

# Pupil Premium Strategy Statement – Victoria Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024/2025, 2025/2026 and 2026/2027 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.

## School overview

Detail	Data
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	51%
Academic years that our current pupil premium strategy plan covers	2024/2025, 2025/2026 and 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jessica Jenkins
Pupil premium lead	Jayne Courtney
Governor / Trustee lead	Michael Sanderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,930
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£260,930

## Part A: Pupil premium strategy plan

### Statement of intent

Victoria is a larger than average primary school that serves an inner-city, deprived area within Leeds - Osmeanthorpe. It is situated within 10% of the most deprived areas nationally based on deprivation (2019). The catchment area has a varied community with a large number of families living in 'back to back' terraced houses. There are neighbourhoods within the schools catchment which have significantly increased levels of deprivation. There is an increased number of families with EAL moving to the area, many are asylum seekers. The area has families with limited access to education and skills, employment, good health and lives amongst high crime rates.

Our mission is to ensure all of our children achieve the expected standard through a rich Primary experience with the quality of education being at the heart of the school enriched with first hand experiences supporting, targeted intervention for both children and parents/carers. We work to raise ambition and aspirations for children through a strong personal development offer which is led by highly skilled and talented staff members. Children experience varied life opportunities beyond the classroom to develop the holistic child. They learn about belonging and how to manage feelings through self-regulation strategies which in turn enables them to access the curriculum preparing them for their future.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Complex Special Educational Needs:</b> VPAs children with Pupil Premium funding have a wide range of needs beyond academic, including trauma induced social, emotional and mental health needs. This impacts children's ability to access a mainstream classroom (note there is a higher proportion of children with this challenge due to a national shortage of specialist settings placements).</p> <p>The largest area of need in school is communication and interaction, followed by SEMH.</p>
2	<p><b>Attendance and Punctuality:</b> Attendance and Persistent Absence at Victoria is not in-line with the National Expectations for various reasons:</p> <p>Socio Economic Factors:</p>

	<ul style="list-style-type: none"> <li>● <b>Aspirations:</b> Some families do not value education and the pathways this can open up for their children.</li> <li>● <b>Poverty:</b> Financial hardship can lead to difficulties in providing essential items like school uniforms, stationary, or transportation, making it harder for children to attend regularly.</li> <li>● <b>Housing Instability:</b> Frequent moves or living in temporary accommodation can disrupt a child's education and make it difficult to maintain a regular school routine.</li> <li>● <b>Parental Employment:</b> Irregular or shift work patterns can make it challenging for parents to ensure their children attend school regularly and punctually.</li> </ul> <p>Environmental Factors:</p> <ul style="list-style-type: none"> <li>● <b>Geographical Location:</b> When families are made homeless they are rendered to living in remote or poorly connected areas in the city which can make it difficult to access schools, especially in adverse weather conditions.</li> <li>● <b>Poor Quality Housing:</b> Issues like damp, mould, or inadequate heating can lead to ill health and increased absences.</li> <li>● <b>Crime and Antisocial Behaviour:</b> Living in areas with high crime rates can make it unsafe for children to travel to and from school, particularly in the early morning or late afternoon. They can also suffer from a lack of sleep which impacts their ability to learn in the classroom and in some cases, to attend school or be on time.</li> </ul> <p>Personal and Social Factors:</p> <ul style="list-style-type: none"> <li>● <b>Mental Health Issues:</b> Children from deprived areas may experience higher rates of mental health problems, such as anxiety and depression, which can lead to absenteeism.</li> <li>● <b>Family Breakdown:</b> Family instability, such as divorce or separation, can disrupt a child's routine and lead to increased absences.</li> <li>● <b>Lack of Parental Engagement:</b> Parents may struggle to engage with schools due to language barriers, lack of education, or negative experiences with the education system.</li> </ul>
3	<p><b>Oracy:</b></p> <p>Research shows that children living in deprived families have significantly less exposure to rich language than those from affluent families. At Victoria Primary, large proportions of children do have limited exposure to rich and varied language at home. This can lead to a lack of vocabulary, difficulty with sentence structure, and limited understanding of complex language concepts. Our children can face negative experiences with speaking in front of others leading to low self-esteem and a lack of confidence in their communication skills. Listening attentively is a challenge, following instructions, and responding appropriately to questions. This can hinder children's ability to engage in conversations and learn from others.</p>
4	<p><b>Parental/Carer engagement and capacity to parent:</b> Engaging parents of children with PP funding is challenging due to various factors such as language barriers, adult mental and physical health, personal ACEs (Adverse Childhood Experiences), negative past experiences with education. Building strong partnerships with parents is crucial for student success. Parents can struggle to deliver 'good enough' parenting as their lives are very challenging</p>

