



## **Pupil Premium Strategy for Victoria School.**

### **Infant and Nursery /Junior**

**2024-2027**

Our Pupil Premium strategy is rooted in our whole-school ethos. We recognise that providing high quality teaching and learning, supported by a strong and collective culture of inclusion, safeguarding and poverty proofing all our pupils, including our disadvantaged pupils, will help our pupils thrive and close the gap towards their potential.

#### **Key Principles of our strategy are;**

1. **High Quality Teaching;** helps every child whilst being focused on closing the attainment gap between our disadvantaged pupils and their peers. This can be challenging however Great Teaching and a school ethos that reflects a whole school commitment to this challenge is central to our school making a difference.
2. **Professional development and School Improvement.** The continued professional development of all our staff to deliver high quality teaching includes Maximizing the Impact of TA's when delivering interventions and social and emotional support.
3. **Evidence informed teachers and leaders;** an evidence-based approach to pupil premium spending allows us to make informed effective choices. It will ensure staff collectively understand the research leading the evidence and ensure that implementation is effective for all.
4. **Implementation priorities:** Using the EEF implementation guidance across all the curriculum ensures that subject leaders, especially in the core subjects develop knowledge of how to ensure that pupils premium pupils achieve in all areas of the curriculum.
5. **Poverty Proofing:** *Responding to the external impact on pupils and families.* All pupils deserve equal access to Quality Cultural Capital. Funding is provided to offer equal access to physical, emotional and educational needs for all, but especially our disadvantaged pupils.
6. **Attendance by pupils.** SAM "School Attendance Matters" Improving the attendance of all pupils with a focus on our disadvantaged pupils and persistent absence.

#### **Pupil Premium Funding**

The aim of our School Improvement approach is to ensure we are confident that the needs of all our pupils are met and fulfils the expectations of the pupil premium strategy. We aim to do this by ensuring that our schools allocated pupils premium funding is spent to have the maximum impact on out disadvantaged.

## Victoria School: School Overview 2024-2027

Detail Victoria Infant and Nursery	Data
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils Nursery total:117 Rec, Year one and two: 208 33%	Nursery: 4 Rec & KS1: 62 Total: 66
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Vicki Hepburn-Fish
Governor / Trustee lead	Katherine Gan

Detail; Victoria Junior	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Body
Pupil premium lead	Pauline Robertson
Governor / Trustee lead	Katherine Gan

## Funding overview. 2023-24

Detail Victoria Infant and Nursery	Amount
Pupil premium funding allocation this academic year	£ 100,350
Recovery premium funding allocation this academic year 1-1 Tutoring: Ukrainian support:	£ 7250 £4505.63 £3459
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£ 115,564.63

Detail; Victoria Junior	Amount
Pupil premium funding allocation this academic year	175,374 /£188,105
Recovery premium funding allocation this academic year	£18,450
Tutoring funding from Pupil Premium	£21,486
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
<b>Total budget for this academic year</b> <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>	£193,824 -21,486 £172,338

### Statement of intent.

**Victoria School** Infant, Nursery and Junior have high expectations for all our pupils and believe that: With high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting the children's needs, every child can fulfil their individual, academic, social and emotional potential.

Funding is allocated to ensure all pupils receive high quality teaching in all subjects but with a specific focus on reading, phonics and maths.

Embedded into our practice is the importance of wider learning opportunities, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum.

Pupil premium funding is also used to ensure children's emotional needs across the school are met enabling them to reach their full potential through high quality personalised care for pupils and their families.

To ensure that all pupils have equal access to the quality of education we aim to ensure that **attendance and punctuality** of all pupils is given priority and monitored on a daily basis.

All strategies at Victoria School are evidenced informed using recommendations outlined by the Education Endowment Foundation.

### Diagnosis of our pupils needs.

#### Challenges/ Barriers:

Diagnosing the challenges and barriers gives us the knowledge of our disadvantage pupils and their level of attainment. Knowledge of the performance of our disadvantaged pupils as they enter the nursery and for KS1 and KS2 pupils against national benchmarks allows us to clearly identify what could be having a negative impact upon their attainment.

1. On average pupil premium children have **lower attainment** and make slower progress than their peers. Overall, pupil premium children have gaps in their knowledge and the majority find it difficult to retain/ recall prior learning.
2. Assessments and observations indicate that PP pupils have under developed **communication and language** development. This links to vocabulary developed particularly in EYFS KS1 and in some cases continue into KS2.
3. **School readiness can often be a barrier:** Early identification and intervention by the safeguarding team will ensure that all agencies support the pupils. Early Help will provide, if required the Interventions, SENS and EHCP diagnosis as well as additional educational learning opportunities to provide the best start possible.
4. **Attendance and punctuality:** Attendance for all pupils is a school priority and persistent absence of pupils is a priority. Our assessments and observations indicate absenteeism and punctuality in negatively impacting on disadvantaged pupils progress.
5. **Access to Technology**

All pupils have access to quality technology both in school and where possible out of school to support and enhance learning. Limited access at home for disadvantaged pupils' eg. access to computers, tables/ iPads and WiFi have been recorded.

