

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Victoria Junior School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	N/A
Statement authorised by	Maggie Nowak
Pupil premium lead	SLT
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,283
Pupil premium funding carried forward from previous years	-
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	£187,283

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, Victoria strongly believes that no pupil should be disadvantaged as a result of background ,

At Victoria we address barriers to the educational achievement of children eligible for this grant holistically. The main barriers include children who need additional support with their emotional regulation and well- being They need to have access to an equal, broad curriculum and real life experiences. It is important to continuously find ways to 'minimise the gap' between the attainment of Pupil Premium children and their peers and build their confidence and to believe in themselves.

As well as funding a number of programmes and intervention groups to boost pupils' attainment and progress, we ensure that disadvantaged pupils have access alongside their peers to extra-curricular opportunities to boost their health, well-being and self-esteem, which also affects attendance. Many of the pupils eligible for the grant also have additional special educational needs and/or other needs such as English as an additional language. The impact of these initiatives is measured by the progress children in this group make in comparison to their peers as well as to their ability to access learning and attend regularly. Ensuring that, through building relationships with pupils and their families, a holistic approach to supporting disadvantaged pupils is provided, for example through subsidising school trips, uniform and extracurricular activities.

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 make accelerated progress. To ensure they are effective we will:

- Keep high-quality teaching and learning at the heart of our approach using Quality First teaching techniques
- Act upon findings promptly to make a difference
- 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	Enabling the progress of disadvantaged children so that the attainment gap does not widen between them and their peers.
2	Awareness of health, self-confidence, social and emotional needs
3	To enhance the life experiences of children in low socio-economic group and provide real life experiences

4	To provide the children with a rich diet of language and vocabulary despite their socio-economic backgrounds
5	To support families to understand the value of education

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
To increase percentage of disadvantaged pupils attaining at or above age-related expectations (ARE) and narrow gaps with peers	An increase in percentage at ARE expectations and narrow gaps
To develop pupils' confidence, social and emotional skills and mental well-being so that they have positive attitudes to learning and behaviour.	Children use suggested/ taught strategies to develop positive attitudes to learning
To provide a curriculum based on real life experiences	Children are able to access the curriculum
Ensure the pupils access a range of quality books and language is modelled effectively	Children's literacy experiences and access to modelling of high quality language makes a difference
Involve families in supporting their children's education	Families promote learning and support their children

Activity in this academic year

This details how we spent our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Ongoing internal CPD for delivering phonics teaching planned by SLT member and Feeder school Phonics lead.</p> <p>CPD for staff in Summer 2025 to implement RWInc for Sep 2025 to align with the feeder school,</p>	<p>Twinkl Phonics is a complete systematic synthetic phonics programme (SSP), which has been validated by DFE.</p> <p>There is strong evidence that indicates that phonics programmes have a positive impact on reading fluency, particularly for disadvantaged pupils.</p> <p>RWInc has strong evidence of impact at the feeder school.</p>	1 3 4
<p>Quality First Teaching strategies used consistently and understood by all staff</p> <p>CPD</p>	<p>All pupils regardless of socio economic background can access the curriculum</p>	1, 2 3 4
<p>Continue to embed and develop Write Stuff</p>	<p>Scheme motivates and engages all learners to be avid writers</p>	1 2 3 4

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Interventions</p> <p>A range of interventions have been identified to support pupils to access the curriculum and will involve CPD for the TAs</p>	<p>Targeted interventions enables the pupils to be regulated, access the curriculum and for gaps to diminish</p> <p>TAs are trained, confident and have the necessary skills to effectively deliver the curriculum</p>	1, 2, 3
<p>Speech and Language therapist providing support to pupils and professional development to staff enabling ongoing high</p>	<p>Children enabled to access a rich diet of language</p>	4
<p>Quality provision for pupils.</p>	<p>Learning environment supports pupil progress and emotional and social well being</p>	1,2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist to work with children identified as needing targeted social and emotional support.	Children given the opportunity to share their needs and to be given strategies to overcome them	2
TAs	Personal greetings and regular check-ins by a consistent individual, known to the child, is shown to have a positive impact on their mental health and well-being, which helps minimise lost learning time, reduce the frequency of poor learning attitudes, and increase attendance.	2
'Zones of Regulation' techniques employed	Children enabled to understand and regulate their emotions	2, 3, 4, 5
Pupil premium children to attend one after school club	Regular attendance of afterschool clubs have a positive impact on children's attendance, progress and wellbeing.	1,2, 3,
Vulnerable children to attend residential and school trips	School trips have a positive impact on children's progress, as well as their social and emotional wellbeing.	1, 2, 3, 4
Breakfast Club	Children can attend a breakfast club every day which ensures they have a positive start to the day and have had breakfast	1,2,3

Parents/Carers	Involve the parents and carers in the life of the school and give them opportunities to upskill so they can support their children	4
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Total budgeted cost: £ 188,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-2025

The school will continue to closely monitor the disadvantaged pupils' progress and target them for fluid interventions.

The pupils well-being was a high priority and pupils benefitted from the support TAs giving them the opportunity to build relationships and their self-esteem.

The Play Therapist supported pupils and helped them with strategies for their anxieties and fears.

The speech and language therapist continues to have a huge impact across the school and has been able to support many children and families. They have supported the implementation of strategies in class where needed.

The Breakfast Club has enabled pupils to have a calm start to the day and ensured they have eaten and are ready to learn.

Pupils accessed after school clubs which enabled them to access a broad curriculum and went on trips and the school residential,

Year 6 SATS 2025 – outcomes for all pupils

Externally provided programmes

Programme	Provider
PiXL Assessments and Therapies	PiXL Club
Gramasaurus	Gramasaurus
Write Stuff	Jane Considine
Twinkl Phonics	Twinkl
White Rose	White Rose Education
Times Table Rockstars	Maths Circle
PSHE and RE	Jigsaw
Foundation Subjects	Cornerstones