

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	Edlington Victoria Academy
Number of pupils in school	F1-Y6 =260 F2-Y6 = 240 (plus early starters in Jan 22)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Local Governing Body
Pupil premium lead	Mrs E Clark
Governor / Trustee lead	Mr G Tinkler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170935.42
Recovery premium funding allocation this academic year	£18,850
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	£189,785.42

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy for Edlington Victoria Academy sets out to achieve equity for all pupils across school, meaning that those with the barriers of being disadvantaged in anyway are supported to meet their potential. It intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities where possible so that their attainment is as close to age related expectations as possible, if not beyond this.

This plan focuses on phonics attainment so that more pupils leave KS1 able to read, as well as reading, writing and maths. In the core subject the focus is on effective teaching strategies and memorisation techniques so that knowledge is retained and can be applied.

The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately and effective teaching strategies are embedded. It also looks at each pupil holistically to ensure that pastoral and wellbeing needs are met which also extends to the family home.

Challenges

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

Challenge number	Detail of challenge
1	Phonics attainment
2	Retention of basic skills in reading, writing and maths to increase attainment across school.
3	Attendance and levels of persistent absence following the Covid pandemic
4	Wellbeing, mental health and safeguarding concerns
5	Access to current technology

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>Pupils can read with fluency by the end of Key Stage One.</i>	At least 80% of disadvantaged pupils pass the Y1 Screening Check. At least 90% of disadvantaged pupils have passed the screening check by the end of Y2.
<i>Pupils can meet Age Related Expectations in their year groups and beyond.</i>	Disadvantaged pupil attainment rises by 10% in each year group from baseline.

	<p>Y1R -43%, W-38%, M- 48%</p> <p>Y2 R -57%, W -47%, M- 57%</p> <p>Y3R -42%, W-42%, M-52%</p> <p>Y4 R-60%, W-60%, M-74%</p> <p>Y5 R-48%, W-56%, M-41%</p> <p>Y6 R-73%, W-60%, M-60%</p> <p>Disadvantaged pupil attainment at greater depth increase by 10% at the end of Key Stage 2 from baseline.</p> <p>Y6 R-29%</p> <p>Y6 W-16%</p> <p>Y6 M-29%</p>
Pupils attend school on a regular basis.	<p>Overall disadvantaged pupil attendance is in line with the national expectation of 96%.</p> <p>Overall disadvantaged persistent absence is in line with the national figure for all of 8.2% (2018-19 – last set of data).</p>
Pupils are physically and mentally safe with their needs looked after appropriately.	<p>All pupils with social care involvement or classed as vulnerable on the school safeguarding register have regular access to in school pastoral support and programmes.</p> <p>Pupils are aware of mental health and wellbeing and can describe and discuss as well as know what help and where help is available.</p>
Pupils across school can access software and programmes to enhance learning through technology on a regular basis as part of the curriculum.	<p>Each phase of school will have access to a suite of ipads and Chromebooks.</p> <p>Each class will use the IT equipment at least three times a week (5x for Reading Plus).</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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD and resources for Phonics (Little Wandle).</i>	EEF references cognitive strategies needed such as subject-specific strategies or memorisation techniques. This activity	1

	would focus on subject specific strategies for the teaching of phonics.	
<i>Staff CPD to further develop reading approaches, the new writing components and basic skills maths approaches (Including WRH CPD and ongoing support with SLEs)</i>	EEF guidance references cognitive strategies needed such as subject-specific strategies or memorisation techniques. This activity would focus on subject specific strategies for reading and writing and then memorisation for maths as the focus will be about mastering number and regular recap and review of key concepts.	1