	<p>Proportions of our parents face a multitude of challenges that can significantly impact their ability to parent effectively. Here are some of the key reasons why:</p> <p><b>Socioeconomic Factors:</b></p> <ul style="list-style-type: none"> <li>● <b>Poverty:</b> Limited financial resources can make it difficult to provide for basic needs like food, clothing, and housing. This can lead to stress, anxiety, and difficulty creating a stable home environment.</li> <li>● <b>Unemployment or Low-Wage Work:</b> Job insecurity and low wages can make it challenging to meet financial obligations, further exacerbating stress and limiting opportunities for parental involvement.</li> <li>● <b>Housing Instability:</b> Insecure housing situations, such as overcrowding, poor-quality housing, or frequent moves, can disrupt children's routines and create a sense of instability, negatively impacting their emotional and behavioural development.</li> </ul> <p><b>Social and Environmental Factors:</b></p> <ul style="list-style-type: none"> <li>● <b>Lack of Social Support:</b> Parents have limited access to positive social support networks, such as family, friends, or community organisations, which can provide emotional support and practical assistance.</li> <li>● <b>Community Safety Concerns:</b> Our families live in an area with high crime rates and drug activity which creates a sense of fear and insecurity, making it difficult for parents to feel safe and provide a secure environment for their children.</li> <li>● <b>Limited Access to Services:</b> Parents can have difficulty accessing essential services like healthcare, childcare, and education.</li> </ul> <p><b>Personal Challenges:</b></p> <ul style="list-style-type: none"> <li>● <b>Mental Health Issues:</b> Many of our parents experience mental health problems, such as depression and anxiety, which can affect their parenting abilities and their children's well-being.</li> <li>● <b>Substance Abuse:</b> For some they turn to substance abuse which impairs judgement, decision-making, and parenting skills, leading to neglect and abuse.</li> <li>● <b>Domestic Violence:</b> Some of our families are exposed to domestic violence which has a profound impact on children's emotional and behavioural development, as well as creating a chaotic and unsafe home environment.</li> </ul>
5	<p><b>Staffing and training:</b> Staff working with the children and for the community must be highly skilled and trained to a specialist standard to enable resilience and to impact outcomes for children. This is crucial to ensure a greater understanding of the barriers faced by these children and implementing strategies to overcome them.</p>
6	<p><b>Educational Outcomes:</b> children's starting points in Speaking and Listening (Oracy), Maths, Literary skills, fine and gross motor skills and managing feelings and ability to form healthy relationships are significantly below their peers hindering life challenges. Due to wider deprivation factors, children struggle to access the classroom or appropriate education provision for their Special Educational Need - therefore the gap widens further.</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
<p>1) Ensure there are robust SEND and early identification systems which are used to deliver a high quality education, intervention and practice by highly skilled and trained professionals.</p>	<ul style="list-style-type: none"> <li>→ SEND Systems continue to be robust and sharp in their intent to evolve with the ever changing SEND landscape.</li> <li>→ VPA to have SEMH and Trauma specialists in school to advise, coach and deliver to/for our most vulnerable children.</li> <li>→ Children make progress against their SEND targets.</li> </ul>
<p>2) Enable families by removing barriers ensuring children improve attendance and punctuality.</p>	<ul style="list-style-type: none"> <li>→ Families have an offer of early intervention, support and a network to remove barriers.</li> <li>→ A greater proportion of children attend school regularly.</li> <li>→ A greater proportion of children attend school on time and learning time is not lost.</li> <li>→ Parents value education and culture is changing to demonstrate this.</li> <li>→ Clubs and extra curricular activities support PPG children to attend pre/post the school day.</li> </ul>
<p>3) Larger proportions of children are able to listen attentively, speak and think challenges through at an age appropriate manner.</p>	<ul style="list-style-type: none"> <li>→ Children requiring SALT input are identified, screened and have access to intervention in a timely manner.</li> <li>→ Children have scaffolds in the classroom from the curriculum, the teacher and resources to close the gap.</li> <li>→ Children’s progress of speaking and listening is tracked to ensure staff are aware of those children falling behind with a robust plan around them.</li> <li>→ Those with English as an additional Language are identified and plans in place to enable rapid progress.</li> </ul>
<p>4) Parents will have access to targeted early intervention to remove barriers, build aspirations and break the socio-economic norms via the power of education.</p>	<ul style="list-style-type: none"> <li>→ The Community Hub will be established with a robust level of staffing to deliver a wide range of needs identified via Early Help.</li> <li>→ Parents will have higher aspirations for their and their children’s future.</li> <li>→ Health and well-being of the families will be improved</li> </ul>

