

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year 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 Dock
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	22 (7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	A Saunders
Pupil premium lead	A Saunders
Governor / Trustee lead	R English

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,150
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	£51,150

Part A: Pupil premium strategy plan

Statement of intent

Ultimate aims:

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

To ensure that teaching and learning opportunities meet the needs of all the pupils

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium/Recovery Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language, Communication, reading skills
2	Low attainment or gaps in knowledge.
3.	More frequent behaviour difficulties.
4	Attendance and Punctuality issues.
5	Chaotic family lives and Social Service involvement

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
Progress in Reading	Achieve above national average progress scores
Progress in Writing	Achieve above national average progress scores
Progress in Mathematics	Achieve above national average progress scores
Progress in Phonics	Achieve above NA phonics screening results By the end of 2024-25 <ul style="list-style-type: none"> • The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the ELG in word reading • The gap between disadvantaged pupils and others nationally reduces year on year when comparing those who have reached the required standard at the end of year 1 and 2 in the phonics screening check.
Attendance	By the end of 2024-25: <ul style="list-style-type: none"> • The gap between disadvantaged pupils and others in school remains at least in line with national averages • The % of disadvantaged pupils who are classed as persistent absentees is at least in line with national averages On

	<p>an annual basis we will ensure that we:</p> <ul style="list-style-type: none">• Continue to narrow the absence gap between pupils who are disadvantaged and others in school• Narrow the gap, in terms of persistent absence, between disadvantaged pupils and others in school
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £15000

Acti vity	Evidence that supports this approach	Cha llen ge nu mb er(s) add res sed
RWI training and support	<p>All staff will be well trained in RWI and therefore be able to teach effectively. Reading lead will work with RWI trainer for development days to ensure provision and teaching is at least good.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/contact-details-for-the-validated-systematic-synthetic-phonics-ssp-programmes</p>	1,2,
<i>RWI resources</i>	Validated phonics scheme requires heavy investment in resources to ensure consistency	1,2
<i>RWI grouping and KS2 interventions</i>	<p>Small groups target all KS1 pupils to make rapid progress in reading. . 1-1 interventions every day across all children requiring this.</p> <p>Also reading fluency groups as an intervention.</p>	1,2
<i>Reading for pleasure resources</i>	<p>Reading is a huge driver in our school and books which engage and capture children are paramount. With access to up to date, interesting and captivating texts children will want to read for pleasure.</p> <p>Based on our own observations the quality and range of texts impacts positively on our children's love of reading and engagement in reading lessons.</p>	1,2

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1-1 RWI tutoring in EYFs and KS1.	<p>Phonics data is improving but still needs to rise further to exceed 90%</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/contact-details-for-the-validated-systematic-synthetic-phonics-ssp-programmes</p>	1,2
Times Tables Rockstars, Lexia	<p>Access to Times table Rockstars, Lexia and other home learning additional programmes allow children additional provision for key skills.</p> <p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. In a trial of Lexia involving 697 pupils across 57 schools. The independent evaluation found that children 2 & 4 6 offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. Projects and Evaluation Lexia Education Endowment Foundation EEF</p>	
Small group tutoring	Small group interventions have proven to be effective with 1-1 RWI showing accelerated progress.	

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

Budgeted cost: 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all children have access to clubs, residential, breakfast club etc.</p>	<p>All pupils be provided with access to all opportunities within school. The school will support pupils with access to any extra curricular activity and breakfast club.</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Previous years have show that PP chn have benefitted from subsidised residential and accessed equal opportunities to their peers.</p>	<p>1,2,3,4,5</p>
<p>Dedicated Elsa Team in school.</p>	<p>ELSA is proven to support families in need and we have a high demand for this support. When pupils are supported emotionally they make better progress.</p>	<p>3,4,5</p>
<p>Attendance prizes</p>	<p>In order to improve attendance awards will be given for the most improved attendance/children with outstanding attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)</p>	<p>4</p>
<p>OPAL Play</p>	<p>OPAL is proven to be highly successful at improving school relationships and behaviours</p> <p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>4</p>

Part B: Review of outcomes in the previous academic year 21-22

Pupil premium strategy outcomes

Aim	Outcome
Progress in Reading	.Y6 outcomes in 2023 were all above national averages at ARE and GD across the cohort. Y6 disadvantaged was 33%. Low numbers of PP chn affects data. Progress was in line with NA.
Progress in Writing	Y6 outcomes in 2023 were all above national averages at ARE and GD across the cohort. Y6 disadvantaged was 50%. Low numbers of PP chn affects data. Progress was in line with NA
Progress in Mathematics	Y6 outcomes in 2023 were all above national averages at ARE and GD across the cohort. Y6 disadvantaged was 50%. Low numbers of PP chn affects data. Progress was in line with NA
Progress in Phonics	Phonics outcomes were above NA at 82% with 100% of pupils from our EYFS achieving a pass. Disadvantaged was above NA.
Attendance	Attendance in 2022 was in line with average. Continue to work on this in 2023. Disadvantaged was at 92% - in line with NA.