



EDLINGTON VICTORIA ACADEMY PUPIL PREMIUM STRATEGY STATEMENT

Academy Overview:

Metric	Data
Academy name	Edlington Victoria Academy
Pupils in school	262
Proportion of disadvantaged pupils	49% (100 Jan 20 Census, predicted 129 Jan 21 Census)
Pupil premium allocation this academic year	£152,090.83
Academic year or years covered by statement	2018-2021
Publish date	02 December 2019
Review date	01 November 2020
Statement authorised by	E. Clark (Principal)
Pupil premium lead	E. Clark
Governor lead	J Northwood/G. Tinkler

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.8
Writing	+0.7
Maths	-1.2

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	56%
Achieving high standard at KS2	6%



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Strategy aims for disadvantaged pupils

Aim	Target	Target date
Attainment and progress in Reading	Achieve national attainment and average progress scores in KS2 Reading (0)	Sept 21
Attainment and progress in Writing	Exceed national average attainment and progress scores in KS2 Writing (0)	Sept 21
Attainment and progress in Mathematics	Achieve national average attainment and progress scores in KS2 Mathematics (0)	Sept 21
Attainment in Reading, Writing, Maths	Achieve national attainment in KS1 RWM	Sept 21
Early Years Outcomes	Achieve national average Good Level of Development (72%)	Sept 21
Phonics outcomes	Achieve national average expected standard in the screening check for Y1 (82%)	Sept 21
Other	Increase the impact of leadership through regular monitoring and feedback to teachers	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Phonics and Reading Train and develop all staff in the teaching of phonics and reading in line with the Edlington Victoria Reading Strategy.
Priority 2	Writing Embed the writing sequence alongside sentence composition and external training for spelling.
Priority 3	Maths Develop the teaching of arithmetic and automaticity.
Priority 4	EYFS Develop oracy across the phase with dedicated time for monitoring of disadvantaged pupils' learning.
Priority 5	EYFS



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	Dedicated leadership time for monitoring of disadvantaged pupils' learning (by inclusion leader and phase leaders).
Barriers to learning these priorities address	Ensuring staff use evidence-based and effective whole-class teaching interventions.
Projected spending	£74,500

Targeted academic support for current academic year

Measure	Activity
Priority 1	1-1, small group and personalised curriculum in phonics.
Priority 2	Interventions in Reading, Writing and Maths across school with bespoke programmes and resources.
Priority 3	Additional staffing in UKS2 to support streaming and personalised teaching for those working well below.
Barriers to learning these priorities address	Providing catch-up and keep up interventions in all areas alongside the rest of the curriculum.
Projected spending	£39,840

Wider strategies for current academic year

Measure	Activity
Priority 1	Employing a part-time education welfare officer to support families with attendance needs.
Priority 2	Employing Thrive Practitioners to develop and embed pastoral support for pupils (including the use of Thrive and other nurture interventions).
Priority 3	Employing a Pastoral and Intervention Manager to support safeguarding and pastoral needs.
Priority 4	Investing in home learning platforms for pupils and families F1-Y6 as well as training staff on best use of IT.
Barriers to learning these priorities address	Improving attendance, readiness to learn and parental support for home learning for the most disadvantaged pupils.



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Projected spending	£37,750.83
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Monitoring and Implementation

Aim	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to enable dedicated professional development.</p> <p>New phonics lead, early years lead and Y6 teacher.</p> <p>Changes in staff and their understanding of teaching approaches.</p> <p>Quality of teaching across the curriculum.</p>	<p>Training for all teachers in teaching, learning and assessment of reading, writing and maths.</p> <p>Induction training for teachers who are new-to-approach, including coaching from leaders.</p>
Targeted support	Limited impact and capacity of LSA-led interventions.	<p>Training for LSAs on focused interventions.</p> <p>Adopt whole-class interventions.</p> <p>Regular review and analysis of impact and quality of teaching.</p>
Wider strategies	A lower proportion of disadvantaged pupils complete home learning and receive support with reading at home.	<p>Virtual home learning workshops.</p> <p>The Pastoral and Intervention Manager to focus on parental engagement and supporting those with low levels of literacy and maths.</p>

Review: last year's aims and outcomes

Aim	Outcome
Improved attainment for PP for all year groups, but specific to Y2 and Y6 to reach the expected standard.	Improvement in attainment in some areas but there was a gap in the attainment of PP and Non-PP after two terms of teaching.



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<p>Improve language development throughout school with a particular focus on EYFS and KS1 in developing early language skills.</p>	<p>Speech and Language training showed impact on speaking and understanding in EYFS from baseline but many did not reach National standards. Some evidence of improved vocabulary and sentence structure within KS1.</p>
<p>Implementing within quality first teaching and intervention, strategies to support SEMH being used effectively and consistently.</p>	<p>Behaviour reporting showed a reduction in incidents for the most vulnerable across the year. Increase in the number of pupils accessing the curriculum alongside their peers.</p>
<p>All pupils in Key Stage 1 experience consistent good or better teaching.</p>	<p>The teaching profile in KS1 is good through triangulation.</p>
<p>Ensure attendance for PP pupils is in line with Non-PP and closing the gap to National.</p>	<p>A gap of 1.3% remains between the groups at the end of the year. However, due to the shortened year there was less time to impact positively with some pupils.</p>
<p>Support for parents is identified and accessed which has a positive impact on the well-being of pupils.</p>	<p>External Early Help Supervision noted 'good' case management. Families working with the DSL accessed appropriate support and programmes. Need to now evidence the impact of this work on pupils through their awareness of positive mental health.</p>
<p>Increased parental engagement for targeted pupils at parents' evening and whole school events.</p>	<p>Most targeted pupils had a parent consultation either in person or over the phone. Not able to measure impact across the year due to school closure in March.</p>
<p>All pupils accessing a range of enrichment activities.</p>	<p>100% of pupils participated in educational visits. All pupils had full access to the curriculum.</p>