

Edlington Victoria Pupil Premium Strategy Statement



1. Summary information					
School	Edlington Victoria Academy				
Academic Year	2018-19	Total PP budget	£147,840	Date of most recent PP Review	OFSTED July 2016
Total number of pupils	274 (F1-Y6)	Number of pupils eligible for PP	112-45% (F2-Y6 in Sept 18)	Date for next internal review of this strategy	December 18

2. Current attainment (Pupil Premium Pupil Progress Data for Summer 2018):

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)	50% PP GLD compared to 83% non PP at GLD											
Y1 (12)	58%	17%	71%	10%	53%	8%	62%	10%	33%	17%	52%	0%
Y2 (11)	64%	9%	77%	23%	64%	9%	77%	18%	64%	9%	73%	18%
Y3 (20)	56%	11%	100%	42%	67%	0%	100%	17%	56%	0%	100%	8%
Y4 (16)	62%	15%	80%	13%	62%	15%	80%	20%	54%	15%	80%	13%
Y5 (23)	65%	9%	69%	13%	48%	9%	69%	13%	61%	13%	61%	31%
Y6 (15)	67%	33%	63%	19%	67%	33%	88%	38%	73%	20%	94%	13%
Average	62%	15.6%	76.7%	20%	60.2%	12.3%	79.3%	19.3%	76.7%	12.3%	76.7%	13.8%

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

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	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.
B.	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.
C.	High ability pupils who are eligible for PP in Y5 are not on track to meet National percentages for end of KS2.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Whole school attendance for PP pupils is 95.4% which is below all pupils which was 95.8%. This reduces their access to good quality teaching and puts them at risk of falling behind their peers.
E.	High crime rates on the Royal Estate continue to impact on emotional wellbeing, punctuality and attendance.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																																																																					
A.	Improved attainment for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1328 156 1585 212">F2 PP Baseline ARE (Sept 17)</th> <th colspan="2" data-bbox="1585 156 1910 212">F2 PP Prediction GLD (July 18)</th> <th colspan="3"></th> </tr> <tr> <td colspan="2" data-bbox="1328 212 1585 244">63% (5/8)</td> <td colspan="2" data-bbox="1585 212 1910 244">75% (6/18)</td> <td colspan="3"></td> </tr> <tr> <th data-bbox="1328 244 1451 355" rowspan="2">Current year group</th> <th colspan="3" data-bbox="1451 244 1798 316">% of PP at ARE in Summer 2017</th> <th colspan="3" data-bbox="1798 244 2145 316">Target for % of PP pupils at ARE in Summer 2018</th> </tr> <tr> <th data-bbox="1451 316 1574 355">Reading</th> <th data-bbox="1574 316 1697 355">Writing</th> <th data-bbox="1697 316 1798 355">Maths</th> <th data-bbox="1798 316 1921 355">Reading</th> <th data-bbox="1921 316 2045 355">Writing</th> <th data-bbox="2045 316 2145 355">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="1328 355 1451 419">Y1 (13)</td> <td data-bbox="1451 355 1574 419">54%</td> <td data-bbox="1574 355 1697 419">54%</td> <td data-bbox="1697 355 1798 419">54%</td> <td data-bbox="1798 355 1921 419">64%</td> <td data-bbox="1921 355 2045 419">64%</td> <td data-bbox="2045 355 2145 419">64%</td> </tr> <tr> <td data-bbox="1328 419 1451 459">Y2 (13)</td> <td data-bbox="1451 419 1574 459">54%</td> <td data-bbox="1574 419 1697 459">46%</td> <td data-bbox="1697 419 1798 459">31%</td> <td data-bbox="1798 419 1921 459">64%</td> <td data-bbox="1921 419 2045 459">56%</td> <td data-bbox="2045 419 2145 459">51%</td> </tr> <tr> <td data-bbox="1328 459 1451 499">Y3 (15)</td> <td data-bbox="1451 459 1574 499">67%</td> <td data-bbox="1574 459 1697 499">67%</td> <td data-bbox="1697 459 1798 499">60%</td> <td data-bbox="1798 459 1921 499">77%</td> <td data-bbox="1921 459 2045 499">77%</td> <td data-bbox="2045 459 2145 499">70%</td> </tr> <tr> <td data-bbox="1328 499 1451 539">Y4 (20)</td> <td data-bbox="1451 499 1574 539">60%</td> <td data-bbox="1574 499 1697 539">65%</td> <td data-bbox="1697 499 1798 539">55%</td> <td data-bbox="1798 499 1921 539">70%</td> <td data-bbox="1921 499 2045 539">75%</td> <td data-bbox="2045 499 2145 539">65%</td> </tr> <tr> <td data-bbox="1328 539 1451 579">Y5 (16)</td> <td data-bbox="1451 539 1574 579">44%</td> <td data-bbox="1574 539 1697 579">38%</td> <td data-bbox="1697 539 1798 579">38%</td> <td data-bbox="1798 539 1921 579">54%</td> <td data-bbox="1921 539 2045 579">48%</td> <td data-bbox="2045 539 2145 579">48%</td> </tr> <tr> <td data-bbox="1328 579 1451 611">Y6 (26)</td> <td data-bbox="1451 579 1574 611">46%</td> <td data-bbox="1574 579 1697 611">42%</td> <td data-bbox="1697 579 1798 611">50%</td> <td data-bbox="1798 579 1921 611">60%</td> <td data-bbox="1921 579 2045 611">57%</td> <td data-bbox="2045 579 2145 611">65%</td> </tr> </tbody> </table>	F2 PP Baseline ARE (Sept 17)		F2 PP Prediction GLD (July 18)					63% (5/8)		75% (6/18)					Current year group	% of PP at ARE in Summer 2017			Target for % of PP pupils at ARE in Summer 2018			Reading	Writing	Maths	Reading	Writing	Maths	Y1 (13)	54%	54%	54%	64%	64%	64%	Y2 (13)	54%	46%	31%	64%	56%	51%	Y3 (15)	67%	67%	60%	77%	77%	70%	Y4 (20)	60%	65%	55%	70%	75%	65%	Y5 (16)	44%	38%	38%	54%	48%	48%	Y6 (26)	46%	42%	50%	60%	57%	65%
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B.	PP pupils are ready for learning and able to access pastoral and academic learning.	<ul style="list-style-type: none"> • Pupils are accessing interventions to support readiness for learning when required. (E.g. Thrive, Playing for Purpose, Sensory Circuit) • Thrive assessments show improvements in social and emotional wellbeing for targeted pupils. • Pupils with social and emotional issues are happy to be in school and feel safe. 																																																																					
C.	To maintain and raise the proportion of PP pupils to reach Above ARE at the end of KS2.	<ul style="list-style-type: none"> • Increase in PP pupils at GDS in Y6 from baseline. Reading 8% to 23% Writing 8% to 23% Maths 8% to 23% SPAG 8% to 23% 																																																																					
D.	Improve attendance of PP pupils by 0.5 % at the end of the school year.	<ul style="list-style-type: none"> • Whole school attendance for PP pupils increases from 95.4% in 2017/18 to 95.9% in 2018/19 																																																																					

5. Planned expenditure

Academic year

2018/19

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?
Improved attainment for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.	<p>1. CPD focusing on: -Reading strategies across school -Reading teaching -Questioning for assessment -Metacognition and research triads</p> <p>2. Purchase PM Benchmarking kit to support assessment in fluency.</p> <p>3. Class Track and O Track to track outcomes</p> <p>4. 1:1 and targeted small group teacher time</p> <p>5.IT enhancement</p> <p>6.Intervention Resources IDL Dyslexia Programme</p> <p>7.Support staff interventions</p>	<p>Principles of Instruction by Barak Rosenshine research paper supports the need for overlearning and making links to get deeper thinking which is what the CPD will be based around. CPD will be recapping and adding to prior knowledge of teachers.</p> <p>EEF toolkit cites some 1:1 programmes have moderate impact.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice, Nov 2015 by NFER cites metacognitive and peer learning has impact for PP pupils.</p> <p>Making Good Progress by Daisy Chrisodoulou states the need for assessment to be descriptive but also have a scaled score to compare.</p>	<p>The senior leadership team will deliver and/or source quality CPD which will then be monitored through teaching and learning reviews, scrutinies and data.</p> <p>Pupil progress meetings will drill down to evaluate PP progress in each class.</p>	EC/AD/ED/JH	Summer Term

To maintain and raise the proportion of PP pupils to reach Above ARE at the end of KS2.	1.Active Learn Subscription 2. As above (CPD for more able thinking, 1:1 and small group targeted interventions with a focus on GDS.	High ability pupils eligible for PP are not all on track to get GDS in Y6. We want to ensure that they achieve high attainment as well as meeting the expected standards. Pupil engagement with online learning increased as a result of Active Learn and after school clubs linked giving access to pupils.			Summer Term
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Total budgeted cost					£1840 (£4000 total) £2272 (4940 total) £270 (£600 total) £157,889 (£343,238 total) £9407 (£19,598 total) IT £170 (PP pupils only) £95,041 (£206,612 total) £856 (£18860 total)
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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?
PP pupils are ready for learning and able to access pastoral and academic learning.	-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.	EEF Toolkit cites that behaviour interventions have moderate impact. We have consulted with other schools successfully using the Thrive Approach and other pastoral programmes. The impact of the Pastoral and Intervention Manager has been huge in previous years, which is why we are continuing with this.	There will be a whole school action plan for the Thrive approach which will be evaluated termly by the leadership team as part of the School Improvement Plan. The Pastoral and Intervention Manager will do case supervision over all Thrive programmes. The Principal will evaluate the effectiveness of interventions through monitoring sessions and data through the provision maps.	EC/AD/Pastoral Manager	Summer Term

