

Pupil premium strategy statement – Victoria Park Academy (2023-24)

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	640
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>)	2022 – 2024 (Adjustments made from last year's plan to align to current SDP)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rob Reed
Pupil premium lead	Paul Blakey-Harris
Governor / Trustee lead	Natalle Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 291,000.00
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>	£ 3,095,212.89

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. **December 2023 update: this trend reversed last year with a wider gap opening between PP and non-PP pupils across KS2 SATs.**

Our Pupil Premium children often enter school from a lower starting point, and with less developed language and communication skills. (WellComm Screening results 2021/22 **and 2023**).

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. **(Dec. '23: again, this trend has actually reversed this year Non PP- 93.93%, PP- 94.67% - however both remain below the National average and so we will maintain current levels of investment in this.)**

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 the 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, and recognises the overt and hidden barriers faced by our children and community due to the National Cost of Living challenges anticipated.

Our justifications and starting points: Teaching and targeted support.

We've used our externally verified data since 2019, combined with Autumn Term Teacher Assessment and outcomes from PUMA/PIRA testing to provide a secure baseline of learning. The Leadership Team met with class teachers to assess outcomes for all 'RADY' children 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. ***(Dec. 2023. Based on 22/23 data we have restructured our support for children accessing curriculum below their expected age range to ensure that these children are taught by the class teacher, and access research informed, accredited interventions that can be tracked and evaluated over time for impact)***

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. (Extending last year's work on Rosenshine to incorporate Doug Lemov's Teach Like a Champion Strategies).

Three colleagues will complete the [Oracy Pioneers](#) programme with Voice 21 in 2023 so that speaking and listening can be taught and employed overtly throughout school. ***(Dec. 23 – on completion of the V21, SLT have agreed a wider strategic Oracy Programme, for rollout from January 2024 and shared across Trust schools).***

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. This will see the first full year of the Rocket Phonics programme from Reception through KS1, (and then targeted use in KS2).

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 formed 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. This will be maintained in 2022/23.

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. ***(Dec. 23 This past year, and the increased mobility of our pupils, has bought more families, in more need to Smethwick. Our previous easy access to local food banks has also reduced as local need has outstripped their available supply.***

Challenges

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

Challenge number	Detail of challenge
1	<i>Increased school population turnover (often 'New to the Country'), creating wider curriculum gaps between cohort – 46 Children have left since September, 41 new children have joined net difference of 87 (14% of PAN) (across 22/23, over 160 children either left or joined VPA, since September a further 38 have left and 32 joined)</i>
2	<i>Delayed or limited exposure to early reading resources, explicit teaching of reading and synthetic phonics during 18 months of the Pandemic. Rocket Phonics scheme now embed and additional resources acquired</i>
2	<i>Although we have invested in outdoor areas and increased our extra-curricular club offer, children still demonstrate a frustration at lack of access to high quality space and play opportunities. This has contributed to some behaviour challenges that can impact on wider class learning, especially during the afternoon sessions.</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
<p><i>Adaptative Curriculum and teaching approaches: identification of the aspects of teaching and missed due to: pandemic, new arrivals, children significantly below their age-related expectation.</i></p> <p>Support for enhanced, research-led teaching and learning approach in all classrooms.</p>	<p><i>Review of existing School wide curriculum.</i></p> <p><i>Structured gap analysis of taught curriculum and student understanding.</i></p> <p><i>Centrally planned and monitored intervention programme based on accurate data analysis and Teacher Assessment</i></p> <p>(as per SDP: Dec 23. Data recording and evaluation of intervention programmes)</p> <p><i>Repeated baselining at the end of each intervention/school year.</i></p>
<p><i>Investment in accredited Synthetic Systematic Phonics Programme.</i></p> <p><i>Increased capacity and training for adults to read with children in school and provide regular, purposeful feedback.</i></p>	<p><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></p> <p>Dec 23 – wider staff training, resource purchase, and targeted outcomes of the Early Reading Action plan</p>
<p><i>Explicit teaching and opportunities for Oracy – speaking and listening – throughout school.</i></p> <p>Dec 23 – based on outcomes, TA and greater mobility challenges, the PP strategy will now fund a school-based Speech and Language Therapist across 23/24 – and ideally the next three academic years to embed good practice in identification, intervention and evaluation.</p>	<p><i>Evidence of developmental and presentational talk in classrooms.</i></p> <p>Dec 23 – strategic Oracy plan for Jan 24 – Trust Peer review in March 2024</p>
<p><i>Regular opportunities for trips, visits and extra-curricular activities.</i></p> <p>Dec 23 – this will be further enhanced by PP strategy to support commitment to the OPAL programme to enhance outdoor learning and play.</p>	<p><i>Published and evaluated VICI Commitment and yearly Medium-Term Plans that incorporate culture capital commitment.</i></p> <p>Dec 23 – again, as per SDP – these MTP and calendar to become more strategically aligned.</p>

