Pupil premium strategy statement – Edlington Victoria Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	*Local Governong Board – 6/12/23*
Pupil premium lead	Emily Clark - Principal
Governor / Trustee lead	Robert Stephenson -lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,596
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£198,286

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy for Edlington Victoria Academy sets out to achieve equity for all pupils across school, meaning that those with the barriers of being disadvantaged in any way are supported to meet their potential. It intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities where possible so that their attainment is as close to age related expectations as possible, if not beyond this. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and/or living in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately and effective teaching strategies are embedded. It also looks at each pupil holistically to ensure that pastoral and wellbeing needs are met which also extends to the family home.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged pupils is below non-disadvantaged for 2022-23

Disadvantaged	**94.1**
Non-Disadvantaged	**95.6**

Overall PA is also high for all pupils.

	2022-23 cumulative PA including leavers	2022-23 cumulative PA (with leavers removed)
Percentage PA	12.2%	7.8%
Number of pupils	33 out of 269	21

2	Wellbeing, mental health and safeguarding concerns remain high with a need for additional support for pupils and families beyond the classroom.
3	Sustaining positive outcomes that are inline or above national outcomes for RWM at Y6 for PP. PP outcomes at KS1 in 2022-23 were lower than outcomes for non-PP. PP outcomes in the Y4 multiplication check in 2022-23 were lower than outcomes for non-PP.
4	Access to current technology to support personalised learning as well as recap and review of key concepts across the curriculum.

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 attendance for disadvantaged pupils	Sustained high attendance by 2025/26 demonstrated by: -The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more that 0.5% -The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% higher than their peers.
Sustained reading, writing and maths attainment among disadvantaged pupils.	KS2 reading, writing and maths outcomes each year show that more than 75% of disadvantaged pupils met the expected standard. KS1 reading, writing and maths outcomes each year show that more than 65% of disadvantaged pupils met the expected standard. The Y4 multiplication check data each year show that more than 65% of disadvantaged pupils score at least 20/25.
To sustain improved wellbeing for all pupils and families in our school community, particularly our disadvantaged pupils.	Sustained high levels of wellbeing each year demonstrated by: -At least 60% of disadvantaged pupils take part in an extra-curricular clubs/enrichment at lunchtime/after school/holiday clubs -Qualitative data from pupil voice, parent and pupil surveys -Case studies for key pupils accessing Thrive and other pastoral interventions show progress
Access to up to date technology for all pupils to support curriculum learning and embedding of key skills.	All pupils have access to iPads/Chromebooks throughout the week to support computing lessons and additional curriculum sessions. Y5 access the ipads for Reading Plus 4x a week to support reading fluency Y3 and Y4 access the ipads and Reflex Maths/TT Rockstars to support multiplication/division knowledge each week F2 access the ipads and TenTown to recap knowledge of number each day

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

Budgeted cost: **£31,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of termly standardised diagnostic assessments Y1-Y6 Ongoing CPD for staff to ensure assessments are interpreted and administered correctly alongside networks to marry up teacher assessment with tests. Release time for teachers to moderate and analyse assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment	EEF	3
Purchase of a DfE validated Systematic Synthetic Phonics programme subscription continued to secure stronger phonics teaching for all pupils (Little Wandle) as well as keeping a plentiful stock of resources and matched books.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics	Teaching and Learning Toolkit	EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. (Two year groups to attend and all teachers to access White Rose training materials each half term.)	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Purchase of the Walk Thru materials to support instructional coaching models to support adaptive teaching. We will fund teacher release time to observe good practice and reflect on own practice and further refine so it meets the needs of all learners. We will fund teacher release to enable staff to complete NPQs over 12/18 months to support the leadership of teaching and learning.	The EEF guidance links to effective professional development to improve the quality of teaching in schools. EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	3

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

Budgeted cost: **£22,254**

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

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support either small group or following the 1:1/SEND programme. This will be delivered by staff who have undertaken half termly Little Wandle update training	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	3
Subscription to additional online programmes to recap and consolidate key skills as reading fluency and comprehension.	Based on our experience of using this for the past two years, this makes a difference to disadvantaged pupils as they accelerate their progress.	3