# Pupil Premium Strategy Statement – Victoria Primary Academy



	<ul style="list-style-type: none"> <li>→ Financial Challenges will be supported through the use of funding streams, grants and charities to remove burdens on families.</li> </ul>
5) All staff have engaged in specialist CPD to enable all learners to engage and make progress.	<ul style="list-style-type: none"> <li>→ Staff will have robust appraisals linking tightly with the needs of the pupils and the gaps of knowledge they have.</li> <li>→ Staff will have a planned pathway and be a 'champion' in key areas such as SALT or SEMH.</li> <li>→ Children will have their needs met within their provision and in interventions.</li> <li>→ Staff feel confident to lead on interventions and drive progress</li> </ul>
6) PP Children are closing the gap academically and more in-line with their peers though Quality First Teaching and a wider experiential offer to support personal development	<ul style="list-style-type: none"> <li>→ Phonics results are more in-line with National</li> <li>→ The gap for Y6 SATs results for PPG children is closing.</li> <li>→ Children are more articulate and achieve speaking and listening skills which are in line with year group expectations.</li> <li>→ Staff are confident in the pedagogy they have been trained in to close the gap, develop plans where gaps are present and track PPG children to ensure they reach their potential</li> <li>→ There is a rich offer of experiences to support learning and develop the 'whole child'.</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: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics CPD for ongoing CPD and coaching for Reception to LKS2 to close the	<b>EEF +5 Months:</b> The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	6

# Pupil Premium Strategy Statement – Victoria Primary Academy




<p>gap. Implement and sustain the Nursery Rocket Phonics programme</p> <p>Work alongside the English Hub to raise attainment in Phonics. Work with our dedicated school advisor to monitor teaching and learning and coach teachers to improve their delivery and use of assessment. (2025-26)</p>		
<p>Work with the wider BLPP Partnership and SHU University to train all staff in the effective, research led teaching and scaffolds for Oracy.</p> <p>Development of an Oracy Champion Network across the partnership to enable sustainable growth within each school</p> <p>Take part in the 3 year Voice 21 project providing CPD to leaders and staff in the development of oracy in school. (2025-20270)</p>	<p><b>EEF +6 Months for KS1/KS2 and 7+ Months for EYFS children over the course of a year.</b></p>	<p>3, 6</p>
<p>CPD ensuring staff understand the Science of Learning e.g Working Memory/ Instruction, scaffolding</p>	<p><b>EEF +7 months:</b> QFT and interventions for children with working memory issues can increase</p> <p>Cognitive Load Theory, Sweller 1988</p> <p>Principles of instruction, Rosenshine</p>	<p>1,3,5,6</p>