6. Some disadvantaged pupils have limited access to life experiences and school is constantly responding to external impacts on pupil's and families. This can be from within their home and immediate community creating a **Cultural Capital** disadvantaged.
7. **Safeguarding and support:** our assessments and discussions have identified social and emotional, mental health support for pupils. Pupils access to specific interventions to support their access to the academic learning is greater and has become increasingly required.

### Reflected in our School Improvement Plan

Intended outcomes	Success criteria
<p><i>The challenges identified for our PP pupils are intrinsically linked and in many cases impact on each other. The pupils who have a difficult or challenging early start in life or fail to have external agency support are usually, not always, the pupils who are impacted throughout their education.</i></p>	
<p><b>Disadvantaged pupils make at least good progress from their starting points.</b></p>	<p>Specific support to improve the attainment of disadvantaged pupils through rigour and high-quality teaching and learning linked to the CORE subjects Reading Writing Phonics Maths</p>
<p><b>Success criteria</b>  <i>PP children achieve as well as pp nationally in reading, writing, maths and phonics.            PP pupils progress well through the curriculum towards achieving the expected standard or beyond.            Support to increase the number of pupils developing greater depth within reading, writing and maths at KS1 and KS2            Increased support for pupil who are disadvantaged and SEND.</i></p>	
<p><b>Improve communication, language and vocabulary skills for disadvantaged pupils.</b></p>	<p>We use a number of interventions with our pupils. We have used the communication toolkit to weave this through our EYFS curriculum to ensure that this is a high priority for our pupils to be able to access all areas of learning.            Early vocabulary interventions            Talk boost            Toddler talk            Elklan            Hanen love language and learning            There is a specific focus on communication, language and speaking from entry.</p>
<p><b>Success criteria</b>  <i>Assessment and observations indicate improved language and communication use in disadvantaged pupils. Impact of assessments against the communication toolkit and demonstrated in vocabulary assessments through the curriculum.</i></p>	
	<p>Triple p parenting programme targeted for supporting disadvantaged pupils and families</p>

<b>School readiness</b>	Triple p successfully delivered to parents. Transition is crucial and play a significant part in our planning with additional transition opportunities for our SEND pupils and disadvantaged.
<p><b>Success criteria</b></p> <p><i>Parents support for their children to become school ready increased.</i></p> <p><i>Reduction in the number of pupils needed self-help support.</i></p> <p><i>Emotional well-being of disadvantaged pupils is supported and prepares for learning.</i></p> <p><i>Improved independence and social skills.</i></p>	
<b>Achieve and sustain improved attendance for all pupils, particularly disadvantaged.</b>	<p>Designated Attendance Officers lead the monitoring and challenging of attendance and punctuality.</p> <p>All staff are responsible for ensuring that pupils enjoy school and want to attend this is reflected in their classroom practice.</p> <p>Targeted parents develop a positive attitude to school.</p> <p><b>SAM</b> School Attendance Matters; Rewards are given in all phases of school and pupils enjoy school life.</p>
<p><b>Success criteria</b></p> <p><i>Sustain high attendance for all pupils.</i></p> <p><i>Overall absence rate for all pupils will be no more than 4%.</i></p> <p><i>There will be no gaps in attendance for our disadvantaged pupils.</i></p> <p><i>Persistent absence % to be line or below PP national.</i></p>	
<b>All pupils have access to technology to support their learning.</b>	<p>All pupils have access to quality technology both in school and where possible out of school to support and enhance learning.</p> <p>Staff have access to quality technology to support their delivery of Quality Teaching and Learning.</p>
<p><b>Success criteria</b></p> <p><i>Sustained levels of access to iPad and technology aim to support retrieval skills.</i></p> <p><i>A significant participation in the use of iPads to support pupils learning, knowledge and skills in the curriculum.</i></p> <p><i>Increased access to technology to support learning “Showbie” supports our work towards becoming an Apple school.</i></p>	
<b>Disadvantaged pupils develop the necessary Cultural Capital beyond school for all pupils particularly disadvantaged.</b>	<p>Our school has an embedded culture of enhancing the learning of our pupils with real life, purposeful experiences that develop skills and strengthen the knowledge needed for a successful future.</p> <p>Our strength is an ethos and culture that is now so embedded that it has become an expected and accepted part of our extended learning opportunities. This has only been achieved through a developed and continued culture of,</p> <p><b>“This is what Victoria School can offer you.”</b></p> <p>Every child who attends Victoria from 2-11 is offered learning opportunities beyond the classroom that aim to</p>

