

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Victoria Junior School
Number of pupils in school	322
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	David Lee
Pupil premium lead	Alex Farmer
Governor / Trustee lead	Rhonda Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,165.20
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years	-
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£155,995.20

Part A: Pupil premium strategy plan

Statement of intent

At Victoria Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

However, data demonstrates that disadvantaged pupils are identified as being off-track in all subjects. This is a national trend, and has been the source of much research. Despite this, it is important to remember, as Daniel Sobel states in his book *Narrowing the Attainment Gap (2018)*, 'Averages are not the same as individuals. Just because children on FSM do worse as a cohort does not mean we should necessarily expect any individual FSM child to perform worse than the average. This has wide-reaching significance for educational policy and whole-school planning.'

Common barriers to learning for disadvantaged children can be identified as; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's wellbeing to enable them to access learning at an appropriate level, and to assist them with becoming happy, successful adults.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all of our pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that when making provision for socially disadvantaged pupils, not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis which will identify priority classes, groups or individuals.

- Ensuring that, through building relationships with pupils and their families, a holistic approach to supporting disadvantaged pupils is provided, for example through subsidising school trips, uniform and extra-curricular activities.

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:

- Keep high-quality teaching and learning at the heart of our approach
- 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	Internal assessments and teacher observations indicate a gap in phonics understanding and application among disadvantaged pupils. This is negatively impacting their progress and attainment in reading.
2	Our assessments and observations indicate that disadvantaged pupils are making less progress than other students. This is widening the already significant attainment gap. Assessments and observations indicate this has partly been a cause of the national lockdowns.
3	Internal monitoring and discussions with pupils and families have shown that many disadvantaged pupils suffer from social and emotional issues, impacting students' wellbeing and negatively affecting their progress and attainment.
4	Poor parental engagement and social and emotional difficulties contribute to persistent low attendance among some disadvantaged pupils.
5	Internal monitoring highlights frequent behavioural difficulties within a core group of children, which is negatively impacting their progress and attainment. These challenges are disproportionately faced by disadvantaged pupils.

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing

Progress in Mathematics	Achieve above national average progress scores in KS2 Maths
Support for emotional needs	All pupils to feel secure to make good progress in their learning through a safe environment and the appropriate support for their emotional needs.
Improved attendance and punctuality	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behaviour incidents on CPOMS

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: £5,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff have received training in Twinkl Phonics. This includes all staff so that there is a consistent approach in the teaching of phonics and reading throughout the school.	Twinkl Phonics is a complete systematic synthetic phonics programme (SSP), which has been validated by DfE. There is strong evidence to suggest that indicates that phonics programmes have a positive impact on reading fluency, particularly for disadvantaged pupils.	1
Ongoing internal CPD for delivering phonics teaching	Phonics Teaching and Learning EEF	1
INSET on incorporating self-regulated learning and metacognition strategies into teaching across all subjects.	There is strong evidence that explicitly teaching self-regulated learning strategies can have a positive impact on student progress. Teachers have been given training in how to explicitly teach students self-regulation strategies, and children have been provided with easy to access resources to support this. Metacognition Teaching and Learning EEF	2

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

Budgeted cost: £79,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring Qualified Teacher/Trained Tutor 2 Days	<p>Evidence has shown that small group tuition, aimed at children's specific needs, helps children attain accelerated progress.</p> <p>We have employed a qualified teacher, who is also a trained and experienced tutor, to work with small groups.</p> <p>We have identified particular children, and grouped them according to their specific needs, which the tutor groups will be tailored to.</p> <p>Small group tuition Teaching and Learning EEF</p>	1, 2
Teaching Assistant Interventions Teaching Assistant X 2	<p>Evidence suggests that the targeted deployment of teaching assistants who have been trained to deliver an intervention to a specific group of pupils can have a significant impact on student progress.</p> <p>We have identified a specific group of children in the Year 5/6 cohort and the Year 3/4 cohort who would benefit from specific interventions in reading, writing or maths. We have hired one teaching assistant to work with each of these cohorts to deliver specific interventions.</p> <p>Teaching Assistant Interventions Teaching and Learning EEF</p>	1, 2
1:1 Tuition Teaching Assistant 2 days a week	<p>One-to-one tuition is shown to have strong benefits for children's progress, especially when it is in addition to, and explicitly linked to regular learning.</p>	1,3