# Pupil Premium Strategy Statement – Victoria Primary Academy

Increased volume of Thrive Practitioners, CPD and Coaching	<b>EEF +7months:</b> Core PSHE, self-regulation and metacognition approaches - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	1,2,3
CPD, staff training, PSHE Network Focus time. Further refinement of Jigsaw and refining for VPA context. Embed the scheme across school.	Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.  <b>EEF S&amp;E Work+3 months</b> - Thrive Approach as a whole class approach. EEF+ 6 months for Targeted approach	1,2,3
Induction tutor  High number of ECTs require a dedicated leader and mentors to develop effective Practice. Develop further coaching and CPD model	DFE driven and ongoing trials with the EEF as a recommended model to develop Early Career Teachers.	2,3,4
Coaching model for all leaders.	Research within Coaching for teaching and learning: a practical guide for schools by:  Rachel Lofthouse David Leat Carl Towler  In Partnership with e Research Centre for Learning and Teaching at Newcastle University and funded by CfBT Education Trust and the National College,	2,3,4
Raising Attainment Plans created by teaching teams and moderated by leaders to ensure there is quality first teaching and targeted teaching with precision post diagnostics.	As the EEFs Improving Literacy in Key Stage 1, Improving Literacy in Key Stage 2, Improving mathematics in Key Stage 1 & 2 ensuring teachers 'assess what children do and do not know in order to extend learning. Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.  Effective use of Assessment - Dylan William	6, 1

# Pupil Premium Strategy Statement – Victoria Primary Academy

<p>Further CPD for the safeguarding and pastoral team linked to safeguarding issues in the area, gang crime, domestic violence and CCE - in how to support families. The use of local training Trust Training and National College.</p> <p>Current issues and training move to wider part</p>	<p>As per recommendations in Keeping Children Safe in Education 2021</p> <p><i>'All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.'</i> pg 9 section 14</p>	<p>2, 4</p>
<p>Senior Leaders as coaches and mentors for the team such as support PPA, subject leadership, driving aspects of the school development plan forward.</p> <p>EP and more senior leaders to engage in professional Coaching.</p>	<p><b>Coaching for teaching and learning: a practical guide for schools. Rachel Lofthouse, David Leat and Carl Towler</b></p> <p>Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving.</p>	<p>All</p>
<p>Non-class based SENCO, Inclusions Services, diagnostic tools such as SNAP, CPD training for SENCO and teaching teams on the wide range of SEND needs we have.</p> <p>SEND/PPG - further research</p> <p>Specific pathway planning for TAs -</p>	<p>EEF - 5 recommendations for SEND in Mainstream schools.</p>  <p>The infographic consists of five numbered boxes, each with a title and a list of bullet points:</p> <ol style="list-style-type: none"> <li><b>1. Create a systems and processes approach for SEND:</b> <ul style="list-style-type: none"> <li>• An inclusion school develops barriers to learning and participation, and creates an environment that is responsive to pupils' needs, and promotes high standards and the attainment of all learners for all pupils.</li> <li>• Inclusion involves individual, active engagement and involvement of all pupils.</li> <li>• Success of pupils can occur the best possible teaching and/or</li> <li>• High quality teaching and learning approach, supported by a range of specialist resources and interventions.</li> </ul> </li> <li><b>2. Build an ongoing, holistic model of ongoing support for all pupils and their needs:</b> <ul style="list-style-type: none"> <li>• Schools should aim to understand individual and learning needs using the graduated approach of the SEND Code of Practice.</li> <li>• Assessment should be regular and continuous, and should be used to inform and adjust support and interventions.</li> <li>• Pupils need to be empowered and enabled to lead their own lives and to be active in their own learning.</li> </ul> </li> <li><b>3. Ensure all pupils have access to high quality teaching:</b> <ul style="list-style-type: none"> <li>• To a good extent, good teaching for pupils with SEND is good teaching for all.</li> <li>• Teaching for a range of pupils can be done better than for the general classroom.</li> <li>• The research suggests a range of teaching strategies for pupils with SEND, including differentiated instruction, peer support, and small group teaching. This can be done in response to the needs of pupils: <ul style="list-style-type: none"> <li>– flexible grouping</li> <li>– explicit and metacognitive strategies</li> <li>– model resources</li> <li>– using technology to support pupils with SEND</li> <li>– scaffolding</li> </ul> </li> </ul> </li> <li><b>4. Build groups and use to one-to-one interventions to support pupils with SEND:</b> <ul style="list-style-type: none"> <li>• Small groups and one-to-one interventions can be a powerful way to support pupils with SEND. The use of one-to-one can be supported by the use of small groups.</li> <li>• The intensity of intervention should be tailored to the needs of the pupils.</li> <li>• The intensity of intervention should be tailored to the needs of the pupils, based on the level of need.</li> <li>• Interventions should be carefully targeted through identification and assessment of need.</li> <li>• Interventions should be carefully targeted through identification and assessment of need.</li> <li>• Interventions should be carefully targeted through identification and assessment of need.</li> </ul> </li> <li><b>5. Work effectively with specialist services:</b> <ul style="list-style-type: none"> <li>• Effective deployment of teaching assistants, other school staff, and specialist services can be a powerful way to support pupils with SEND.</li> <li>• The EEF guidance report (2017) states that specialist services provide specialist recommendations.</li> </ul> </li> </ol>	<p>1, 3, 5, 6</p>

