



2019-2020 Pupil Premium Spending Plan

Victoria Park
Primary Academy

Based on pupil census Autumn 2018, there were **131** who qualified for Pupil Premium in 2018/19. This is **20.73%** of the total number on role. Our overall proportion is one third greater than the national average (DfE school characteristics January 2019 – 15.8% Primary School FSM average.) Our deprivation indicator is twice as high as National.

Barriers to learning/accessing curriculum for PP children:

Our school data and professional observation prove that our PP children enter school from a lower starting point, often with less developed language and communication skills. Though there is evidence overtime that our PP children leave with similar expected attainment standards, fewer achieve a greater depth of learning. Our PP pupils also exhibit higher levels of absenteeism and punctuality, often linked to the environment outside of school. Which, contributes to ongoing barriers to attainment and academic achievement.

The total amount of grant awarded this year will be: **£260,040**.

Review date: Ongoing throughout year.

Final Review: **July 2020**

Amount	Focus	Rationale	Focused Impact	Progress measure
Welfare				
£8000	Breakfast club	Teachers and children reporting children arriving at school without having eaten.	Pupils demonstrate improved focus and concentration in school	Attendance and PA data. Whole school access tracker.
£9,000	After school clubs	Although open to all, teachers signpost focus PP children to attend. to ensure that there is at least proportional representation in all clubs.	Further experiences and opportunities outside of the classroom. Greatly increased from previously (29 clubs across year)	Whole school access tracker.
£62,000	NICER experiences	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 as well as raising awareness	Planning and monitoring outcomes.

			and aspirations of our pupils.	
£2000	Mini bus (staffing)	A high proportion of our 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	Planning and monitoring outcomes.
£8,000	Ballot Street Family Workshop	To build relationships and provide opportunities for parents within our community.	Raise parent involvement and interactions. Provide experiences and opportunities to upskill members of community.	Parent voice

£22,000	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 on time and ready to learn.	Attendance and PA/ PL data.
£4000	Attendance rewards	Working with our EWO to support and recognise success amongst targeted PP and PA families	A shift in blanket recognition for good attendance, to a more focussed approach, to close gaps amongst PP and PA.	Attendance and PA data.

Pupil leadership

£2000	Roles, support and experiences	Across the school, opportunities are developed inside and outside of the classroom to involve children in decision making processes and to foster their feedback.	Children's voices are represented throughout teaching and learning, monitoring and decision making – providing all children with the chance to influence curriculum and experiences.	Pupil Progress meetings. Attainment and progress data.
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£1500	External school competitions and events	Both cross-trust and external competitions and showcases provide children the opportunity to speak with purpose to mixed	All pupils to have an opportunity to develop oracy and confidence through purposeful projects	Pupil Progress meetings.
£5000	Ballot Street Spice	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.	Pupil leadership outcome reports.
ICT				
£3000	Home computer loan	In KS2 classes this year, PP children will be able to	To enable PP families to gain access to online	Progress meetings.

		apply for a loaned device.	interactive resources and to enable flipped learning opportunities	Attainment and progress data.
£17,680	Learning platforms	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	Progress meetings. Attainment and progress data.

Pastoral				
£3000	Building Blox	A certified mentoring and support programme open to children with ACE factors (Adverse Childhood Experiences). This twelve week project helps children to recognise and find coping mechanisms for outside influences.	80% of the initial group of children identified as qualifying for this programme were from Pupil Premium families. Early intervention like this is designed to prevent further barriers to education and social interaction.	Progress meetings. Intervention outcome evaluations.
£5000	1:1 Mentoring	Our DSL has trained staff to identify early risk factors and refer children for early intervention support.	This targeted intervention will build resilience and coping strategies to overcome barriers to learning.	Progress meetings. Intervention outcome evaluations.

£2000	Forest school	In addition to all children in KS1 receiving weekly Forest school sessions – a targeted intervention is delivered on Friday afternoons to support confidence and integration across PP children, identified by their class teachers.		Progress meetings. Intervention outcome evaluations.
£8500	West Bromwich Albion Foundation	The Albion Foundation coaches supports pupils weekly with primary our SEN children school targeted groups various children to build one confidence and support develop leading on power. lessons that will engage	The Albion on both work and secondary sites with and interventions of including one-to-work, in class learning and curriculum-based and enthuse.	Progress meetings. Intervention outcome evaluations. SEND tracker.

				Intervention outcome evaluations.
£6000	Behaviour support referral/interventions	We continue to work with Sandwell Behaviour Service to improve practice in school and offer assessment and guidance in more severe cases.	Last year we prevented 3 permanent exclusions from PP families – those children are learning in class again and we are seeing accelerated progress being made.	Progress meetings. Intervention outcome evaluations.
£1000	Loss counselling	Staff training to identify early signs of grief and emotional aspects that present barriers to learning.		Intervention outcome evaluations.
£3000	SALT	Where PP children may not initially meet the threshold for statutory support, trained staff and external consultants to deliver speech and language therapy where required.		Intervention outcome evaluations.
£3000	Educational Psychologist	Where PP children may not initially meet the threshold for statutory support, trained staff and external consultants to deliver Educational Psychology support where required.		Intervention outcome evaluations.
£3000	Inclusion support	Where PP children may not initially meet the threshold for statutory support, trained staff and external consultants to deliver Inclusion support where required.		Intervention outcome evaluations.
£4000	Occupational Health support	Where PP children may not initially meet the threshold for statutory support, trained staff and external consultants to deliver Occupational Health support where required.		Intervention outcome evaluations.

Teaching and Learning

<p>At Victoria Park Academy we looked at the research findings from The Educational Endowment Fund and The Sutton Trust to understand which teaching and learning strategies would deliver the greatest impact against the best value for money. We considered these against our school priorities, current resources and needs of most disadvantaged students.</p> <p>In line with our School Development programme, outlined below are the spending plans around teaching and learning and the desired impact on pupil premium children.</p>				
£8000	Peer tutoring	Maths Medics; Reading heroes; Foundation champions	Maths medics was an accredited peer tutoring programme launched three years ago at VPA. Last year we expanded this to cross year groups and phases. This year we will train and develop peer coaches in reading and specific foundation subjects. PP children have been identified for both medic roles, and as the beneficiaries of peer tutoring.	Progress meetings. Attainment and progress data.
£2000	Feedback	Marking, guidance and support	Current monitoring demonstrates effective dialogue between pupil and teachers in books – however; specific Performance Management targets will now empower teachers to research and perform action research into making all feedback more purposeful across the curriculum.	Progress meetings. Attainment and progress data.
£6000	English Mastery, supporting greater depth	Whole school CPD; SDP action plan	To ensure that all children receive fair opportunities to access and apply knowledge and skills, action research, CPD, in-school support and external partnerships will be used to further deepen learning experiences in the classroom.	Progress meetings. Attainment and progress data.
£12,000	English, Reading comprehension, Phonics and early reading	Resources Whole school CPD Online access	Writing is a clear focus of our School Development Plan. Time and resources will be spent on evaluating current practice, learning from others, and applying changes to our delivery and monitoring processes.	Progress meetings. Attainment and progress data.
£44,360	CPD and training	SLT time Trust network support Additional staffing costs	SLT time will be 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 so that Gaps in learning will be identified, addressed and reduced at an earlier point in the educational career.	Progress meetings. Attainment and progress data.