

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 Park Academy
Number of pupils in school	664
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Rob Reed
Pupil premium lead	Tom Hull
Governor / Trustee lead	Natalle Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263,620
Recovery premium funding allocation this academic year	£28,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 3,716,734

Part A: Pupil premium strategy plan

Statement of intent

Victoria Park Academy has a consistent track record of supporting disadvantaged pupils. Children from low income backgrounds are generally in line or outperform pupils in England by the end of Key Stage two (2019 – *Nationally 65% of all children achieved age related expectations in Reading, Writing and Maths combined – compared to 71% of Pupil Premium Children at VPA, and 77% on non-Pupil Premium children*). However, fewer achieve a greater depth of learning.

Our Pupil Premium children often enter school from a lower starting point, and with less developed language and communication skills. (WellComm Screening results).

Pupil Premium children at Victoria Park Academy also exhibit higher levels of absenteeism and punctuality, often linked to the environmental challenges outside of school. These can contribute to ongoing barriers to academic achievement and social development skills, and in many cases, have been exacerbated by the pandemic.

Our aim is for all pupils to succeed regardless of their start in life. We work closely with [Challenging Education](#) (RADY) and [Children North East](#) (Poverty Proofing) to ensure our colleagues are secure in their understanding of these specific barriers to learning caused by financial and social disadvantage and the effective, research proven strategies employed to redress these. We recognise the difference between ‘equality and equity’, and include specific and proactive approaches for tackling these in our School Development Plan.

Through our commitment to [RADY](#) (Raising the Attainment of Disadvantaged Youngsters) we have extended our categorisation of ‘Disadvantaged’ to recognise a wider range of factors than financial income. These include: those in need of Child Protection, those knowingly exposed to ACE factors (Adverse Childhood Experiences), those with SEN, those with low academic starting points and those with additional emotional or pastoral needs. All children within these categories become a focus of termly accountability meetings, with emphasis on the individual barriers they face, and the strategies required to support and redress these.

Prior to this year’s redesign of Pupil Premium reporting, our strategy had already aligned to the EEF tiered approach, (our 2020 document was divided into Teaching and Learning, Welfare and Pastoral). This year’s strategy is consistent with this structure, however has been amended to recognise the wider gaps in learning due to the Pandemic, the subsequent need to reposition the curriculum to incorporate recovery teaching and content coverage, greater use of specific interventions to support the most impacted, and a wider need for community support to address the financial and hidden barriers caused by Coronavirus.

Our justifications and starting points: Teaching and targeted support.

Without externally verified data since 2019, all children in school were baselined in September against age-expected Phonics, Reading and Maths objectives to provide a secure baseline of learning. The Leadership Team met with class teachers to assess outcomes and align support accordingly. All children, unable to access the curriculum expectations for their age without support, have been allocated either: a bespoke small group curriculum designed to address existing gaps in learning and accelerate progress; targeted interventions (designed and supported by phase/subject or senior leaders and Quality Assured by the SENCo); or regular small group Tuition, (aligned and supplemented by the National Tutor Programme).

It was also acknowledged that our historic approach to learning (child-led, inclusive, collaborative group working and social enterprise), required a reformat to more explicit instruction based on research-informed, effective teaching, to address widening gaps in communication and curriculum attainment. A cognitive led whole school training programme will be implemented across the year, and four colleagues have completed the [Oracy Pioneers](#) programme with Voice 21 so that speaking and listening can be taught and employed more overtly throughout school.

Whilst our internally designed phonics programme had shown a three-year positive improvement, we recognise the benefits of subscribing to an accredited Department for Education Scheme.

Our justifications and starting points: Wider strategies.

During July 2021 we were independently audited by Children North East to help [Poverty Proof](#) the school day. All children from Reception to Year six were consulted, as well as all staff, and over 100 parents and carers.

Across 2021/22 this will form the basis of a working group of stakeholders to unpick these findings and produce a Victoria Park Charter to identify and remove existing barriers to attending and succeeding in school.

