

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	<b>Victoria Primary Academy</b>
Pupils in school	415
Proportion of disadvantaged pupils	61%
Pupil premium allocation this academic year	£333,960
Academic year or years covered by statement	2019-22
Publish date	24 <sup>th</sup> February 2020
Review date	01 March 2021
Statement authorised by	Chris Jessup
Pupil premium lead	Catherine Chojnowski
Governor lead	Chris Jessup

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.9
Writing	+0.4
Maths	-5.2

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	26%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received high quality training and coaching in effective teaching that raises the achievements of disadvantaged pupils
Priority 2	Purchase high quality textbooks to improve and embed reading at the heart of the curriculum across all year groups

Barriers to learning these priorities address	Ensuring staff use highly effective whole-class teaching strategies to maximise the potential of pupils, with particular regard to maths.
Projected spending	£70,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Significantly improve attendance and PA of disadvantaged pupils to national average (4.2% and 8.7% respectively)	Sept 21

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish clear whole class first quality teaching for disadvantaged pupil targets those children falling behind age related expectations
Priority 2	Provide quality phonics intervention and experiences across EY and Key Stage One as part of the ongoing provision of the school
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness over time
Projected spending	£80 000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Acquire quality resources and significant investment in class teaching resources to ensure high class provision for those deemed to be disadvantaged.
Priority 2	Sharing a cluster group partnership with partner school to support families with attendance and acute need in terms of persistent absence, along with pastoral and welfare support.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£85 000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resourcing is given over to allow for staff professional development, coaching and support.	Use of training/coaching and additional cover being provided by senior leaders/teachers.
Targeted support	Ensuring enough time for school expertise to support small groups	Quality assurance of small group interventions to ensure impact.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA cluster and other local schools on cross-school best practice

		and information sharing between key professionals
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**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Progress in Reading and Writing	Progress is variable in reading and writing with progress rates of -0.9 and 0.4 respectively
Progress in Mathematics	Mathematics is particularly challenging with -5.2 progress and average scaled score of 95 for disadvantaged pupils
Phonics	New aim of disadvantaged pupils meeting national average for all pupils by September 2021.
Other	Attendance and PA remain a cause for concern and attention