

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Victory Academy
Number of pupils in school	1172
Proportion (%) of pupil premium eligible pupils	37.03%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years covering: 2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Michelle Smith – Principal
Pupil premium lead	Ross McLellan – Senior Vice Principal
Governor / Trustee lead	Michael Bailey – AAB chair, PP link governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 401,100 (estimated)
Recovery premium funding allocation this academic year	£ 60,900

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 7932.58
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£469,932.58

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intentions are that pupils from disadvantaged backgrounds achieve highly across the curriculum, accessing the same curriculum options as their non-disadvantaged counterparts, particularly EBacc. Disadvantaged pupils school engagement, attendance, and attitudes to school and self should be in line with non-disadvantaged counterparts.

Our pupil premium strategy will allow all learning including those who are high attainers to be successful and achieve highly, develop high aspirations and successfully transition to the next phase of an ambitious education.

High quality, subject specialist classroom teaching is the key factor that underpins pupil progress. All research suggests that high quality teaching is the biggest impact on closing the attainment gap between disadvantaged and non-disadvantaged and also having impact on the non-disadvantaged pupils in the school.

Through use of National tutoring funding programme we will be ensuring that pupils whose education has most suffered due to impacts of Covid and lockdowns are targeted for subject specific improvement. All disadvantaged pupils will have opportunity to engage with interventions.

Our strategy plan is centred round:

- Ensuring disadvantaged pupils receive quality first teaching and are challenged in the work they are set.
- Proactive steps to ensure that disadvantaged pupils do not fall behind their non-disadvantaged peers and rapid intervention is put in place to support those who fall behind.
- A whole school approach to ensure all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.]
- Engaging disadvantaged pupils in extracurricular and careers/aspirations guidance to improve attitudes to school and self. Thereby raising attendance and engagement with learning.

- Improving reading comprehension among disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Historic lack of engagement with EBACC subjects by PP pupils due to lack of careers guidance and understanding of post 16 pathways into education.</p> <p>Historic % disadvantaged achieving EBacc:</p> <p>2020-21 - 11.11%</p> <p>2019-20 – 6.67%</p> <p>2018-19 – 3.85%</p> <p>Historically a lower number of Disadvantaged students have been successful in science and fewer disadvantaged pupils opted to take a modern foreign language.</p> <p>A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.</p>
2	<p>Reading age assessments of pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Focus will be centred around improving reading comprehension at KS3 to ensure students are able to start GCSE in year 10 fully accessing their subjects.</p> <p>Yr 7 Dec 21 – 5-month gap between PP and non-PP</p> <p>Yr 8 Dec 21 – 5-month gap between PP and non-PP</p> <p>Yr 9 Dec 21 – 6-month gap between PP and non-PP</p> <p>Reading age testing for year 10 and above is currently in progress.</p>
3	<p>We suspect based on anecdotal evidence that many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. We</p>

	will be gathering evidence to determine if this is the case and if so putting an action plan in place.												
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.5-3.0% lower than for non-disadvantaged pupils.</p> <p>Historic:</p> <p>2020-21 – 84.0% (national was 88.3%)</p> <p>2019-20 – Not reported due to lockdowns</p> <p>2018-19 – 91.6% (national was 92.2%)</p> <p>48-58% of disadvantaged pupils have been ‘persistently absent’ compared to 18-35%% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <table border="1"> <thead> <tr> <th></th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>50.26%</td> <td>48.6%</td> <td>58.2%</td> </tr> <tr> <td>All</td> <td>20.6%</td> <td>17.7%</td> <td>35.3%</td> </tr> </tbody> </table>		2018-19	2019-20	2020-21	PP	50.26%	48.6%	58.2%	All	20.6%	17.7%	35.3%
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All	20.6%	17.7%	35.3%										

## 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
1. Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects in order to ensure disadvantaged pupils achieve their full potential.	<p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve A P8 gap of lower than national (national was -0.43 in 2020-21 academic year)</p> <p>Regular internal data collection and analysis shows gap between disadvantaged and non, narrowing over time as pupils progress through the school.</p> <p>By the end of our current plan in 2024/25, 35% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>Historic:</p> <p>2020-21 - 11.11%</p> <p>2019-20 – 6.67%</p> <p>2018-19 – 3.85%</p>

<p>2. Improved reading comprehension among disadvantaged pupils across KS3 to ensure pupils can are GCSE ready. Continued reading strategies for those who are still underdeveloped from year 10.</p>	<p>By the end of our current plan in 2023/24 the reading gap between disadvantaged and non will shrink to 0 months by the end of year 9 for pupils.</p> <p>Tri annual reading testing analysis shows narrowing gap between disadvantaged and non. Impact of strategies seen and actions redefined after each data set.</p>
<p>3. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Current teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> <p>Systems developed to track metacognitive and self-regulatory skills of disadvantaged vs non. Action plans developed and impact seen in a variety of measurements,</p>
<p>4. Improved attitudes to school/self displayed by disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Monitoring indicates greater disadvantaged engagement with extra-curricular</li> <li>• Regular pupil voice shows improved attitudes to school/self – led by AP termly</li> <li>• Annual PASS data shows improved attitude to school/self</li> </ul>
<p>5. Disadvantaged pupils progressing to appropriate post 16 pathways</p>	<p>Increased % of PP pupils entering &amp; completing 6<sup>th</sup> form courses. Increase in vocational qualification offered to support diverse cohort.</p>
<p>6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged attendance gap reduced Disadvantaged PA gap reduced through weekly monitoring, all PA students met with, to discuss attendance issues. Pupils with PA monitored and rewards for improvements. Use of trust policy for concerns, monitoring letters, attendance panel meetings, referral to AAP as required.</p>
<p>7. Quality first teaching in all lessons for all pupils including disadvantaged, including when classes cannot be taught by their normal teacher</p>	<p>All subjects taught by subject specialist teachers with high levels of subject knowledge and secure delivery of curriculum in line with department intent.</p> <p>Staff developed and upskilled in strategies for supporting disadvantaged pupils.</p>