	extend their learning and skills for life.
<p><b>Success criteria</b>  <i>Improved access to enhancing the learning of our pupils with real life, purposeful experiences that develop skills and strengthen the knowledge needed for a successful future. Pupils have a greater understanding of the experiences, places and attitudes beyond the curriculum.</i></p>	
<p><b>Social, Emotional, Mental Health and Wellbeing of Pupils and Parents.</b></p>	<p>All pupils and parents whose mental health is directly impacting upon educational outcomes will be guided towards agency support.</p> <p>The school has well trained ELSA staff and access to specialist staff to ensure that early intervention is accessible.</p> <p>The school continues to provide creative and physical activities recognising the positive impact these activities have on Health and Well-being.</p> <p>Staff are training to deliver programs such as Kids-safe, time to talk, circle time, all helping pupils to share their feelings.</p> <p>The core aims to support mental health are evident in the school.</p> <ul style="list-style-type: none"> <li>• Good relationships.</li> <li>• Physically Active.</li> <li>• Learning new skills and sharing success.</li> <li>• Giving to others through community activities.</li> <li>• Paying attention to the present and how they are achieving.</li> </ul> <p><b>Mental Health and Wellbeing:</b> Why is mental health and wellbeing important in schools? Good mental health and wellbeing is essential for school students. It helps them to learn effectively, cope with day-to-day challenges, and develop into resilient young adults. Our drivers are to keep pupils</p> <p>SAFE, HEALTHY, ACHIEVEING, NURTURED, RESPECTED and RESPONSIBLE.</p> <p>We have a number of programs that encourage all our pupils to talk and share their feelings. Kid-safe, Time to talk, Circle time and other programs are all used to give pupils a voice. Teachers regularly assess and report on the mental Health and wellbeing of pupils in their class and from this they ensure that the children received an instant response to any concerns. As a school we aim to respond to the 5 ways to support wellbeing</p> <ol style="list-style-type: none"> <li>1. <b>Connect with other people.</b> Good relationships are important for your mental wellbeing.</li> </ol>

	<ol style="list-style-type: none"> <li>2. <b>Be physically active.</b> Being active is not only great for your physical health and fitness but our mental health.</li> <li>3. <b>Learn new skills.</b></li> <li>4. <b>Give to others</b> through our strong community activities and events.</li> <li>5. <b>Pay attention</b> to the present moment (mindfulness)</li> </ol> <p>We assess the wellbeing of our pupils by taking an interest in their lives and asking them how they are feeling, meet and greet.</p> <p>As a school we also work closely with external agencies to support the mental health and wellbeing of parents and families through “Early support and partnership working”</p> <p>We have designated staff who support the Pastoral Care of our pupils and an Education Mental Health Practitioner.</p> <p>In both schools we have trained members of staff in mental health and have a current member of staff training on the DFE course. “Senior mental health in school”.</p>
	<p><b>Success criteria</b></p> <p><i>Increased participation in enrichment activities by disadvantaged pupils.</i></p> <p><i>Sustained high levels of well-being demonstrated through observations, data, feed-back and pupil voice.</i></p>

### Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

## Teaching (CPD, recruitment and retention)

Budgeted cost: Infant and Nursery £70,000

Junior £90,000

Quality First Teaching for All	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality</a></p>	1
Rigorous monitoring of pupil progress	<p>Use of our Tracking with focused assessment to identify Gaps quickly and deploy staff or resources effectively to develop knowledge and skills.</p> <p><i>Assessment program change</i></p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <ul style="list-style-type: none"> <li>• NFER /SATs assessments identify pupils who are falling behind the standard and allow staff to analyse where those gaps are in order to plan for timely interventions.</li> </ul> <p>Education Endowment Foundation   EEF</p>	1
<p>Maintain a strong, consistent Phonics programme across EY, KS1 &amp; LKS2- Success for All Phonics</p> <ul style="list-style-type: none"> <li>• To establish a love of reading throughout school</li> <li>• Incentives for reading</li> <li>• Focus on basic skills of writing</li> </ul> <p>• Maths no problem Maths embedded across school. Oak Academy Maths implemented</p>	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> <li>• Mastery Learning (+ 5 Months)</li> <li>• Phonics (+5 months)</li> <li>• Reading Comprehension Strategies (+5 months)</li> </ul> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Success for All   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Read write inc</p> <p>Reading Plus is secure and is used to develop fluency and vocabulary skills.</p> <p>Maths no problem Oak Academy</p>	1

2025  • Mastery learning	Mastering number development	
Quality INSET through CPD and sharing good practice to ensure there is quality first teaching for all.  All staff have access to National College for CPD and Great Teaching Toolkit	There is a strong evidence base that all teachers should have access to effective CPD which supports the school in providing an approach which is consistent. Effective Professional Development - EEF  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effectiv e-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effectiv e-professional-development</a>	1 3
Whole school implementation of strategies to support Metacognition and Self-regulated learning Retrieval Practice	Metacognition has been proven to have high impact for relatively low cost in the classroom to help narrow the gap for our PP children. Purchase of Primary quiz  e.g. Metacognition EEF - <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a>	1 5
High levels of support and mentoring for teachers and staff new to the school.  • ECT programme (2- year RQT programme) Teacher Training Teach First.	There is a strong evidence base to indicate that when teachers are given more support and time to embed their learning this will help to ensure Quality First Teaching is happening in every classroom. Government –  <a href="https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers">https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers</a>	7

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

Budgeted cost: Infant and Nursery £25,000      Junior £40,000

Activity	Evidence that supports this approach	Challenge number
To strengthen language and vocabulary development  • High quality interactions with adults  • Communication interventions NELI, Early Talk Boost, Talk Boost	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them.  The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.	2 3

<ul style="list-style-type: none"> <li>• Up skilling staff to be more effective language role models</li> <li>• Speech and language therapist support STA to plan and deliver speech interventions Hanen LLIL</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-highquality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-highquality-interactions-with-young-children</a> <a href="https://educationendowmentfoundation.org.uk/public/files/LawetalEarlyLanguageDevelopmentfinal.pdf">https://educationendowmentfoundation.org.uk/public/files/LawetalEarlyLanguageDevelopmentfinal.pdf</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF – oral language interventions consistently show positive impact on learning. Evidence from Education Endowment Foundation, ‘Early Years Toolkit’: Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months Oral language interventions   EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted English and Maths teaching for pupils who are below age-related expectations.</p> <ul style="list-style-type: none"> <li>• Creating additional teaching and learning opportunities</li> <li>• Extra support and intervention groups for targeted pupils, including: - Becoming mastering number. 1-1 tutoring Phonics Pinny time Daily readers</li> </ul>	<p>Evidence from Education Endowment Foundation –</p> <p>‘Teaching and Learning Toolkit’: Individualised instruction = + 4 months</p> <p>One-to-one tuition = +5 months Small group tuition = +4 months</p> <p>Teaching assistant Interventions</p>	1
<p>Focus on mental wellbeing for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Ensure classroom environment is conducive to learning</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Education Endowment Foundation   EEF</p>	3

<ul style="list-style-type: none"> <li>• To ensure children are 'ready to learn' at key transition points.</li> <li>• Use of a trained TA to provide emotional literacy, play therapy and time to talk, drawing and talking (list of interventions to support needs for targeted children.</li> </ul> <p>Additional Lunchtime Supervision to support those who find unstructured times a challenge</p> <p>Additional staff employed to support social, emotional and well-being.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Infant and Nursery £ 32,000

Junior £52,000

Activity	Evidence that supports this approach	Challenge number
<p>The National School Breakfast Programme (NSBP) in order to ensure all children have breakfast</p> <p><i>Ending July 2026 considering new provision</i></p>	<p>Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress. Magic Breakfast</p> <p>EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4 7</p>
<p>Attendance and Punctuality. Embed the principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance hub support group FFT attendance weekly monitoring</p>	
<p>Cultural enrichment accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc.</p> <ul style="list-style-type: none"> <li>• Subsidising trips to enable LAC pupils to attend</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments. There is a strong evidence based that a well-rounded education including extra-curricular activities not only improves SEL of children but can also directly improve attainment.</p>	<p>6 7</p>

<ul style="list-style-type: none"> <li>• Cultural capital experiences promoted in the curriculum.</li> <li>• Minibus to transport pupils</li> <li>• Sports events promoted to PP are encouraged to attend</li> <li>• Outdoor learning encouraged</li> </ul>	<p>EEF – Enrichment Activities  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
Poverty Proofing the school day.	Provision for pupils such as Breakfast, affordable lunch and healthy snacks. Access to residential, trips and school clothes and resources support the mental health of pupils.	All
Mental health and well being	<p>DFE funded mental health lead in schools.</p> <p>Mental health practitioner</p> <p>Mental health first aiders support</p> <p>Advanced drawing and talking therapy</p> <p>Brain breaks.</p> <p>Outdoor teachers trained.</p>	7
ELSA Emotional literacy support assistant	<p>ELSA room</p> <p>Identification of specific support to ensure pupils are prepared to access their academic work.</p>	1 7
Outdoor learning teacher/ forests schools	Support the emotional wellbeing, develops access to learning for pupils who are experiencing trauma, attachment, behaviour needs.	1 3 7