</p> <p>The average scaled score for PP children in reading has risen from</p>	<ol style="list-style-type: none"> 1. 24,000 2. 24,000 3. 2,500 4. 20,000 5. 5,000 6. 5,000 7. 60,000 8. 6,500 9. 17,000 10. 8,000 11. 4,500 12. 21,000 13. 20,000 14. 20,000 15. 3,000 16. 2,500

<p>10. Library resources and books</p> <p>11. Purchase of maths resources</p> <p>12. Full cost of enrichment activities for all year groups</p> <p>13. Cost of 50% non timetabled HLTA to support LSAs delivering interventions</p> <p>14. Cost of 50% non timetabled EYP</p> <p>15. Additional phonics staff cost</p> <p>16. Rewards and prizes</p>	<p>10. Raise profile of reading, increased attainment in Years 2, EY and Year 6</p> <p>11. More able pupils in Y2 attain close to NA</p> <p>12. Extend confidence and build greater independence</p> <p>13. Children in receipt of PP make progress in line with peers</p> <p>14. As above</p> <p>15. Delivery of twice daily phonic sessions</p> <p>16. Provide rewards for attendance, school conduct and behaviour</p>	<p>93.5 (16/17) to 98.7 Vs non PP at 101.7 for the school</p> <p>The average scaled score for PP in maths has risen from 93.2 (16/17) to 97.2 Vs non PP at 98.9 for the school</p>	
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VPA – Pupil Progress & Attainment including Pupil Premium

2017 / 2018

EYFS

GLD

	% Reaching Expected Standard		
	All	Non PPG	PPG
GLD	57%	65%	48%

Expected progress = 2.5 points (internal data)

Key -

	Below	<2.25
	Expected	2.25 – 2.75
	Above	2.76+

Yr 1

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	60	24	36	60	24	36
Phonics				75%	92%	65%
Reading	2.75	2.72	2.65	63%	68%	53%
Writing	2.5	2.49	2.51	40%	36%	44%
Maths	2.57	2.6	2.54	55%	76%	41%

PPG pupils are making similar rates of progress when compared to non-PPG pupils, all of which are greater than the expected rates of progress.

The % of PPG pupils reaching the expected standard are lower compare to non-PPG pupils except in writing.

Yr 2

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	59	15	44	59	15	44
Reading	2.72	2.76	2.78	56%	73%	50%
Writing	2.73	2.94	2.52	53%	73%	45%
Maths	2.87	2.97	2.87	58%	60%	57%

PPG pupils are making similar rates of progress when compared to non-PPG pupils in reading and maths.

The % of PPG pupils reaching the expected standard are lower compared to non-PPG pupils except in maths where the % are comparable.

Yr 3

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	61	24	37	61	24	37
Reading	2.45	2.45	2.45	48%	43%	52%
Writing	2.78	2.81	2.5	41%	43%	39%
Maths	2.55	2.55	2.55	41%	21%	58%

PPG pupils are making similar rates of progress when compared to non-PPG pupils in reading and maths all of which are at the expected rates of progress.

The % of PPG pupils reaching the expected standard are similar to non-PPG pupils in writing. In maths PPG pupils reaching expected standard is greater than NPPG.

Yr 4

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	58	21	37	58	21	37
Reading	3.5	3.52	3.48	72%	85%	66%
Writing	3.38	3.38	3.38	64%	75%	58%
Maths	4	4.09	3.91	84%	95%	79%

PPG pupils are making comparable progress in comparison to the NPPG pupils.

The % of PPG pupils reaching the expected standard are lower than non-PPG pupils

Yr 5

	Progress – in year			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
	58	26	32	58	26	32
Reading	2.94	2.97	2.91	56%	63%	50%
Writing	2.64	2.34	2.74	54%	67%	44%
Maths	2.77	2.76	2.78	68%	74%	53%

PPG pupils are making similar rates of progress when compared to non-PPG pupils, all of which are greater than the expected rates of progress except in writing where both groups have reached expected progress.

The % of PPG pupils reaching the expected standard are lower than non-PPG pupils.

Yr 6

	Progress – from Ks1			% Reaching expected standard		
	All	Non PPG	PPG	All	Non PPG	PPG
Reading	3.84	3.70	3.93	57%	64%	50%
Writing	3.05	3.6	2.90	55%	73%	33%
Maths	3.50	3.4	3.45	36%	39%	33%
SPAG				50%	71%	38%

PPG pupils are making similar rates of progress when compared to non-PPG pupils in maths and better progress in reading., All cohorts progress is better than expected.

The % of PPG pupils reaching the expected standard is lower than non-PPG pupils