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

Budgeted cost: **£146,608**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve release time for senior leaders to work with PA pupil groups and attend the DFE attendance hubs with time to implement the actions. This also involves hiring an admin apprentice with a key focus on attendance chasing, reporting and celebrating.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Access to current technology to support personalised learning as well as recap and review through hire of iPads and Chromebooks and programmes/apps to sit alongside the technology.	This approach has been effective for our pupils in previous years so we wish to continue with this approach. Pupil voice also suggests that pupils value the access to up to date technology to support their learning.	4
A full time pastoral and intervention lead will support proactive and reactive safeguarding for all pupils as well as to work with key families to increase wellbeing. Two Thrive practitioners will support the most vulnerable pupils to regulate and develop strategies to cope both in and out of school. Additional member of support staff in F1 to support PSED and routines ready for learning.	Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk) EEF_Parental_Engagement_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) The above reports recognise the approaches needed to support both pupils and parents.	2,3

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 such as buying pupil uniform, goods for the home and food in an emergency.	1, 2

Total budgeted cost: £200,162

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review outcomes from 2022-23

Intended outcome	Success criteria	Outcomes
Pupils can read with fluency by the end of Key Stage One.	Phonic assessments show an increase in attainment for 2022-23 with: 82% reaching ARE in Y1 64% of DA pupils reaching ARE in Y1 90% of pupils by the end of Y2 meeting the phonics standard (cumulative) 87% of DA cumulative	**Year 1** 		% of cohort	Wa	Mark	LA	England
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All pupils (28)	*100%*	**79%**	**31.5**	80%	79%
Female (18)	*64%*	89%	34.3	83%	83%
Male (10)	*36%*	60%	26.4	77%	76%
PP (15)	*54%*	73%	29.7	69%	67%
Not PP (13)	*46%*	85%	33.5	84%	82% | Y1 phonics outcomes for PP have been exceeded. **By the end of Year 2** |	% of cohort	Total	Y1	Y2
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All pupils (32)	*100%*	**91%**	**66%**	**25%**
Female (15)	*47%*	93%	73%	20%
Male (17)	*53%*	88%	59%	29%
PP (16)	*50%*	88%	44%	44%
Not PP (16)	*50%*	94%	88%	6%	 Y2 cummulative phonics outcomes for PP have been exceeded.
Improved attainment for DA pupils in reading in Y1-Y6 so that it is in line with outcomes for all pupils.	Disadvantaged pupil attainment rises in each year group from baseline of all to the target set: Y1 – 64% Y2 – 47% Y3 – 67% Y4 – 47% Y5 – 75% Y6 – 83%	July 2023 Reading outcomes: N.B. Baselines altered due to changes in cohort Y1 – 67% Y2 – 47% Y3 – 62% (+10% from baseline) Y4- 50% (+3% from baseline) Y5 - 60% Y6 – 72% (+28% from baseline) By the End of KS2, DA pupils are closing the gap and are higher than national DA benchmarks.
To achieve and sustain improved attendance for all pupils, particularly for our disadvantaged pupils.	The overall attendance gap between disadvantaged and all being no more than 1 %. The percentage of all pupils who are persistently absent being below 10% with the figure for DA pupils being no	All pupils Y1-Y6 95.4% DA pupils – 94.1% This success criteria was not quite met as the gap is 1.3%. However, the attendance for all pupils has increased by 1.4% from the year before and attendance for all groups increased. PA 12.2% or 7.8% with leavers stripped out. The gap for PA DA pupils is less than 2% so this success criteria is met.

	more than 2% lower than their peers.	
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing demonstrated by: At least 75% of pupils Y1-Y6 have taken part in extracurricular clubs, competitions or festivals. Pupils classed as vulnerable work regularly with the Pastoral team which may include Thrive sessions weekly. Pupils can discuss how to speak out and stay safe from assemblies from the NSPCC as well as regular work on own wellbeing.	Our extra-curricular tracker shows that around 75% of pupils have participated in something additional to the core curriculum. Case studies show weekly intervention of Thrive with the most vulnerable pupils. Pastoral pupil voice evidences that pupils can discuss how to stay safe and how to secure good wellbeing from the work that has happened across the year.
Pupils across school can access software and programmes to enhance learning through technology on a regular basis as part of the curriculum.	Each phase of school will have access to a suite of ipads and Chromebooks. Each class will use the IT equipment at least three times a week (5x for Reading Plus).	Lesson visits evidence that pupils regularly access the right equipment to enhance learning opportunities. The computing lead and senior leaders regularly introduce new features of the IT and programmes/apps which teachers take onboard. Reading Plus takes place regularly in key year groups and pupils are moving through different levels to evidence that they are accessing this often.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK