

Pupil premium strategy statement:

1. Summary information					
School	The Victory Primary School				
Academic Year	2016/17	Total PP budget	£262680	Date of most recent PP Review	03.10. 2016
Total number of pupils	467	Number of pupils eligible for PP	220	Date for next internal review of this strategy	March 2017

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	A lack of confidence and resilience to tackle new learning
B.	Slow progress especially in the area in the area of reading. Language skills, resulting in slower progress in reading and writing. 65% of SEN children are disadvantaged.
C.	Social/emotional and behavioural issues adversely affecting learning.
External barriers	
D.	Domestic/social issues e.g. including housing, finance, parenting domestic violence, which results in less engagement in learning.
E.	Poor attendance resulting in slower progress
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	<p>Pupils are prepared, confident and resilient to tackle new learning</p> <ul style="list-style-type: none"> Teachers and children consistently use the language of growth mindset. Teacher's assessment skills improved and children using feedback to take learning forward.

		<ul style="list-style-type: none"> • Children learn the skills of what to do when they are stuck. • Improved performance in tests. • Accelerated progress-including those disadvantaged pupils who are able.
B.	Develop the skills of early reading and develop within the pupils a love of reading Improve oral language skills for pupils eligible for PP. Particularly those disadvantaged children who are also SEN.	<ul style="list-style-type: none"> • Increased rates of reading at home. • Larger percentage of children picking up early reading skills as evidences in early learning goals and the phonics tests. • A larger percentage of disadvantaged children at age related expectations. • Increase the percentage of children achieving ELGs and ARE in reading, particularly at KS1 and KS2 to reduce the gap with national. • Specific difficulties identified and addressed earlier
C.	Improved behaviour for learning and healthier relationships	<ul style="list-style-type: none"> • Reduced exclusions, part time timetables and detentions. • More children on task with their learning. • Happier children developing social skills.
D.	Children and families develop the skills that will enable them to take an active part in learning	<ul style="list-style-type: none"> • High uptake of parenting courses. • The monitoring of the outcomes of Interventions show that they are having an impact on pupil's self-esteem and engagement with learning.
E.	Improved attendance	<ul style="list-style-type: none"> • Increased attendance • Fewer persistent absentees.

Pupil Premium spending plan 2016-17					
	Cost (£)	Intervention	How the impact will be measured	Monitored by	Impact and value for money of intervention (to be assessed at the end of the academic year)
A	£1000	Working with cluster schools to share good practice. Introduction of growth mindset practices and curriculum for each year group.	Pupil conferences	JH	Performance in tests matches teacher assessment. Pupils can articulate how they approach challenging work.
A	£12000	Use of an external consultant from an outstanding school to train leaders and teachers in the areas of assessment; particularly making accurate judgements and next steps for learning. Moderation exercises with cluster schools and Portwood teaching school.	Pupil conferences	JH	In external moderation exercises teachers' judgements are agreed as correct.

B	£11500	Additional speech and language therapy time for EYFS and KS1 pupils. Training of TAs by Speech Therapist. TAs delivering narrative approach in the EYFS. Additional Educational Psychologist time for SEN pupil premium children.	Progress of pupils-e.g. IEP and SALT targets	VG	Improved progress of disadvantaged SEN children.
B	£15000*	Reading teacher and librarian to promote reading across to school and at home. Training volunteers and parents to read with children. Put on reading event. Run after school reading clubs. Ensure home reading systems are working. Lunchtime reading groups. (year 6)	Reading at home monitored every day. Class competitions. Classroom Monitor tracker.	ZL	Tracking document shows a 25% increase in reading at home.
B	£26000	ECAR and FFT interventions for disadvantaged pupils in years 1 & 2.	Progress measured using ECAR assessment tool	ZL	Accelerated progress in reading
B	£15000*	Additional tutoring	Classroom monitor tracker.	JH	Accelerated progress in Reading and Mathematics
C	£23000*	Nurture group provision from 8.00-3.00 including nurture breakfast. Play therapist 1 day/week	Boxall profile	VG	Improved scores on Boxall profile indicating more engagement in learning and ultimately better progress.
C	£94000 *	4 learning mentors and behaviour manager	Chronologies Individual behaviour plans	RH	Chronologies show improved behaviour resulting in better engagement in learning and ultimately better progress.
D	£21000*	Parenting courses-PPP and NVR run in house by qualified social worker. Safeguarding officer/home-family link worker-4 days/week	Safeguarding records	JT	Improved behaviour and relationships at home resulting in better engagement in learning and ultimately better progress.

E	£14000*	Breakfast club	Attendance records-comparing attendance of groups	SC	Improved attendance of disadvantaged pupils. Fewer Persistent Absentees.
E	£10,300*	Attendance officer to work with persistent absentees. First hour phone calls. Academy attendance panels	Attendance records-comparing attendance of groups	SC	Improved attendance of disadvantaged pupils. Fewer Persistent Absentees.
Total	£333300				

In addition, the school is required to pay for free school meals and cool milk at a cost of approximately £62500

* This proportion of the cost equivalent to the number of disadvantaged pupils that benefit from this intervention