

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	354
Proportion (%) of pupil premium eligible pupils	33%
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	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	David Lee
Pupil premium lead	Alex Farmer
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,960
Recovery premium funding allocation this academic year	£16,420
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	£179,380

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 result 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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing internal CPD for delivering phonics teaching. Identified reading lead with dedicated time to monitor and support phonics implementation throughout the school.</p> <p>Parent workshops to increase parental engagement and provide support in phonics home learning,</p>	<p>Twinkl Phonics is a complete systematic synthetic phonics programme (SSP), which has been validated by DFE.</p> <p>There is strong evidence that indicates that phonics programmes have a positive impact on reading fluency, particularly for disadvantaged pupils.</p> <p>Phonics Teaching and Learning EEF</p>	1
<p>OSIRIS Teaching Intervention</p> <p>A school based programme to improve the quality of teaching and learning.</p>	<p>“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils” (Pupil Premium – EEF Evidence Brief)</p>	1, 2

6 teachers enrolled on a 12 week course involving coaching, mentoring, reflection and feedback.		
An additional CPD session for all teaching staff on effective teaching practice		
Participation in Maths Mastery (maths hub) to develop skills of maths lead and quality of maths teaching in all classes.	Mastery Learning Teaching and Learning EEF	2

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Interventions</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>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>Teaching Assistant Interventions Teaching and Learning EEF</p>	1, 2
Employment of Speech and Language therapist providing support to pupils and professional development to staff enabling ongoing high quality provision for pupils.	Oral Language Interventions Teaching and Learning EEF	1, 2

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

Budgeted cost: £94,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist to work with children identified as needing targeted social and emotional support.	Play-based Learning Teaching and Learning EEF	3, 4, 5
2 TAs to implement behaviour interventions in classes/year groups that are experiencing particularly challenging behaviour	Behaviour Interventions Teaching and Learning EEF	1, 2, 5
<p>TA to greet targeted children at gate and check-in at other times through the day, providing emotional support/mentoring when necessary.</p> <p>We have identified a group of students who consistently lose learning time due to social-emotional difficulties and 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</p>	<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 wellbeing, which helps minimise lost learning time, reduce the frequency of negative behaviour, and increase attendance.</p> <p>Social-Emotional Learning and the Brain: Strategies to Help Your Students Thrive Marilee Sprenger pp 69-71</p>	3, 4, 5

from talking about any problems that are affecting them.		
'Zones of Regulation' CPD delivered by S+L specialist,	<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>Family Support Worker</p> <p>We have hired a Family Support Worker to support parents, help facilitate attendance, and improve parental engagement</p>	Parental Engagement Teaching and Learning EEF	3, 4
<p>Subsidies to pay for identified children to attend after school clubs.</p> <p>£4/hr per child X 750 (£3,000 per annum)</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>(£5,000 per annum)</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>A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future Jennifer DeWitt & Martin Storksdieck</p>	<p>2, 3, 4</p>
<p>Free, universal, before-school breakfast club.</p> <p>(£18,000)</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>Free, Universal, Before-School Breakfast Club Projects EEF</p>	<p>3, 4, 5</p>

Total budgeted cost: £ 179,380

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment of disadvantaged pupils varies throughout the school due to factors including SEND and EAL needs. Data shows that pupil premium children are attaining lower than their peers in school, more significantly in Maths, and only marginally in Reading. Overall, internal data indicates that pupil premium children are closing gaps more slowly than their peers, with fewer children making good or rapid progress compared to their starting points, though this is less pronounced in Reading.

Overall outcomes at Year 6 show an upward trajectory on previous years, with high quality teaching and interventions demonstrating an impact on progress of all pupils. While there remains a gap in attainment between pupil premium and non-pupil premium pupils, data shows that pupil premium children are above the national average in Reading and GPS. This is a strong indication of the impact that initiatives such as the introduction of Twinkl Phonics and the use of 1:1 reading has had across the school.

The following data should be treated with caution when comparing to local and national outcomes due to the varied impact that COVID-19 had on different communities.

Year 6 SATS 2023 – outcomes for all pupils (80)

Reading	Victoria Junior School	Hounslow	National
Expected or Above	68%	73%	73%
Greater Depth	22%	30%	29%

GPS	Victoria Junior School	Hounslow	National
Expected or Above	74%	77%	72%
Greater Depth	33%	73%	71%

Writing	Victoria Junior School	Hounslow	National
Expected or Above	53%	77%	72%
Greater Depth	11%	20%	13%

Maths	Victoria Junior School	Hounslow	National
Expected or Above	64%	76%	73%
Greater Depth	16%	31%	24%

Combined	Victoria Junior School	Hounslow	National
Expected or Above	44%	61%	59%
Greater Depth	8%	13%	8%

Year 6 SATs 2023 – comparison of outcomes for Pupil Premium pupils, (figures in brackets are national outcomes)

	Reading% at Exp+	Writing% at Exp+	Maths% at Exp+	GPS% at Exp+	RWM% at Exp+
Pupil Premium (26)	65% (59%)	42% (58%)	39% (58%)	62% (58%)	27% (43%)
Non Pupil Premium (54)	69% (78%)	59% (77%)	73% (78%)	77% (78%)	52% (65%)

Externally provided programmes

Programme	Provider
PiXL Assessments and Therapies	PiXL Club
Accelerated Reader	Renaissance Learning
Twinkl Phonics	Twinkl
Times Table Rockstars	Maths Circle