	<p>It is also shown to provide emotional support that fosters learning and promote active participation and engagement in lessons.</p> <p>We have trained teaching assistants to deliver daily one-to-one tuition with our lowest 20% readers. These will be 5 minute sessions, with books specifically selected for the child's ability, and will be explicitly linked to the phonics/reading learning of each child.</p> <p>One-to-One Tuition Teaching and Learning EEF</p> <p>Literacy Trust Value of One-to-One Instruction</p>	
--	--	--

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

Budgeted cost: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist to work with children identified as needing targeted social and emotional support.	<p>There is strong evidence to show that Play Therapy can have a substantial benefit for children who are identified as having social-emotional difficulties.</p> <p>We have identified students who are having social-emotional difficulties, and provide them with a programme of play-therapy from a trained and accredited play therapist.</p> <p>Play-based Learning Teaching and Learning EEF</p>	3, 4, 5
TA to greet targeted children at gate and check-in at other times through the day.	<p>Personal greetings and regular check-ins by a consistent individual, known to the child, is shown to have a positive impact on their mental health and well-being, which helps minimise lost learning time, reduce the frequency of negative behaviour, and increase attendance.</p> <p>We have identified a group of students who consistently lose learning time due to social-emotional difficulties and</p>	3, 4, 5

	<p>issues that affect their wellbeing. We are using a dedicated teaching assistant to greet these children, and check-in throughout the week. By building a relationship with these pupils it will provide additional emotional support and an extra point of contact for pupils who may benefit from talking about any problems that are affecting them.</p> <p>Social-Emotional Learning and the Brain: Strategies to Help Your Students Thrive Marilee Sprenger pp 69-71</p>	
<p>'Zones of Regulation' CPD delivered by S+L specialist,</p>	<p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories.</p> <p>We have identified that social and emotional problems, stemming from issues inside the classroom and from incidents that happen at play, are persistently interfering with some children's learning. A trained specialist delivered whole school training to show teachers how to embed practices that help children self-regulate their own emotions so that they are able to learn effectively. We are trialling ways to use this in our classes, and inform how we help children at playtimes.</p> <p>Zones of Regulation Research and Evidence</p>	2, 3, 4, 5
<p>Subsidies to pay for identified children to attend after school clubs.</p>	<p>Regular attendance of afterschool clubs have shown to have a positive impact on children's attendance, progress and wellbeing.</p> <p>As a school we provide a variety of after-school clubs. We have set aside a subsidy to fund pupil premium children to attend after-school clubs for free.</p> <p>How Good Afterschool Programs Improve School-day Attendance</p>	2, 3, 4

<p>Subsidies to pay for identified children to attend school trips and curriculum based workshops.</p>	<p>School trips have been shown to have a positive impact on children's progress, as well as their social and emotional wellbeing.</p> <p>Some of our disadvantaged pupils face financial barriers to attending school trips. This has led to lower attendance from disadvantaged pupils on days of school trips, as well as a lower attendance of residential trips by disadvantaged pupils.</p> <p>We have put aside a specific subsidy fund to provide funding for disadvantaged pupils to attend school trips throughout the year, as well as a substantial discount on the Year 6 residential trip.</p> <p><u>A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future Jennifer DeWitt & Martin Storksdieck</u></p>	<p>2, 3, 4</p>
<p>Free, universal, before-school breakfast club.</p>	<p>Studies have shown that a free, universal, before-school breakfast club positively impacts children's behaviour and attendance. This was more effective the higher the attendance at the breakfast club, and the improved behaviour was evident for all pupils, not just those attending breakfast club. This suggests that the breakfast club attendance had a positive effect on classroom environment.</p> <p>We are beginning a project to offer a free, universal, before-school breakfast club. This club will provide attendees with a healthy breakfast, and offer a range of quiet activities to settle students for the day.</p> <p><u>Free, Universal, Before-School Breakfast Club Projects EEF</u></p>	<p>3, 4, 5</p>

Total budgeted cost: £ 161,793