Targeted academic support

Budgeted cost: £ 57,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1, small group and personalised curriculum in Phonics.	EEF – high impact low cost with an average gain of 5 months.	1
Interventions in Reading, Writing and Maths across school with bespoke programmes and resources. (use of recovery premium 25% to match fund the 75% from school led tutoring)	EEF Reading comprehension – high impact low cost with an average gain of 6 months. Reading Plus is a structured intervention for Y5 which was effective last year. Coaching and CPD externally and from experienced leaders through release time has previously impacted positively on progress of pupils.	2
<i>Additional member of staff in KS1 am to support small group and 1:1 teaching.</i>	EEF Feedback on learning – high impact low cost with an average gain of 6 months.	2

Wider strategies

Budgeted cost: £100,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employing a part time Education Welfare Officer to support families to improve attendance.</i>	Pre-Covid this has improved overall attendance of disadvantaged pupils and decreased persistent absence effectively. Now that attendance is compulsory and expected, this work will be able to have significant impact again.	3
<i>Employing 3 Thrive Practitioners to develop</i>	Regular Thrive sessions with pupils experiencing attachment difficulties has	4

<i>and embed pastoral support for pupils (Including the creation of a Thrive base).</i>	previously supported them to self-regulate more easily so that they can remain in class and access whole class, group and 1:1 teaching where appropriate.	
<i>Employing a Pastoral and Intervention Manager to lead on safeguarding and support pupils and families.</i>	The Pastoral and Intervention Manager has positively reacted to all safeguarding concerns and has captured the voice of key pupils to ensure no pupil is at immediate risk of harm. The impact of her work has been that pupils have been more ready to access learning as their pastoral needs are being coordinated and met by this role.	4
<i>Invest in new Chromebooks and ipads for pupils to use in lessons and after school clubs.</i>	Pupils will have access to the latest technology in Computing and are also able to use the devices at home where needed to accelerate learning. Where pupils had devices and could access home learning previously, those pupils were more confident in class as they could recap and consolidate.	5

Total budgeted cost: £189,793

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.

1. *Achievement of national attainment and average progress scores in reading, writing and maths for all pupils in Y6.*

Key Stage 2	Exp+/EXS+	High/GDS	Progress
Reading	88%	32%	+2.7
Writing	79%	12%	+1.9
Maths	74%	21%	+1.0
RW&M	71%	6%	-

2019 EXS R 73%, W 78%, M 79%

Target mainly met. Reading above, Writing above, Maths 5% below. All progress scores are positive.

2. *Achieve national attainment in KS1 RWM*

Key Stage 1	% EXS+	% GDS
Reading	49%	14%
Writing	49%	11%
Maths	54%	14%
RW&M	46%	11%

2019 EXS R 75%, W 69%, M 76%

Target not met. RWM all below due to the impact of Covid on younger pupils.

3. *Achieve national attainment for GLD in EYFS.*

Early Years	% GLD	All ELGs	ATPS
EYFSP	45%	32%	26.1

2019 GLD 72%

Target not met. GLD below due to the impact of Covid on our youngest pupils.

4. *Achieve national average for the expected standard in the Y1 Phonics Screening Check.*

Phonics	% Wa	Score
Year 1	65%	26.3
Year 2 re-sit	81%	32.3
By end of Y2	78%	-

2019 national at expected standard was 72%

Target not met however, it is an upwards trajectory from the previous year and accounts for leavers and new starters in this period.

5. *Increase the impact of leadership through regular monitoring and feedback to teachers.*

July 2021 – all teaching was deemed to be good or better due to individualised coaching from senior leaders. All attainment rose from baselines. An upwards trajectory for attainment needs to be the focus moving forwards.

Overall, approximately half of the targets were met. The ones that were not were significantly impacted through school closures due to covid despite a strong offer of online learning and regular contact with teaching staff. Most targets have rolled over into the current plan as they remain a priority so that pupil attainment for the disadvantaged pupils continues to rise.

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
Mathletics	3P Learning
Five minute boxes	Fiveminutebox.co.uk

Further information (optional)

All pupils receive breakfast in school each morning to fuel the day ahead which is funded partly by Magic Breakfast in parts and the rest by Edlington Victoria Academy. All pupils have access to a range of lunchtime and after school clubs to provide new experiences and opportunities to flourish in a range of areas.