

# 2017-2018 Pupil Premium Spending Report



Victoria Park  
Primary Academy

Based pupil census **Autumn 2017**, there were 125 pupils eligible for Pupil Premium in 2017/18 which was 22% of the total number on role (559). This was 8% greater than the national average. The total amount of grant awarded for the year was £249,480.

There is no significant difference in attainment between PP and non-PP pupils in general across the academy. However, the following trends emerge when considering pupil progress:

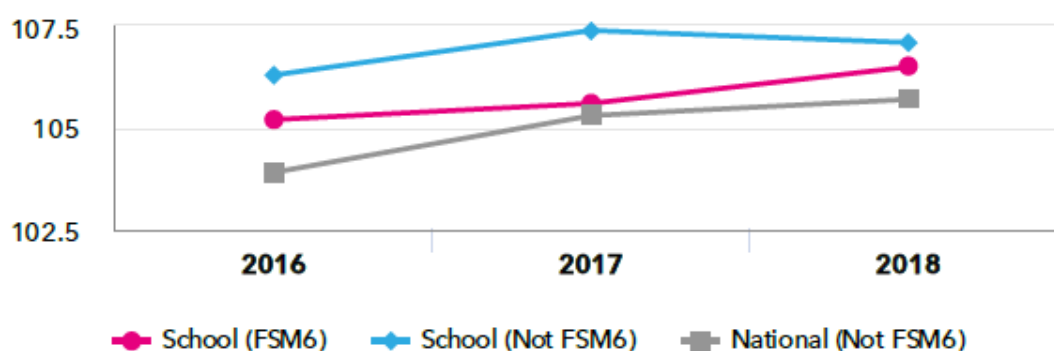
Key Stage One: Combined Pupil Premium progress was marginally higher than non-PP children.

Key Stage Two: All pupil premium outcomes were above national progress and attainment results.

Although average scaled scores were marginally higher amongst non-pupil premium students, progress was 9 points higher for Pupil premium. There were more non-pupil premium children achieving the higher standard at KS2 testing.

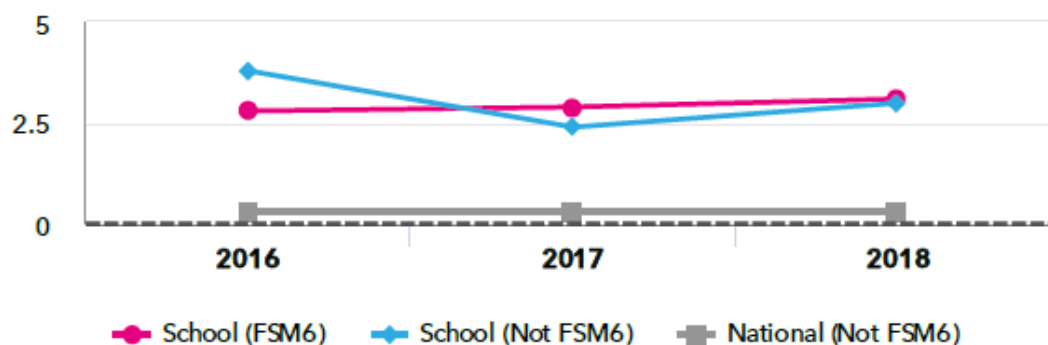
## KS2 attainment for disadvantaged pupils 2018

### Average Scaled Score (Re, Ma)



## KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



Amount	Focus	Rationale	Expected Impact
£5,000	After school clubs	Although open to all, teachers signposted focus PP children to attend	Balance bikes, sporting, creative, dramatic and technological opportunities and experiences
£15,000	Breakfast clubs	A significant proportion of PP were coming to school without having eaten breakfast.	Pupils demonstrate improved focus and concentration in school
£32,000	SLT Time	SLT time was used to monitor and quality assure the progress of pupil premium children. This includes termly progress reviews with each class teacher, professional training and development for practitioners and small group coaching and teaching for focused pupils	Gaps in learning will be identified, addressed and reduced at an earlier point in the educational career.
£3,000	Behaviour support/Inclusion services	Identified support for three PP families	Support with strategies and coping methods for working in school and at home
£3,000	Alternative provision placement	West Bromwich Time Out service – close partnership to support attendance and participation.	Support for one child (and their family) to work in small groups and develop strategies to support them in the classroom and at home.
£2,000	Peer nurturing (Maths medics/reading buddies)	LSP lead project to empower peer-to-peer support in every class room and at pupil led workshops	Increased independence across school. Greater resilience and self-actualisation in peer leaders.
£4,000	SAT's booster groups	Data and monitoring identified PP pupils across the year – additional support in	Significant progress gains, evidenced through SATs

		smaller classes (taught by lead teachers and SLT) to prepare and expose children to SATs expectations and examples	achievements and internal monitoring
£4,700	Trust network support	Key members of staff are released to attend trust networks to share and develop pioneering strategies for boosting attainment and the experiences of PP children	Children receive quality interventions and support
£1,200	Mini bus staffing	A proportion of PP children have additional needs – the minibus is used to ensure that all educational visits are accessible	Trips, experiences and the overall curriculum is inclusive
£3,800	NQT Mentor	Good quality first teaching is the key to all attainment in school	Working closely with CETT, continuity provides support and guidance throughout first years of teaching
£7,000	Attendance staffing	Attendance is a key issue with PP children and we understand that this is the first step in raising attainment	Children are in school and ready to learn
£53,000	Additional staffing costs	Inclusion teaching, EAL support and smaller class/group teaching: research evidence shows that the most effective strategy for raising pupil attainment is high quality focused teaching.	Attainment gaps are identified and addressed at an earlier point in their educational career.
£50,000	Educational/Nicer visits	The core value of our NICER curriculum is to provide purposeful learning opportunities for children – this translates into powerful writing and improved understanding of the world.	Pupils can make links with their local community and the greater world around them. Clear evidence exists in the quality of talking and writing demonstrated after trips.
£10,000	Everybody write days	Follow-up events based on visits or staged events in school.	As above.
£7,000	Ballot Street Spice enterprise	This purposeful business enterprise provides realistic opportunities for children to experience and demonstrate entrepreneurial skills and can support cross-curricular attainment.	Realistic opportunities for children to research, produce, package, market and sell products, increases engagement and raises attainment.
£28,780	Technology	Educational games and devices updated to ensure that current software/hardware is utilised	Increased access to devices, (in school and at home), allows for flipped learning opportunities and purposeful class/home learning

#### **Barriers to future attainment (for pupils eligible for PP)**

1. High % of EAL pupils who need additional language support
2. High % of pupils from social economic backgrounds who do not have access to rich learning experiences outside of school

3. High % of pupils who come to school hungry and not prepared for learning

<b>Deprivation</b>			
<b>FSM</b>		<b>Deprivation indicator</b>	
National	14%	National	0.2
VPA	22%	VPA	0.4
Diff	+8%	Diff	+0.2

<b>% Achieving expected standard: Reading, writing (TA), maths</b>					
<b>VPA</b>	<b>LA</b>	<b>Similar</b>	<b>National</b>	<b>Outstanding</b>	<b>Difference to NA</b>
64.5%	55.2%	58.6%	61.0%	59.3%	3.5%