# Pupil Premium Strategy Statement – Victoria Primary Academy



Elklan, Thrive, SALT, behaviour Positive Regard to coach staff members		
---	--	--

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group tuition linked to gaps/programmes recommended	<b>EEF +5 months</b> : can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1,6
Language development: Speech Link, Language Link. Welcomm Primary Infant Elklan	<b>EEF +6 months Progress:</b> ‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.’	1, 3, 6
Develop reading decoding and comprehension skills via targeted group work and children accessing Lexia and Learning Village -by supported and trained member of staff.	<b>EEF +6 months</b> Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. <b>EEF +2 months</b> Children offered Lexia made the equivalent of two additional months’ progress in reading, on average, compared to other children. T.	1,4,3
1:1. group work and whole class targets of Thrive Approach led by licensed practitioners alongside teacher knowledge.	<b>EEF +6 months:</b> SEL interventions alongside universal approaches - in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation,	1, 2, 3, 5, 6

# Pupil Premium Strategy Statement – Victoria Primary Academy

	both of which may subsequently increase academic attainment.	
STARs internal resource provision for children who suffer from trauma, many ACES, SEMH, SLCN and struggle to access a mainstream classroom	Research papers reviewed to support development of RPs. * Bond and Hebron (2013) *Vasilis Strogilos, Aug, 2023	6, 1

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

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily breakfast clubs with high quality activities based around learning, keeping fit, creative arts and technology offered to the children for free.	<b>EEF 2+ months:</b> Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	2
A range of high quality afterschool clubs and holiday clubs. Including Grassroots and Noodle Performing Arts for after school clubs. Targeted wider strategies such as Workshops, Arts Awards, playleader awards.	Social Mobility Commissions 'An unequal playing field Extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. Barriers to taking part in extracurricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.	6

# Pupil Premium Strategy Statement – Victoria Primary Academy

<p>Use of a Learning Mentor and Family and Community to identify children at risk of not attending school regularly.</p> <p>Core rewards for attendance and learning.</p> <p>Analyse attendance data to identify patterns of absence in order to break down barriers to learning.</p>	<p>CSJ research ‘Kids can’t catch up if they don’t show up’ A research paper into the impact of the pandemic and other absences such as PA, increasing numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life.</p> <p>Implementation of the ‘Working Together to Improve School Attendance’</p> <p>Toolkit for Schools: communicating with parents to support school attendance (DfE, 2024)</p>	<p>2, 6</p>
<p>Family Thrive, Positive Regard Family Sessions and Parenting classes targeted at the families who have children at ‘being, doing, thinking or who are having additional reparative work.</p>	<p>DFE Wider Benefits of family learning research project result in :</p> <ul style="list-style-type: none"> <li>● increased parental involvement in school life</li> <li>● increased parental activity in their child’s school or in their local community</li> <li>● gaining employment an increased social network improvement in confidence, communication and interpersonal skills</li> <li>● improved parenting skills increased ability to manage their children’s behaviour,</li> </ul> <p>communicate with them and support their learning at home effectively.</p>	<p>2, 4, 6</p>
<p>Family and Community Worker developing core relationships post pandemic offering a wide range of parental engagement sessions for identified needs.</p> <p>Translator services to work with EAL families.</p> <p>Delivering of parent workshops, baby/toddler groups, nutrition and access to adult education courses.</p>	<p>EEF +4 months: The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Increased parental engagement with parent/carer meetings</p> <p>Increased school attendance</p> <p>Better integration for families new to UK with a fuller support package including access to white goods grants, school uniform etc</p>	<p>2, 4, 6</p>

