

Pupil premium strategy statement – Victoria Park Academy (2025-26)

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	597
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (<i>3-year plans are recommended – you must still publish an updated statement each academic year</i>)	2023 – 2026 (<i>Adjustments made from last year's plan to align to current SDP</i>)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rob Reed
Pupil premium lead	Paul Blakey-Harris
Governor / Trustee lead	Kirandeep Kaur

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 334, 815
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ -
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ -
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 4,317, 014

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, and record accelerated progress, however fewer achieve a greater depth of learning. (*December 2025 IDSR*)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	122	57%	46%	Above (sig+)	68%	-11	Not applicable
2025	45	56%	47%	Close to average (non-sig)	69%	-14	Widening
2024	42	69%	46%	Above (sig+)	67%	2	Positive gap
2023	35	43%	44%	Close to average (non-sig)	66%	-23	Not available

Our Pupil Premium children often enter school from a lower starting point, and with less developed language and communication skills. (*WellComm Screening results 2025*).

Our aim is for all pupils to succeed regardless of their start in life. We have previously worked 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. All staff will complete specific Neglect Training in January 2026.

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.

Our justifications and starting points: Teaching and targeted support.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit

the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Across the past two years we have partnered the P-EIA Sandwell Project to improve outcomes through Metacognition and the Teach Like a Champion programme. This has taken significant time and commitment to staff development, but is based specifically of the work of Doug Lemov and his team to enable children from lower income backgrounds in America's Uncommon Schools to 'put them on the path to college'.

Challenges

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

Challenge number	Detail of challenge
1 Mobility (Gaps in learning)	<i>Increased school population turnover (often 'New to the Country'), creating wider curriculum gaps between cohort – December 25, 36 Children have left since September, 27 new children have joined net difference of 63 (11% of PAN)</i>
2 Language	<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>
3 Reading	<i>Although improving, our three year-trend for early reading data (phonics outcomes) is not where we'd like it to be. The increased mobility across KS1 has impacted this, in addition to the number of NTUK families starting school without prior phonic teaching or exposure.</i>
4 Preparation for learning	<i>Increased financial, social and emotional challenges that impact on nutrition, child welfare and emotional resilience.</i>
5 Attendance	<i>Missed school, misses learning opportunities. 21% of Non-PP pupils qualified as PA in 24/25, whilst 24% of PP pupils hit the same threshold.</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>Adaptative Curriculum and metacognitive teaching approaches: identification of the aspects of teaching and learning which ensures ALL children engage at both high participation and thinking ratio.</i>	<i>As per Sandwell PEIA project – all teachers will be trained (and coached) in Teach Like a Champion strategies to ensure that all children can access, engage and adapt</i>

Support for enhanced, research-led teaching and learning approach in all classrooms.	<i>learning to incorporate a widening set of starting points.</i>
<i>Explicit teaching and opportunities for Oracy and wider metacognition – speaking and listening – throughout school. Investment in an internal SALT to train, setup and QA regular talk-based interventions across school.</i>	<i>Evidence of developmental and presentational talk in classrooms. Regular Talkboost and WellComm interventions to support most impacted children.</i>
<i>Continued investment in accredited Synthetic Systematic Phonics Programme. Increased capacity and training for adults to read with children in school and provide regular, purposeful feedback. DEC 25 – Support from the English Hub to switch to Little Wandle – based on impact of similar schools within the Trust</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>Use of OPAL and continued development of pastoral offer</i>	<i>Through expanding our playtime provision and assembly programme to teach skills around purposeful play and conflict resolution. To provide appropriate range of in school (and external) provision to support the impact of ACEs and child trauma.</i>
<i>Attendance Action plan.</i>	<i>Families are appropriately supported and challenged to ensure good or better attendance across school.</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: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Whole School Research led cognitive instruction training (SLT led) and coaching.</p> <p>PEIA: Five members of staff will complete Train the Trainer course, disseminate to all teachers, and then coach for impact across the year.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (impact + seven months)</p>	1,2,3