Total budgeted cost					£10,626 (£23,100 total) £411 (£411.70 total)
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?
Improve attendance of PP pupils by 0.5 % at the end of the school year.	Fortnightly meetings with EWO to implement strategies to improve individual and whole school attendance and punctuality. SIMS Support to track and monitor attendance.	Work with the EWO has increased PP attendance over the last three years which is why this work will continue. SIMS support has been essential to track and monitor previously so this will continue.	Principal will lead this initiative for the full year and report back regularly to the LGB and account for the work done.	EC	Spring Term
Total budgeted cost					£920 (£2000 total) £1840 (£4000 total)
PP funding for 2018/19 £147,840					
Total Cost for PP Strategy 2018/19 £464,619					

6. Review of expenditure**Previous Academic Year****2017/18****i. Quality of teaching for all**

Desired outcome	Chosen action/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
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Improved attainment for PP achieving GLD, Expected at KS1 and KS2 as well as Expected in non-SATS year groups.

1. CPD focusing on:
 - P4C
 - Early Talk
 - Assessment
 - Research
 - Visits to other schools
 - Moderation
 - Reasoning and application for deeper thinking
 - Self and Peer review
2. Assessment resources to give scaled scores
3. Class Track and O Track to track outcomes
4. 1:1 and targeted small group teacher time
- 5.IT enhancement
- 6.Intervention Resources (Power of 2 and Toe by Toe 1:1 books)
- 7.Support staff interventions

The table below shows improvements in most areas across school. Whilst targets haven't always been met, there has been an improvement in the proportion of PP pupils at ARE. In most year groups there has been significant mobility which has impacted on overall attainment in some cases.

All data in percentages (%)	Victoria Targets R/W/M GD	Victoria Attainment Aut 17 R/W/M Autumn	Victoria Progress at expected and +	Victoria Attainment Sum 18 R/W/M Summer	Victoria Progress at expected and +
Year 1	42 / 25 / 25	30 / 40 / 50 10 / 10 / 0	no baseline data	58/58/33 17/8/17	92/58/33
Year 2	50 / 40 / 40	64 / 55 / 46 9 / 9 / 9	73 / 73 / 73	64/64/64 9/9/9	82/64/82
Year 3	60 / 60 / 60	44 / 50 / 50 11 / 6 / 6	78 / 83 / 78	56/57/56 11/0/0	78/72/78
Year 4	67 / 67 / 67	63 / 69 / 56 13 / 13 / 19	94 / 88 / 94	62/62/54 15/15/15	85/77/77
Year 5	69 / 65 / 69	44 / 44 / 56 7 / 7 / 4	93 / 89 / 93	65/68/61 9/9/13	96/91/91
Year 6	75 / 63 / 75	69 / 56 / 50 19 / 19 / 19	94 / 94 / 100	67/67/73 33/33/20	87/100/100

The strategies have been largely successful and so will continue next year.

We will be using IDL 1:1 support so that we can support more pupils 1:1 in Literacy using ICT.

The assessment resources did support but we need to now refine our approach and look at PM Benchmarking to be more specific with Reading progress across school as well as end of term. tests.

£1840 (£4000 total)
 £2272 (4940 total)
 £575 (£1250 total)
 £157,889 (£343,238 total)
 £9407 (£19,598 total)
 IT
 £170 (PP pupils only)
 £95,041 (£206,612 total)
 £856 (£18860 total)

More Higher Ability PP pupils reach Above ARE at the end of KS2.	1.Active Learn Subscription 2. As above (CPD for more able thinking, 1:1 and small group targeted interventions with a focus on GDS.	Improved attainment for PP at GDS at end of KS2. R 33% (29% in 2017) W 33% (6% in 2017) M 20% (0% in 2017)	The strategies have been effective and will continue in 2018-19.	
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ii. Targeted support

Desired outcome	Chosen action/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
PP pupils are ready for learning and able to access academic work with less behavioural incidents logged.	-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.	Due to the nature of the pupils needing support, there are still behavioural incidents logged for key pupils. However, at the end of the year all pupils were working in school full time and there were not any exclusions in the Summer Term which shows the impact of intensive work with key pupils on the Thrive programme, family support and regular monitoring.	This approach is essential for our academy and will continue to be used. The new Intervention and Pastoral Manager will be trained in strategies and materials used to support social and emotional wellbeing of pupils.	£10,626 (£23,100 total) £411 (£411.70 total)

iii. Other approaches

Desired outcome	Chosen action/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

<p>Improve attendance of PP pupils by 0.5 % at the end of the school year.</p>	<p>Fortnightly meetings with EWO to implement strategies to improve individual and whole school attendance and punctuality.</p> <p>SIMS Support to track and monitor attendance.</p>	<p>PP Attendance 2016-17 94.7% 2017-18 95.4%</p> <p>These initiatives have been highly successful with a 0.7% improvement for PP pupils.</p>	<p>We will continue with this approach and now focus on working closely with those PP pupils which were PA at the end of the academic year.</p>	<p>£920 (£2000 total) £1840 (£4000 total)</p>
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PP funding for the academic Year: £141,450
Total cost for PP strategy: £466,621

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.