# Pupil Premium Strategy Statement – Victoria Primary Academy

Family participation in healthy eating programmes.		
Youth Group available on site to support social interaction and widen experiences.		4
Planned sporting activities such as house competitions, competing in the partnership and other events such as the Santa Dash and Schools Mini Marathon to increase physical fitness and well-being.	<p>Half-Termly House Point Competitions</p> <p>Half-Termly Inter-School (BPP) Sports Tournaments</p> <p>Engagement with School Games for engagement in Sports</p>	6
Wellbeing-warriors (implement in Sept 2025) elected and facilitated the NHS 'Five Ways to Well-being' for all children and staff initiatives for both the school and the community.	<p>NHS Approved post research that there are 5 steps to improve mental health and wellbeing-</p> <ul style="list-style-type: none"> <li>● Connect with other people</li> <li>● Be physically active</li> <li>● Learn new skills (links to KS2 Thrive)</li> <li>● Give to others</li> </ul> <p>Pay attention and mindfulness - links to Jigsaw programme.</p>	2

**Total budgeted cost: £261,000**

## Part B: Review of the previous academic year

### Academic year 2024/25

#### Impact of Intended Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

The 2024/25 is the first year of the three year plan based on the intended outcomes. The below evaluations are identifying impact from the first year of the 3 year plan.

#### Current progress towards intended outcomes:

##### Outcome 1

**Ensure there are robust SEND and early identification systems which are used to deliver a high quality education, intervention and practice by highly skilled and trained professionals.**

SEND pupils at Victoria Primary Academy continue to make good progress against their targets. This is closely tracked and monitored by teaching assistants, class teachers and the SENCO. SEND pupils continue to achieve well.

The SENCO works alongside SLT to ensure SEND systems are robust and that they are evolving inline with the National SEND landscape. The SENCO is part of a strong SEND network both within the Academy Trust and local area, ensuring that they are outward facing and drawing on the expertise of others to support our work. There are strong collaborations with wider professionals to support effective early identification, working with education, health and where appropriate, social care.

Several members of the team are Thrive practitioners: including two who are undertaking the Family Thrive practitioner Apprenticeship and the Leadership Apprenticeship. Being SEMH and Trauma specialists, they are able to offer excellent support to our most vulnerable children.

Additionally, a member of support staff participated in a High Level Communication Practitioner course, which concludes in Autumn 2025, which will benefit the SALT delivery for many children and support the development of other members of the teaching team as effective practice is shared.

Children achieving Expected Standard	GLD	Y1 Phonics	Y4 MTC	Y6 Reading	Y6 Writing	Y6 Maths
PP/Non PGG	63%/62%	63%/74%	32%/19%	58%/75%	61%/85%	50%/75%

SEN	44%	62%	11%	39%	39%	33%
-----	-----	-----	-----	-----	-----	-----

## **Outcome 2**

### **Enable families by removing barriers ensuring children improve attendance and punctuality.**

The attendance and pastoral team lead robust systems to ensure attendance and punctuality is of a high standard. The pastoral team, including the Family Inclusion Worker, Attendance Officer and SENCO have conducted a series of face to face meetings throughout the school year to ensure there is a shared understanding of any potential barriers and what support can be offered to remove these. Attendance of pupils receiving FSM increased by 0.2% from 2024 to 2025. Attendance of children in receipt of PPG increased by 0.3% from 2024 to 2025.

Attendance needs to remain a focus in 2025-26.

## **Outcome 3**

### **Larger proportions of children are able to listen attentively, speak and think challenges at an age appropriate manner.**

The SENCO and supporting members of staff have robust systems to ensure children with a SALT need are identified quickly and referred to the appropriate NHS SALT pathway. The school uses the Language Link package (Infant Link, Junior Link and Speech Link) to support the appropriate identification of specific speech and language needs with the children and a programme of support is identified. This supports and ensures that the progress of children is enabled as soon as is possible while the children await the NHS referral process. It is used to identify areas of speech which need to be assessed by trained Speech and Language Therapists. In the 2024/2025 year, 133 children were assessed using the Speech Link programme, in either the Junior Link programme or the Infant Link programme which was used to support early identification throughout the Early Years cohorts.

