Edlington Victoria Pupil Premium Strategy Statement

1. Summary information					
School	Edlington Victoria Academy				
Academic Year	2019 -20	**Total PP budget**	£165,560	**Date of most recent PP Review**	OFSTED July 2016
Total number of pupils	266 (F1-Y6)	**Number of pupils eligible for PP**	127 – 48% (F2-Y6 in Sept 19)	**Date for next internal review of this strategy**	December 19

2. Current attainment (Pupil Premium Pupil Progress Data for Summer 2019):

Year Group and number of PP	Reading PP		Reading non PP		Writing PP		Writing non PP		Maths PP		Maths non PP	
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
F2 (10)	69% PP GLD compared to 68% non PP at GLD											
Y1 (13)	46%	8%	83%	30%	46%	0%	83%	30%	38%	15%	83%	30%
Y2 (14)	50%	14%	74%	21%	50%	13%	74%	11%	57%	14%	74%	11%
Y3 (14)	64%	29%	87%	27%	64%	14%	87%	20%	57%	21%	87%	20%
Y4 (21)	67%	14%	100%	14%	62%	0%	100%	27%	52%	10%	100%	27%
Y5 (18)	44%	6%	80%	13%	39%	6%	73%	20%	33%	11%	80%	20%
Y6 (27)	79%	18%	78%	33%	75%	14%	67%	22%	79%	18%	78%	33%
Average	58.3%	14.8%	83.7%	23%	56%	7.8%	81%	21.6%	52.6%	14.8%	83.6%	23.5%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Pupils who are eligible for PP in Y2 and Y6 are not on track to meet National and GDS percentages for end of KS2.
B.	Oracy skills in Nursery and Reception are lower for pupils eligible for PP than other pupils on entry. This slows communication and language progress as well as Phonics and Reading higher up in school.
C.	Social and emotional issues for a small number of pupils (mostly eligible for PP) are impacting on their ability to make good and accelerated progress academically.
D.	Some inconsistencies in teaching in KS1.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Whole school attendance for PP pupils is 94% which is below all pupils which was 95.2%.This reduces their access to good quality teaching and puts them at risk of falling behind their peers.
F.	High crime rates on the Royal Estate continue to impact on emotional wellbeing, punctuality and attendance.
G.	Reduced Parental engagement as pupils' progress through school.
H.	Access to wider opportunities limited by income.

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved attainment for PP for all year groups, but a specific focus on Year 2 and Year 6 to reach the Expected standard. - Termly data	<table><tr><th></th><th>R</th><th>W</th><th>M</th><th>GPS</th><th>combined</th></tr><tr><td>**Yr1 (16)**</td><td>12/16 75% **(1) 6%**</td><td>11/16 69% **(1) 6%**</td><td>12/16 75% **(1) 6%**</td><td></td><td>11/16 **69%** **(1) 6%**</td></tr><tr><td>**Yr2 (14)**</td><td>7/14 50% **(3) 21%**</td><td>7/14 50% **(0)**</td><td>7/14 50% **(2) 14%**</td><td></td><td>7/14 **50%** **(0)**</td></tr><tr><td>**Yr3 (10)**</td><td>5/10 50% **(2) 20%**</td><td>4/10 40% **(2) 20%**</td><td>5/10 50% **(2) 20%**</td><td>4/10 40% **(2) 20%**</td><td>4/10 **40%** **(4) 13%**</td></tr><tr><td>**Yr4 (15)**</td><td>9/15 60% **(3) 20%**</td><td>10/15 66% **(3) 20%**</td><td>10/15 66% **(6) 40%**</td><td>10/15 66% **(2) 13%**</td><td>9/15 **60%** **(3) 20%**</td></tr><tr><td>**Yr5 (32)**</td><td>13/20 65% **(2) 10%**</td><td>14/20 70% **(0)**</td><td>14/20 70% **(3) 15%**</td><td>13/20 65% **(1)5%**</td><td>13/20 **65%** **0**</td></tr><tr><td>**Yr6 (32)**</td><td>12/16 75% **(2) 13%**</td><td>11/16 69% **(2) 13%**</td><td>11/16 69% **(2) 13%**</td><td>11/16 69% **(3) 19%**</td><td>10/16 **63%** **(5) 16%**</td></tr></table>
B.	Improve language development throughout school with a particular focus on EYFS and KS1 in developing early language skills. - Tracking and assessment against baseline (Early communication baseline and baseline against prime areas) - SLT monitoring of teaching strategies evidenced within provision to develop early language. - External consultant moderation of assessment and provision around Early Language.	- Gaps between PP and Non-PP to have narrowed in the 3 core areas over time. - Oracy and language drop ins will evidence language rich environment and secure subject knowledge of teaching early reading. (SLT and External Moderator)
C.	Implementing within Quality First Teaching and intervention, strategies to support pupils with SEMH being used effectively and consistently. - SLT monitoring evidences teachers applying appropriate and bespoke strategies to support pupils with SEMH needs.(drop ins, pupil voice) - Multiagency professionals drop ins and learning walks.	- Reduction for behaviour incidents for pupils with social and emotional issues. - Increase the proportion of time that PP pupils with SEMH needs, access the curriculum alongside peers. - Progress against baseline for pupils accessing support through mental health practitioners in school.

		- Monitoring will evidence key pupils are actively engaged and can talk positively about their learning culture.
D.	All children in Key Stage 1 experience consistent good or better teaching. - Measured through termly triangulated judgements.	- As above - Teaching profile of KS1 is good.
E.	To ensure attendance for PP pupils is in line with Non-PP pupils and closing the gap to N. (analysis of PP attendance) In the first instance, to be in line with attendance nationally for PP - Regular and personalised tracking of attendance – whole school, key groups. - Case studies will evidence impact for key pupils' attendance.	- Case studies will evidence positive impact of the work of Attendance Lead and EWO on pupils' attendance.
F.	Support for parents identified and accessed which has a positive impact on the well-being of children. - Measured through number of families accessing support and workshops - Evaluation of individual support. - External supervision from EH - Pupil and parent voice captured at appropriate points.	- Families working with Safeguarding Lead accessing appropriate resources and support. - EH supervision of cases evidences at least 'Good' case management. - Parent voice evidences parents feeling supported through liaison with safeguarding lead and other professionals. - Pupils can talk positively about their mental health and well-being and know who can support them.
G.	Increased parental engagement for targeted pupils at parents evening and whole school events. - Monitoring of termly attendance figures at parent evening for key pupils.	- Increased attendance at parents evening for identified pupils against baseline from previous year and in year. (Autumn and Spring data)
H.	All pupils accessing a range of enrichment activates - Participation in educational visits for all pupils - Participation in Opportunity Area Programmes e.g. STEAM school / Careers Workshop - Participation in music lessons for Year 3 and Year 4 as well as identified pupils.	- 100% participation in educational visits. - Full access to the curriculum for all pupils.

5. Planned expenditure

Academic year	**2019/20**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A1. Improved attainment for PP for all year groups, but a specific focus on Year 2 and Year 6 to reach the Expected standard.	CPD for teachers on a range of quality first teaching: - White rose maths - Writing sequence and GD - Guided and shared reading - RWI spelling	Rational: Identified CPD based around End of Year analysis of outcomes and linked to SIP priorities. **Reference back to EEF for each approach:** • White Rose building structure to a mastery approach (Mastery Learning +5) • Reading comprehension strategies (+6)	- Subject leaders/ SLT to monitor effectiveness of Teaching and Learning.	ED- Maths JH- English MC- Phase AD/EC – inclusion.	Dec 2019 March 2020 June 2020
Improve language development throughout school with a particular focus on EYFS and KS1 in developing early language skills.	Julie Watson language strategy implemented and impact evaluated - CPD for EYFS practitioners. - Assessment toolkit and precise next steps built into provision. -	Rational: On entry baseline identifies significantly below development in oracy and language. **Reference back to EEF for each approach:** • Oral language intervention (+5)	- Termly assessment against spoken language criteria. - English and EYFS lead monitoring and further support (drop ins/ Pupil progress/)	SS- EYFS JH – English	Dec 2019 March 2020 June 2020

Implementing within Quality First Teaching and intervention, strategies to support pupils with SEMH being used effectively and consistently.	CPD based around SEMH strategies and interventions for Teaching staff and LSA;s led by school SENDCO/other professionals. Implement Thrive approach across school for individuals, groups and whole class strategies. Jigsaw scheme delivered and key staff to attend refresher training.	Rational: Pupils identified at baseline at below PSE on entry. As a result of whole school monitoring, identified a need to ensure consistent approaches to supporting pupils with SEMH within and outside of lessons. **Reference back to EEF for each approach:** • EEF: Social and Emotional Learning Toolkit recommendations.	AD to monitor and evaluate provision both in class and via intervention e.g. - Thrive assessment - Case studies - Analysis of phase behaviour folders.	AD – SEND SS - SLT	Dec 2019 March 2020 June 2020
All children in Key Stage 1 experience consistent good or better teaching.	Staffing structure in KS1 team so that the Phase Leader working within Phase.	Rational: Based on performance data at the end of KS1 in terms of attainment and progress through KS1 from EYFS.	Subject leaders/ SLT to monitor effectiveness of Teaching and Learning.	SLT	Dec 2019 March 2020 June 2020 + termly phase drop ins and support.
			Total budgeted cost		(£450,317.00) 180,126.80 (£400) £160 (£640) £256 (£1,012.00) £404.80 (£19,760.00) £7,904.00

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. Improved attainment for PP for all year groups, but a specific focus on Year 2 and Year 6 to reach the Expected standard.	Targeted interventions to meet the needs for pupils - Class Teacher led.	Structured and systematic interventions based on clear and regular assessment of pupils' needs have a strong impact on attainment: <u>Small group tuition (1-5 pupils) (+4)</u> - Class Teacher coaching informed from assessment for targeted pupils. (pre teach/ follow up/ challenge)	- Subject leaders/ SLT to monitor effectiveness of Teaching and Learning within interventions led by Class Teachers - Analysis of provision mapping to ensure correct groups and interventions planned.	ED- Maths JH- English MC- Phase AD/EC – inclusion.	Nov 2019 Feb 2020 May 2020
A. Improved attainment for PP for all year groups, but a specific focus on Year 2 and Year 6 to reach the Expected standard.	LSA led interventions	Structured and systematic interventions based on clear and regular assessment of pupils' needs have a strong impact on attainment: <u>Small group tuition (1-5 pupils) (+4)</u> - LSA led intervention based on key gaps identified from assessment. - Reading Recovery	- Subject leaders/ SLT to monitor effectiveness of Teaching and Learning within intervention - Analysis of provision mapping to ensure correct groups and interventions planned.	AD/EC – inclusion.	Nov 2019 Feb 2020 May 2020

Implementing within Quality First Teaching and intervention, strategies to support pupils with SEMH being used effectively and consistently.	LSA/ Thrive Practitioner led interventions CPD for LSA's on implementation of structured interventions such as: - Lego therapy - Positive people	Structured and systematic interventions based on clear and regular assessment of pupils' needs have a strong impact on SEMH <u>Small group tuition (1-5 pupils) (+4)</u> - LSA led intervention based on area of need identified from assessment. **Reference back to EEF for each approach:** - Social and emotional learning +4	- AD monitoring of quality provision within Thrive. - Assessment of interventions from termly provision mapping. - Case studies	AD	Dec 2019 March 2020 June 2020
Support for parents identified and accessed which has a positive impact on the well-being of children.	Identification and Liaison with safeguarding lead to create personalised support for groups and individuals.	Rational: A mixture of in-school and external barriers continue to impact on emotional wellbeing of pupils and families. Expectations of multiagency approach to support key families across a range of services. **Reference back to EEF for each approach** - Parental Engagement +3	Case study Parental feedback EH supervision	LH	Nov 2019 Jan 2020 April 2020 July 2020

Increased parental engagement for targeted pupils at parents evening and whole school events.	Identification and liaising with targeted families in securing attendance at Parents Evenings. - Targeted phonecalls before and after to encourage attendance. - Marvellous me	Rational: Attendance at Parents Evenings moving through school is limited. **Reference back to EEF for each approach:** - Parental Engagement +3	Attendance figures at parents evening Parental questionnaires.	SLT	Nov 2019 Feb 2020
				Total budgeted cost	£9,427.00 (£160.00) £64 (£1,910.00) £764 (£60.00) £24 £6,977.88 (20,943.00) 8,377.20

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure attendance for PP pupils is in line with Non-PP pupils and closing the gap to N. (analysis of PP attendance) In the first instance, to be in line with attendance nationally for PP	Whole school strategy implemented to target, track and evaluate pupils' attendance. EWO fortnightly meetings which include: - Tracking and evaluating attendance	Rational: data. Attendance impacts directly on attainment.	Termly attendance monitoring – whole school and PA group.	JH/ EC	Dec 2019 March 2020 June 2020

	- PA small group work - Procedures and policies consistently enforced. Termly attendance challenges.				
Wider opportunities – music/ subsidised visits/ residential	Subsidised visits and access to curriculum enrichments. Key adult support for children to access extra curricular clubs,	Rational: Several visits had have to be cancelled as a result of cost If music lessons were not subsidised, pupils would not have the opportunity to access. **Reference back to EEF for each approach:** - Arts + 2	All planned visits go ahead. All pupils attend school visits Pupils voice – access to wider opportunities.	SLT	Jan 2020 April 2020 July 2020
				Total budgeted cost	(£4270) £1708 (£4897) £1958.80 (£1000) £400 (£4000) £1000
				PP funding for 2019/20 £ **Total Cost for PP Strategy 2019/20 £**	**£165,560** **£220,152**

6. Review of expenditure

Previous Academic Year	2018/19

i. Quality of teaching for all

Desired outcome	Chosen approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.	1. CPD focusing on: -Reading strategies across school -Reading teaching -Questioning for assessment -Metacognition and research triads 2. Purchase PM Benchmarking kit to support assessment in fluency. 3. Class Track and O Track to track outcomes 4. 1:1 and targeted small group teacher time 5.IT enhancement 6.Intervention Resources IDL Dyslexia Programme 7.Support staff interventions	**Data Headlines over time for PP pupils** **EYFS** (see table below) DA achievement at EYFS has significantly increased. The gap between PP and Non-PP has closed (68.1% / 68.7%) **Phonics** (see table below) Attainment for PP pupils in phonics has risen from last year. Although the gap between PP and Non-PP has appeared to have widened this is due to achievement for all rising. However, by the end of Year 2 the gap between PP and Non-PP has narrowed considerably in phonics. This indicates that whole class phonic teaching and intervention for those who did not pass the initial screening check in Year 1 has been successful.	• Is whole class phonics supporting those at Emerging at EYFS to pass the phonic screen in Year 1? • Develop Teaching profile in KS1. • IDL – minimal progress due to lack of targeting and frequency of intervention.	

	July 18	July 19	% gained
% achieved GLD	50%	69%	+19%

	2018	2019	% gained
Year 1	58%	62%	+4%
End of yr2	83%	91%	+8%

End of Key Stage Outcomes

	Reading		Writing		maths		GPS		RWM	
	'18	'19	'18	'19	'18	'19	18	19	18	19
KS1	64%	54%	64%	54%	64%	62%			64%	54%
KS2	67%	78%	67%	74%	73%	78%	79%	86%	67%	72%

- From the data it appears that attainment of PP pupils in KS1 has decreased from last year across R/W/M.
- Progress from EYFS to KS1 has decreased however this is due to the change of cohort as 100 % of DA pupils who achieved GLD achieved the expected standards at the end of KS1.
- In KS2 there has been a steady increase of PP pupils achieving the expected standards across Reading, Writing and Maths from 2017-19. Progress is strong for PP pupils across R/W/M and is in line with or exceeds Non-PP.

Whole school DA attainment and progress

All data in percentages on track to be ARE at the end of the year (%)	Victoria Targets set at start of Autumn 18 R/W/M GD	Victoria Attainment Summer 19 R/W/M (on track for EXS)	Victoria progress 2018-19 R/W/M
Year 1 (14) (14 Summer)	67/58/58 0/0/0	43/43/36 7/0/14	93/100/100
Year 2 (13) (13 Summer)	54/54/18 18/18/18	54/54/62 15/15/15	85/100/85
Year 3 (14) (16 Summer)	61/61/61 23/23/15	63/63/56 25/13/19	100/100/100
Year 4 (21) (21 Summer)	60/60/55 10/0/0	67/62/52 10/0/10	95/100/100
Year 5 (17) (20 Summer)	66/60/60 13/13/20	45/45/35 10/10/15	80/80/85
Year 6 (26) (27 Summer)	73/73/77 21/21/24	78/74/78 19/15/19	96/96/96

<table>
<tr>
<td>To maintain and raise the proportion of PP pupils to reach Above ARE at the end of KS2</td>
<td>1.Active Learn Subscription

2. As above (CPD for more able thinking, 1:1 and small group targeted interventions with a focus on GDS.</td>
<td><u>End of Key Stage Outcomes at Greater Depth</u>
<table>
<tr><th></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">maths</th><th colspan="2">GPS</th><th colspan="2">RWM</th></tr>
<tr><th></th><th>‘18</th><th>‘19</th><th>‘18</th><th>‘19</th><th>‘18</th><th>‘19</th><th>18</th><th>19</th><th>18</th><th>19</th></tr>
<tr><td>KS1</td><td>9%</td><td>15%</td><td>9%</td><td>15%</td><td>9%</td><td>15%</td><td colspan="2"></td><td>9%</td><td>15%</td></tr>
<tr><td>KS2</td><td>21%</td><td>19%</td><td>36%</td><td>15%</td><td>36%</td><td>19%</td><td>36%</td><td>32%</td><td>21%</td><td>7%</td></tr>
</table>

In KS1 the % of PP pupils achieving the Greater Depth standard has increased significantly.
In KS2, despite the higher proportion of all pupils achieving Greater Depth, the % of PP achieving the standard has fallen.
</td>
<td>• Invest in CPD for QFT for GD.

• Relaunch Active Learn and track usage for impact.</td>
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<tr><td colspan="5">ii. Targeted support</td></tr>
<tr><td>Desired outcome</td><td>Chosen action/approach</td><td colspan="2">Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</td><td>Lessons learned (and whether you will continue with this approach)</td><td>Cost</td></tr>
<tr>
<td>PP pupils are ready for learning and able to access pastoral and academic learning.</td>
<td>-Pastoral and Intervention Manager 3 days a week to work with families and pupils.
-CPOMS system to record and monitor work with pupils and families.
-Learning mentor to deliver the THRIVE programme every afternoon.
-Support staff to deliver pastoral programmes.</td>
<td colspan="2"><u>Thrive</u>
• Of the 12/15 PP pupils accessing Thrive 83% have made progress against their initial baseline and 42% have moved into the next development banding.

<u>Early Help</u>
• At the start of 2018 there were 71% PP families being supported at Early Help. After support and plans put in place 80% of these families no longer require Early Help intervention and have been supported through the Lead Practitioner</td>
<td>Further development and CPD for whole class approaches to SEMH strategies.</td>
<td></td>
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<tr><td colspan="5">iii. Other approaches</td></tr>
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<tr>
<td>Improve attendance of PP pupils by 0.5 % at the end of the school year.</td>
<td>Fortnightly meetings with EWO to implement strategies to improve individual and whole school attendance and punctuality.

SIMS Support to track and monitor attendance.</td>
<td>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.

<table>
<tr><th></th><th>2017-18</th><th>2018-19</th></tr>
<tr><td>PP attendance</td><td>95.4%</td><td>94%</td></tr>
</table>

The work of the attendance lead and the EWO was effective in raising PP attainment of the group that was targeted.</td>
<td>Lessons learned (and whether you will continue with this approach)

The EWO to be clear about whole school priorities and why PA pupils identified in order to track PP progress in attendance more closely.</td>
<td>Cost</td>
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<tr>
<td colspan="5">PP funding for 2018/19 £147,840
Total Cost for PP Strategy 2018/19 £464,619</td>
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7. Additional detail
In this section you can annex or refer to **additional** information which you have used to inform the statement above.