

## Pupil premium strategy statement – Edlington Victoria Academy

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 outcomes for disadvantaged pupils last academic year.



### School overview

Detail	Data
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	148/284 52%
Academic year/years that our current pupil premium strategy plan covers	2023-26 Refocused for 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	March 2025/July 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Emily Clark – Executive Principal
Governor lead	Gary Tinkler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£193,585

# 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 any way 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. 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.*

*We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and/or living in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*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.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*

*adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

## Challenges

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

Challenge number	Detail of challenge									
1	<p>Attendance for disadvantaged pupils is below non-disadvantaged pupils for 2023-24. Although this has increased from the previous year, there is still a gap.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">2022-23</th> <th style="text-align: center;">2023-24</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Disadvantaged</td> <td style="text-align: center;">94.1</td> <td style="text-align: center;">94.33 (+0.23)</td> </tr> <tr> <td style="text-align: center;">Non-Disadvantaged</td> <td style="text-align: center;">95.6</td> <td style="text-align: center;">95.95 (+0.35)</td> </tr> </tbody> </table>		2022-23	2023-24	Disadvantaged	94.1	94.33 (+0.23)	Non-Disadvantaged	95.6	95.95 (+0.35)
	2022-23	2023-24								
Disadvantaged	94.1	94.33 (+0.23)								
Non-Disadvantaged	95.6	95.95 (+0.35)								
2	Wellbeing, mental health and contextual safeguarding concerns remain a key focus with a need to support pupils and parents beyond the classroom.									
3	Sustaining positive outcomes that are inline or above national outcomes for RWM at Y6 for PP. Although PP attainment is above national, we would like to close the gap further.									

	Sustaining positive outcomes in the Y1 phonics screening check. The challenge is to bring PP outcomes closer to non-PP outcomes.
4	Access to current technology including devices, programmes and apps to support personalised learning as well as consolidation of learning across the curriculum.

## 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
Improved attendance for disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: -The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 0.5% -The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% higher than their peers.
KS2 reading, writing and maths outcomes each year show that more than 75% of disadvantaged pupils met the expected standard.	KS2 reading, writing and maths outcomes each year show that more than 75% of disadvantaged pupils met the expected standard.
To sustain improved wellbeing for all pupils and families in our school community, particularly our disadvantaged pupils.	Sustained high levels of wellbeing each year demonstrated by: -At least 60% of disadvantaged pupils take part in an extra-curricular clubs/enrichment at lunchtime/after school/holiday clubs -Qualitative data from pupil voice, parent and pupil surveys -Case studies for key pupils accessing Thrive and other pastoral interventions show progress
Access to up to date technology for all pupils to support curriculum learning and embedding of key skills.	All pupils have access to the new Chromebooks (2024-25) throughout the week to support computing lessons and additional curriculum sessions. Y3/4/5/6 access the Chromebooks 3x a week to access Reading Plus to build fluency and comprehension. (Reading Plus reports will show an increase in words per minutes for each pupils and each class's average will increase from baseline.) Y3 and Y4 access the Chromebooks and Maths Frame/TT Rockstars to support multiplication/division knowledge each week. F2 access the ipads and Ten Town to recap knowledge of number each day. Relevant devices are used for coding after school club.

## 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

Budgeted cost: £ £40,012.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of termly standardised diagnostic assessments Y1-Y6</p> <p>Ongoing CPD for staff to ensure assessments are interpreted and administered correctly alongside networks to marry up teacher assessment with tests.</p> <p>Release time for teachers to moderate, analyse assessments and plan for future learning to target gaps in knowledge.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme subscription continued to secure stronger phonics teaching for all pupils (Little Wandle) as well as keeping a plentiful stock of resources and matched books.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	3
<p>Half a day leadership time for leaders to coach/mentor and monitor the quality of teaching and assessment to ensure progress.</p>	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning Toolkit EEF</a></p>	3

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

Budgeted cost: £ £28,637.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>	3

phonics support either small group or following the 1:1/SEND programme. This will be delivered by staff who have undertaken half termly Little Wandle update training	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	
Subscription to additional online programmes to recap and consolidate key skills as reading fluency, comprehension, maths times tables and fluency.	Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as they accelerate their progress.	3

## Wider strategies

Budgeted cost: £ £124,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance.</p> <p>This will involve release time for senior leaders to work with PA pupil groups/attend DfE attendance webinars, Exceed Trust networks and time to implement strategies back at EVA.</p> <p>This also involves utilizing the admin assistant to have a key focus on attendance chasing, reporting and celebrating.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">working together to improve school attendance.</a></p>	1
<p>Access to current technology to support personalised learning as well as recap and review through hire of Chromebooks and programmes/apps to sit alongside the technology.</p>	<p>This approach has been effective for our pupils in previous years so we wish to continue with this approach. Pupil voice also suggests that pupils value the access to up to date technology to support their learning.</p>	4
<p>A full time pastoral and intervention lead will support proactive and reactive safeguarding for all pupils as well as to work with key families to increase wellbeing.</p>	<p><a href="#">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>The above reports recognise the approaches needed to support both pupils and parents.</p>	2,3

<p>Two Thrive practitioners will support the most vulnerable pupils to regulate and develop strategies to cope both in and out of school.</p> <p>Additional member of support staff in F1 to support PSED and routines ready for learning.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set some funding aside to respond quickly to needs that have not yet been identified such as buying pupil uniform, goods for the home and food in an emergency.</p>	<p>1, 2</p>

**Total budgeted cost: £ £193,598.38**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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|---|---|
| 1. Improved attendance for disadvantaged pupils | Sustained high attendance by 2025/26 demonstrated by:<br>-The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more that 0.5%<br>-The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% higher than their peers. |
|---|---|

#### Review:

	Full Year 2022- 2023	Full Year 2023-2024
Whole School (F2-Y6)	93.7	95.10
Whole School (Y1-Y6)	95.4	95.26
Boys	93.7	94.38
Girls	94.3	95.82
SEND	93.5	93.49
Non-SEND	95.3	95.49
Disadvantaged	94.1	94.33
Non-Disadvantaged	95.6	95.95
Ethnicity – White British	94.6	94.93
Other Ethnicity	95.6	95.43
LAC	97.7	97.93
Previously LAC (none 2023_24)		
Special Guardianship/Residence Order/Family arrangement		95.42

Disadvantaged pupils' attendance has increased by 0.23% from the previous year. However, non-disadvantaged attendance has also increased which has slightly increased the gap between non PP and PP by 0.12%.

Disadvantaged PA	24
Non-Disadvantaged PA	9

Of the PA pupils 24/33 (F2-Y6) were PA which is 73%. Of these 8 were in EYFS and most non-compulsory for most of the year meaning that formal processes had to start much later.

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| 2. Sustained reading, writing and maths attainment among disadvantaged pupils. | KS2 reading, writing and maths outcomes each year show that more than 75% of disadvantaged pupils met the expected standard.<br><br>KS1 reading, writing and maths outcomes each year show that more than 65% of disadvantaged pupils met the expected standard.<br><br>The Y4 multiplication check data each year show that more than 65% of disadvantaged pupils score at least 20/25. |
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#### Review:

## Key Stage 1

### Reading, writing and maths

	% of cohort	TA		LA		England	
		EXS+	GDS	EXS+	EXS+	EXS+	EXS+
<b>All pupils (30)</b>	<b>100%</b>	<b>67%</b>	<b>13%</b>	<b>59%</b>	<b>59%</b>	<b>59%</b>	<b>59%</b>
Female (20)	67%	90%	15%	63%	63%		
Male (10)	33%	20%	10%	54%	55%		
PP (16)	53%	69%	0%	41%	44%		
Not PP (14)	47%	64%	29%	66%	64%		
EHCP (1)	3%	0%	0%	7%	8%		
SEN support (7)	23%	14%	0%	20%	22%		
No SEN (21)	70%	86%	19%	68%	68%		
English (24)	80%	75%	17%	59%	60%		
EAL (6)	20%	33%	0%	54%	58%		
95-100% (22)	73%	68%	14%	66%			
90-95% (7)	23%	71%	14%	57%			
75-90% (1)	3%	0%	0%	38%			
50-75% (0)	0%			14%			
0-50% (0)	0%			0%			
GLD No (9)	30%	11%	0%	20%			
GLD Yes (15)	50%	93%	20%	80%			

69% of PP at KS1 met ARE in RWM. This is 25% above National outcomes for PP at KS1.

## Key Stage 2

### Reading, writing and maths

	% of cohort	Test		LA		England	
		Exp+	High	Exp+	Exp+	Exp+	Exp+
<b>All pupils (44)</b>	<b>100%</b>	<b>75%</b>	<b>5%</b>	<b>58%</b>	<b>61%</b>	<b>61%</b>	<b>61%</b>
Female (26)	59%	85%	8%	62%	64%		
Male (18)	41%	61%	0%	54%	57%		
PP (19)	43%	63%	0%	46%	46%		
Not PP (25)	57%	84%	8%	64%	67%		
EHCP (0)	0%			5%	9%		
SEN support (10)	23%	60%	0%	23%	26%		
No SEN (33)	75%	79%	6%	69%	71%		
English (37)	84%	70%	3%	58%	60%		
EAL (7)	16%	100%	14%	55%	62%		
95-100% (30)	68%	83%	3%	65%			
90-95% (11)	25%	64%	9%	54%			
75-90% (3)	7%	33%	0%	36%			
50-75% (0)	0%			20%			
0-50% (0)	0%			0%			

63% of PP at KS2 met ARE in RWM. This is 17% above National outcomes for PP at KS2.

72% of PP reached 20-25 in the Y4 MTC.

3. To sustain improved wellbeing for all pupils and families in our school community, particularly our disadvantaged pupils.

Sustained high levels of wellbeing each year demonstrated by:

- At least 60% of disadvantaged pupils take part in an extra-curricular clubs/enrichment at lunchtime/after school/holiday clubs
- Qualitative data from pupil voice, parent and pupil surveys
- Case studies for key pupils accessing Thrive and other pastoral interventions show progress

### Review:

66% of pupils attending extra-curricular opportunities in 2023-24 were disadvantaged. Holiday camps also ran over some of the holiday periods by an external company where at least 90% of attendees were pupil premium. They were funded so at no cost to parents and engaged pupils in positive activities as well as providing food.

Parent voice (parent survey November 2024) shows that 95.2% of our parents would recommend EVA to other parents.

Vulnerable case studies show improved outcomes for pupils and families around social and emotional wellbeing and their needs being met beyond EVA.

4. Access to up to date technology for all pupils to support curriculum learning and embedding of key skills.

All pupils have access to iPads/Chromebooks throughout the week to support computing lessons and additional curriculum sessions.

Y5 access the ipads for Reading Plus 4x a week to support reading fluency

Y3 and Y4 access the ipads and Reflex Maths/TT Rockstars to support multiplication/division knowledge each week



	F2 access the ipads and TenTown to recap knowledge of number each day
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Review:

Pupils have had access to Chromebooks and iPads throughout the year. The multiplication Check results improved with 56% of pupils reaching 25/25 in the check. National was 34% so EVA was +22% above National for June 2024.

Regular access to up to date equipment and programmes has enabled high quality teaching with good retention of key skills from pupils. External reviews on the quality of Computing are strong. Pupils have a good knowledge of the computing curriculum and can apply their knowledge across other subject areas.

## Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions UK
Times Table Rockstars	Maths Circle
Ten Town	Ten Town Limited
Thrive	The Thrive Approach