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: £ 179, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Whole school Research led cognitive instruction training (SLT led)</p> <p>Dec 23 – continued Rosenshine and TLAC programme, in addition to research informed redesign of Metacognition and Oracy across school (Jan 2024)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (impact + seven months)</p>	1,2,3
<p>CPD: Subject Leaders: Subject Specific network meetings and identified courses</p> <p>Dec 23 – Every Friday 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 - (Voice 21) 4 identified school leads. Planned training and school wide support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions (impact + six months)</p>	2,3
<p>CPD: Rocket Phonics – All teachers, and targeted Support staff</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</p>		2
<p>Teaching – Resources: Reading. Reading Plus</p> <p>Dec 23 - Instead of this continued online investment, funds will be redirected 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>Teaching – Resources: Reading: Phonics aligned reading books. Class library/school reading resource base.</p> <p>Dec 23 – linked to the above, DHT and KS2 Reading lead will instigate a wider canon of literacy and authors.</p>		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 Dec 23: many of our high-needs children also qualify for PP. Therefore, some of this strategy funding will support the development, resourcing and staff training to launch four new SEN hubs as per SDP.	Based on termly accountability meetings, whole school intervention mapping programme inclusive of baselines and tracking.	1,2,3
Retention: Aligning teacher pay scales to Union recommendations	Ensuring VPA is a competitive, fair and attractive employer, to retain and attract the highest quality teaching body	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
Academic mentoring via existing staff members, during assembly and before school gear-up clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (impact + 5 months)	1,2
Associate Tutor recruitment and development (Jan 2023) To review Dec 23: last years delivery was hampered by recruitment and retention.	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
<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 23 – continued investment into Attendance consultant.</p>	<p><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></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 last year.</p>	5
<p><i>Behaviour: Lunchtime nurture provision</i></p> <p>Dec 23 – Initial setup, resourcing and training for the OPAL programme</p>	<p><i>To support focus children to develop additional skills of play: Turn taking, sharing and joint problem solving</i></p> <p>Although we have a planned March 24 start at VPA, we have visited local schools with similar cohorts who are further along their OPAL journey and report huge improvements in pupil regulation and commitment to learning.</p>	4,5
<p><i>Wellbeing: Poverty Proofing/RADY plan</i></p>	<p><i>To develop throughout the year. Initial plan outlined at the end of this document.</i></p>	4,5
<p><i>Wellbeing: VICI Commitment</i></p>	<p><i>Use of the Pupil Premium budget to allow all children to develop Cultural Capital and broaden aspirations</i></p>	4

Total budgeted cost: £ £ 291,000.00

Outcomes for disadvantaged pupils

Although the 2022 IDSR did not report significant differences for PP pupils this year it did cite: *'For low prior attainers progress in writing (6.0) was significantly above national and in the highest 20% in 2022.'* Our low prior attainers in writing are often from our Pupil Premium cohort. **Dec 23. For the first time in 5 years our KS2 data did show an average disparity of 10% between PP and non-PP in attainment outcomes. However, this trend was not as apparent across our whole school internal data.**

The investment in teacher pedagogy and curriculum allowed children to quickly assimilate to the school and find suitable in-school support to catch up with their peers. It has also helped with 100% teacher retention, supporting consistency into this academic year.

The investment into new phonics programme and aligned reading books meant all children has access at home to a variety of books to support early reading. This year's full roll out will incorporate wider parent support and training, and targeted support for those children accessing phonics in KS2.

The 2021/22 Trust visits identified the use of tier two and three technical vocabulary in use and throughout work across school. The continued investment this year in Voice 21 support know hopes to underpin this approach across the wider curriculum.

Pupil Premium funding allowed more children than ever to attend more school trips and meet more school visitors than in any previous year. Our commitment to increasing cultural capital and raising aspirations for all is dependent on this consistent school financial support. .

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

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)