Early work on this had allowed us to ring-fence £20,000 of our school budget to address known barriers. Our initial RADY spending plan is incorporated into the 'Further Information' section of this document.

And finally, our whole school [VICI Commitment](#), in place for over 10 years, recognises common and consistent gaps locally in cultural capital and post-16 aspirations. The VICI Commitment, funded in part by the Pupil Premium provides carefully identified opportunities for all and contributes to the inclusive, aspirational ethos at Victoria Park.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Varied home support, and varied impact of remote learning throughout the Pandemic, causing varied gaps in core and foundation learning (school-wide)</i>
2	<i>Delayed or limited exposure to early reading resources, explicit teaching of reading and synthetic phonics during 18 months of the Pandemic.</i>
3	<i>Missed opportunities for talk – many children primarily exposed to their first language whilst at home, causing a delay in written, spoken or read English.</i>
4	<i>Missed opportunities to experience the ‘Cultural Capital’ required for child development – a lack of trips and environments that allow children to make links with the wider world and apply their ideas and learning</i>
5	<i>Increased financial, social and emotional challenges that impact on nutrition, child welfare and emotional resilience.</i>

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
<i>Recovery curriculum: identification of the aspects of teaching and learning impacted throughout past two academic years. Tailored teaching and interventions to respond and redress. Support for enhanced, research-led teaching and learning approach in all classrooms.</i>	<i>Review of existing School wide curriculum. Structured gap analysis of taught curriculum and student understanding. Centrally planned and monitored intervention programme based on accurate data analysis and Teacher Assessment. Repeated baselining at the end of each intervention/school year.</i>
<i>Investment in accredited Synthetic Systematic Phonics Programme. Increased capacity and training for adults to read with children in school and provide regular, purposeful feedback.</i>	<i>All children can access and achieve early reading skills and fluency. Children in KS2 with gaps in phonics are supported to catch-up and enhance their reading fluency and comprehension.</i>
<i>Explicit teaching and opportunities for Oracy – speaking and listening – throughout school.</i>	<i>Evidence of developmental and presentational talk in classrooms.</i>
<i>Regular opportunities for trips, visits and extra-curricular activities</i>	<i>Published and evaluated VICI Commitment and yearly Medium Term Plans that incorporate culture capital commitment.</i>
<i>Proactive engagement within our community to identify struggling families and provide or signpost support.</i>	<i>Poverty Proofing Charter produced – programme of RADY spending, and impact report.</i>

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: £ 180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Whole school Research led cognitive instruction training (SLT led)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (impact + seven months)	1,2,3
CPD: Subject Leaders: Subject Specific network meetings and identified courses	Visible learning – John Hattie . Out of 138 aspects that have an impact on teaching outcomes, a highly effective teacher is the single greatest influencer.	1,2
CPD: Oracy Pioneers - (Voice 21) 4 identified school leads. Planned training and school wide support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (impact + six months)	2,3
CPD: Rocket Phonics – All teachers, and targeted Support staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (impact + five months)	2,3
Teaching – Resources: Reading. Rocket Phonics SSPP		2
Teaching – Resources: Reading. Reading Plus	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (impact +six months)	2
Teaching – Resources: Reading: Phonics aligned reading books. Class library/school reading resource base.		2
Quality Assurance: SLT overview of curriculum and MTPs	Alongside Subject Leaders, whole school mapping of subject coverage and progression	1,2,3
Quality Assurance: SLT and Middle Leadership monitoring and child feedback (RADY voice)	Core and subject leader assessment of learning via pupil voice (Positive discrimination to ensure RADY involvement)	1,2,3
Quality Assurance: DHT and SENCo – interventions, planning and monitoring	Based on termly accountability meetings, whole school intervention mapping programme inclusive of baselines and tracking.	1,2,3

<i>Retention: Aligning teacher pay scales to Union recommendations</i>	<i>Ensuring VPA is a competitive, fair and attractive employer, to retain and attract the highest quality teaching body</i>	1,2,3,4.
------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------	----------