	<p>Metacognitive tools in place and used effectively in lessons to support pupils development.</p> <p>All students aware of how learning is sequenced and how curriculum builds towards a bigger whole.</p> <p>Literacy strategies embedded across the school to support reading comprehension improvement.</p> <p>Reduction in agency supply staff by employment and developed of high-quality cover supervisors.</p>
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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: £ 234,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase, delivery and analysis of nationally standardised GL assessment package for core subjects at start and ends of academic years to inform curriculum plans and intervention strategies.	Standardised assessments will be used to identify gaps and areas of specific weakness to allow for targeted support and intervention for improvement.	1,2
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2
Developing metacognitive and self-regulation skills in all pupils both in lessons and woven throughout pastoral/form system (thinkers logbook)  This will involve ongoing teacher training and support	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,3
Improving quality feedback to pupils through staff CPD and clear department teaching and learning monitoring.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1,2,3



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

Budgeted cost: £ 117,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of literacy and reading comprehension strategies as part of new library provision	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	PP pupils targeted for small group tuition. KS3 focus on literacy, oracy and numeracy. KS4 focus on specific examined subjects based on individual needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
Funding of educational visits to build cultural capital and ensure disadvantaged pupils do not miss out on opportunities.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1
Funding of curriculum materials as required	Requirements for pupils to have certain materials for home study, revision for exams, and in class materials to have the same opportunities as non-disadvantaged peers	1

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

Budgeted cost: £ 117,483.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>All</p>
<p>Attendance systems in place to track and improve attendance of disadvantaged. Regular parental engagement re: attendance and PA</p>	<p>As outlined in the research below, lack of attendance can be one of the single biggest factors in attitudes to school and attainment</p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	<p>1,4</p>
<p>Development of tracking systems for disadvantaged homework to identify barriers to out of class learning. Homework practice being relaunched whole school in 2021-22 T3/4. Monitoring by HoDs/HoYs to identify barriers to out of class learning that can be removed.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1</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 a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 469,932.58**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

While there are no accountable performance measures for 2021, all submitted teacher assessed grades were based on standardised assessments carried out under exam conditions in class. The teacher assessed grades have been entered into 4matrix (our data analysis programme) and analysis carried out using the 2019 tables (last year of sat exams).

Based on these grades PP pupils achieved a P8 score of -0.03 vs non-PP of +0.28 giving a disadvantaged gap of -0.31.

- Comparing to the 2020 centre assessed grades where PP pupils achieved a P8 score of -0.47, and the PP vs non-PP gap was -0.55.
- Comparing to the 2019 exam series where PP pupils achieved a P8 score of -0.53, and the PP vs non-PP gap was -0.54.
- Comparing to the 2018 exam series (in which the school received record results) the PP students achieved a P8 score of +0.19, but this was still a disadvantaged gap of -0.44.

The 2021 outcomes are a significant improvement for PP pupils both in terms of overall progress in the last two years and reduction in the disadvantaged gap in the last 3 years.

Below is an evaluation of our areas of spend in 2020-21 as per our published spend plan.

Access to virtual learning - Use of funding to support PP students with access to virtual learning during lockdowns, and periods when students/year groups had to isolate was impactful in keeping disadvantaged students engaged with learning for the whole year.

Continuing professional development enabled staff to access appropriate educational training to support the teaching of disadvantaged students and enable the closing of the attainment gap. CPD was provided on common strategies for improving disadvantaged engagement, providing curriculum resources and support in classroom.

SEND - Use of funding for staff salary to support students with accessing learning such as SENCO was effective, with good PP engagement in learning leading to stronger outcomes as shown above. During lockdowns attendance systems and staff teams were created to place morning calls to pupils who were not attending virtual learning, digital support was in place for pupils with limited virtual access. EHCP pupils were supported virtually by their one to one LSA. Impact of these strategies were high levels of learning engagement from all learners including SEND pupils.

Attendance - Use of funding for staff salary to improve attendance of PP pupils through the year was effective, with PP attendance coming closer to in line with all attendance.

Catering – 36.2% of FSM take up and free breakfasts. Students ready to learn and can sustain learning past end of usual day through receiving additional sustenance.

Rewards - Reward events throughout the year has led to increase in number of pupils gaining no negative points and maintaining 100% attendance.

Curriculum materials including revision guides - Enabled equal access to resources leading to improved outcomes for these students.

Sea cadet unit - Unit successfully continued in 2020-21 despite COVID barriers, with opportunities for all pupils, support for disadvantages pupils if required. Huge emphasis on pride, confidence, team work, respect, routines, rules, conduct etc...

Library/raising literacy initiatives - Consistent literacy focus and improved literacy skills. Access to current and high quality books. Disadvantaged vs non gap has shrunk from average of 6 ½ months to 5 months over 2019-21.

Exam fees - Removal of any barriers to student examination success including mock exams and in class assessments that formed basis of TAG grades. Personalised support as standard in mocks, etc. leads to consistent approach to external examinations and improved outcomes.

School productions - PP students participated in all events, having equal access with all barriers removed.

Enrichment/careers & work experience/careers - Extensive careers and independent advice and guidance provided.

Students have clear ideas about their future direction and where this is not the case, additional support provides the necessary information to support them. Key pupils have had individual careers support and guidance meetings

Uniform expenditure - Uniform for all is now good. Any non-uniform issues are reports and promptly corrected with support as needed.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1 to 1 virtual tutoring	MyTutor

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*