As a whole staff team, the school participated in Oracy training throughout the 2024/2025 year with Sheffield Hallam University. Key members of the teaching team also participate in Oracy Championship programmes delivered by Sheffield Hallam University to develop expertise. This supported the classroom practice of teachers and teaching assistants to ensure children have access to high quality scaffolds to ensure children made good progress.

Children with English as an Additional Language (EAL) continue to be assessed using the Bell Foundation and Learning Village online platform, to identify their stage of English acquisition and ensure plans are put in place and rapid progress is made.

## **Outcome 4**

### **Parents will have access to targeted early intervention to remove barriers, build aspirations and break the socio-economic norms via the power of education.**

Throughout the 2024/2025 year, a large number of families were supported by the

family support offer available within the school:

2 children were supported by a school led EHP

2 children at CP

16 families were referred to Zarak to support with obtaining beds and bedding.

3 families received a winter pack including coats, gloves, a hat, scarves from the Yorkshire Children's Charity.

30 families were supported with the expense of Christmas from Project Hope charity.

60 families received a Christmas Hamper from school.

In addition to the multi-agency work that took place to support the families, parents also had access a number of school-led workshops:

- Weekly 'Coffee and Chat' group
- Sleep Workshop
- Potty training workshop
- SEND Drop ins
- Learning sessions and Family Learning sessions
- Internet safety
- Loan Shark Awareness

The school continues to support families who are experiencing financial challenges through access to grants and charities to support with food parcels, white goods, beds and bedding.

The school continues to provide access to National College key skills training to support parents' access to further education and qualifications.

## **Outcome 5**

**All staff have engaged in specialist CPD to enable all learners to engage and make progress.**

All teachers and teaching assistants have appraisals that link to the needs of the children they are working with.

8 x Thrive practitioner training

4 x Thrive practitioner - training to keep license.

1 x Senior Mental Health Leader

4 x Mental first aid trainers

2 x Elklan Early years training

1 x Teach teach trainer requalification

2 x lead practitioner positive regard training

Most Experienced staff have completed at least one NPQ

The whole teaching team participated in Oracy training led by Sheffield Hallam University, with key members participating in an Oracy Champion Programme. In Autumn 2025, the school has begun the Voice 21 Oracy programme, which will further develop the progress of the children.

The team has worked with external agencies (Social Communication and Interaction

# Pupil Premium Strategy Statement – Victoria Primary Academy

Team and Occupational Therapy) and specialists to develop understanding of SEND need, focusing on ADHD and Autism, strengthening expertise and ensuring the teaching team can best support and drive progress of children.

## **Outcome 6**

**PP Children will continue to be in-line academically with their peers through Quality First Teaching and a wide experiential offer to support personal development.**

Children achieving Expected Standard	Y1 Phonics	Y4 MTC	Y6 Reading	Y6 Writing	Y6 Maths
PP	63%	32%	58%	61%	50%
All pupils	70%	26%	67%	69%	64%

The progress of all children, including Pupil Premium children is closely monitored through careful assessments and development of Raising Attainment Plans to ensure any gaps in learning are identified and steps put in place to target.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Thrive Approach	Thrive Approach
Times Table Rockstars	Maths Circle: TT Rockstars
Lexia Core5 - reading intervention	I Am Learning Lexia Core5
EAL Language Interventions - Learning Village	Across Cultures - Learning Village
Frog Play	I Am Learning
Purple Mash	Purple Mash
SNAP Maths and SPLD	Rising Stars
Nessy Learning	Nessy Learning Ltd

# Pupil Premium Strategy Statement – Victoria Primary Academy

Reading Rockets Phonics and Planets online books and learning and Switched on Science	Rising Stars
Fresh Start Kids	OT programme including Jump Ahead
Charanga	School Assembly Songs
NHS SALT	Speech and Language Therapy
SpeechLink	Screeners and support for speech therapy and production needs
Fortis Therapy	Therapy for children, parents and staff
<i>National College</i>	<i>National College - training - not programme.</i>