<p>DEC 25: All teaching staff have now received internal training and have been allocated an internal StepLab coach.</p> <p>PDM and release so that teachers can be observed on a regular basis, at least 6 points across the year.</p>		
<p>CPD: Subject Leaders: Subject Specific network meetings and identified courses</p> <p>–across the Spring term, two subject leaders will be released to complete both SCOS and VAT subject development.</p>	<p>Visible learning – John Hattie. Out of 138 aspects that have an impact on teaching outcomes, a highly effective teacher is the single greatest influencer.</p>	1,2
<p>CPD: Oracy Pioneers - (VAT, Voice 21 and TLAC) 2 continuing school leads. Continue to amalgamate existing trust practice.</p> <p>CPD: SALT – ongoing training and support for specific Speech and Language Interventions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (impact + six months)</p>	1, 2,3
<p>CPD: Rocket Phonics— All teachers, and targeted Support staff</p> <p>Dec 25 Whole school training and resource replacement as we transition to Little Wandle</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics (impact + five months)</p>	2,3
<p>Teaching – Resources: Reading. Rocket Phonics SSPP Little Wandle</p>		2
<p>Teaching – Resources: funds will be spent to purchase whole class copies of selected texts to teach reading linked to full books.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (impact +six months)</p>	2
<p>Quality Assurance: DHT and SENCo – interventions, planning and monitoring</p>	<p>Based on termly accountability meetings, whole school intervention mapping programme inclusive of baselines and tracking.</p>	1,2,3
<p>Quality Assurance (SENCo succession training) A growth in PP SEND means the need to increase SENCo capacity. A TLR and release provided for an existing member of staff to support SEN team</p>		
<p>Retention: Aligning teacher pay scales to Union recommendations</p>	<p>Ensuring VPA is a competitive, fair and attractive employer, to retain and attract the highest quality teaching body</p>	1,2,3,4.

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic mentoring via existing staff members, during assembly and before school gear-up clubs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (impact + 5 months)	1,2

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

Budgeted cost: £ 91,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance: creation of holistic attendance team (Pastoral lead, AHT, DSL, Trust EWO and the front office). Weekly meetings, fortnightly reporting to SLT</i></p> <p>Dec 25 We have re-subscribed to DT Attendance Consultants to maintain the high level of home visits we perform to drive improved attendance and reduce PA.</p>	<p><i>Our Pupil Premium children are 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></p> <p>The impact of the growing experience of our pastoral team, and the use of DT Consultants to conduct home visits has improved our attendance and halved PA for the same period across 2023-24.</p>	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>OPAL development: Training, resources, storage and pupil voice leadership</i>	OPAL impact report	4,5

<p><i>Wellbeing: VICI Commitment</i></p> <p>Dec 25 As part of SDP, we're reviewing the costs and commitments to this, as inflationary costs (travel/coaches) have questioned the sustainability of this.</p>	<p><i>Use of the Pupil Premium budget to allow all children to develop Cultural Capital and broaden aspirations</i></p>	4
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Total budgeted cost: £ 336,671

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As outlined in our opening statement, disadvantaged pupils often match or exceed their non-disadvantaged peers, as demonstrated by last year's SATs data below. One caveat to this data is the acknowledgment that not all disadvantaged pupils will be correctly captured. Those with No Access to Public Funds, or living within larger family groups can fall out of this categorisation, and therefore we aim to invest our allowance across the wider student body so that we capture these children as well.

KS2 SATs 2024	Disadvantaged (FSM)	School total	Difference
Combined Exp	56%	58%	-2
Reading EXP	67%	69%	-2%
Writing EXP	73%	72%	+1%
Maths EXP	76%	76%	-

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PE Curriculum	REAL PE/Jasmine
French MFL Curriculum	Language Angels
Maths Curriculum	White Rose
Multiplication support	Times Tables Rock Stars
Phonics Curriculum	Rocket Phonics Little Wandle