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>2 x NTP tutors, working 3 days per week, with 113 pupils.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (impact + 5 months)	1,2
<i>2 x Step into Teaching Academic Graduates, allocated to listen to children read with targeted feedback.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance: creation of holistic attendance team (Pastoral lead, AHT, DSL, Trust EWO and the front office). Weekly meetings, fortnightly reporting to SLT</i>	<i>Our Pupil Premium children are most likely to demonstrate higher absenteeism and poor punctuality. A wider, joined-up approach will draw on wider knowledge and understanding of each family to find personalised challenge and support.</i>	5
<i>Behaviour: Lunchtime nurture provision</i>	<i>To support focus children to develop additional skills of play: Turn taking, sharing and joint problem solving</i>	4,5
<i>Wellbeing: Poverty Proofing/RADY plan</i>	<i>To develop throughout the year. Initial plan outlined at the end of this document.</i>	4,5
<i>Wellbeing: VICI Commitment</i>	<i>Use of the Pupil Premium budget to allow all children to develop Cultural Capital and broaden aspirations</i>	4

Total budgeted cost: £ 292,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As described in our Statement of Intent, last year's plan dovetails in to this year's actions.

We spent a large proportion of lockdown completing the RADY Professional Learning Programme so that all colleagues were fully aware of the existing barriers presented by disadvantaged pupils both academically and emotionally.

Time and money was also invested in developing Subject Knowledge, ensuring the curriculum remained robust and rigorous and outsourced where appropriate. See programmes below).

Additional learning platforms were purchased as were a wide range of online teaching resources. A proportion of the budget originally earmarked for trips and visits was redirected into ICT equipment and infrastructure to allow families to access remotely. In total 152 families were supported with home device loans or provided with internet access. Where this was not possible, physical resources, books and stationary were distributed each week to families requesting them.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PE Curriculum	REAL PE/Jasmine
French MFL Curriculum	Language Angels
PHSE Curriculum	Sandwell, Healthy mind, happy me.
Maths Curriculum	White Rose
Multiplication support	Times Tables Rock Stars
Phonics Curriculum	Rocket Phonics
Reading Comprehension (KS2)	Reading Plus

Further information (optional)

(As described in the Statement of Intent section above, an early indication of the ring-fenced RADY budget set to address the common financial and social challenges relayed by teachers and families, via the initial Poverty Proofing audit and ongoing teacher observations and feedback.)

Identified RADY/ Poverty Proofing concern?	Rationale for funding (or supplementing costs)	Estimated annual cost.
School trips and VPA commitment experiences (Supplemented or capped at £5)	To ensure that all children have cultural capital and develop their awareness of opportunities (aspirations)	£15,190
Nutrition: Universally provided Breakfast (for all pupils)	To ensure that children throughout school have the nutrition required ready for learning	Approx. £55 per week from April 1 – July 22 (13 weeks) £715
	Additional set up costs: Toasters for each classroom/industrial sized for kitchen	£240
	Additional set up costs: Insulated food bags	
Nutrition: Universally provided Fruit (Increase from KS1 to whole school)	To encourage healthy eating and help to ensure that children are receiving a balanced diet. (Cost could be halved by using the Incredible Surplus programme to provide snacks for Y3&4)	£2400 per term (£7200)
Uniform: supplementary P.E kits for each year group	So that any children that don't have P.E or swimming kit can be provided with one to ensure full participation	£132 (4 sets)
Uniform: Replacement uniform where identified.	Uniform has been collected through voluntary donations so that it can be offered for families that need it free of charge	£0
Resources/rewards: Books and pencils for home	To ensure that any children that wish to continue their learning at home are able to do so	£696
Resources/rewards: Books at Christmas and end of the year	To ensure that all children throughout school consistently receive gifts from teachers and that all pupils have books to read at home.	£1320
Resources/rewards: Leavers t-shirts	To ensure all children receive the same, standardised leavers gift	£350
	Total	£18,643 (minus daily fruit)