

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 (2022-2023 which is year 2 of a year 3 plan) and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Virginia Primary School |
| Number of pupils in school | 223 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 year 2 of 3 2023-2024 Year 3 of 3 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Barbara Lo Giudice HT |
| Pupil premium lead | Barbara Lo Giudice HT |
| Governor / Trustee lead | Kathy Darby |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £85912 |
| Recovery premium funding allocation this academic year | £8990 |
| 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 | £94902 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils at Virginia overcome any barriers to enable them to be the best they can be. We want them to become happy, confident, motivated lifelong learners and embrace all that school life offers with enthusiasm. All pupils should feel connected to the world they live in and to develop a hopeful view of the world and their future where they become citizens who contribute positively to their communities.

Our Pupil Premium strategy aims to address a series of barriers to enable our disadvantaged children to thrive:

- parents' low level of spoken or written English means that support with homework and models of a high standard of English at home are limited.
- pupils' SEN: a high proportion of PP pupils also have SEN which require specialist strategies to be in place for them to access learning.
- poor language and communication, social and emotional skills.
- a lack of confidence which affects children's resilience in trying and sustaining new learning and new experiences.
- poor attendance and punctuality issues.
- complex family situations that prevent children from flourishing and parents from sometimes giving support with learning (these include: parents caring for other dependents, parents' physical or mental illness, families' financial vulnerabilities and family trauma, ie: domestic violence or bereavement, has a long term impact on wellbeing and can inhibit learning both in and out of school
- Covid-19 Barriers:
- Many children are living in overcrowded households during lockdown with very little space to learn, relax or exercise
- Many families are at risk of food poverty due to an increase in unemployment & children being at home rather than in school

What are the key principles of your strategy plan?

In line with the updated EEF pupil premium guide (2021) our strategy aims to target three main areas:

1 High-quality teaching

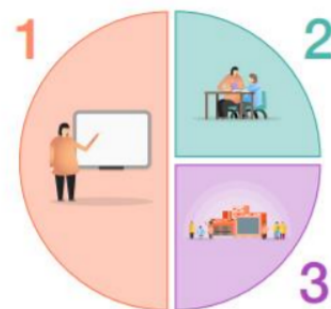
Through excellent staff professional development, a highly aspirational and enriching curriculum (Curriculum design, the arts, music) and a reflective coaching led approach to self-evaluation and improvement.

2 Targeted academic support

Through high quality intervention programmes closely monitored for maximum impact.

3 Wider strategies

Through an in depth focus on children's physical and mental health & wellbeing, including developing children's self-esteem and growth mindset. This to enable pupils to learn about and experience life beyond the classroom and in the wider world through an enriched curriculum that engages and motivates children and that has a profound impact on achievement and attainment. To promote pupils' wider development through a variety of additional activities and opportunities. (adventure learning). To engage our parent community in all aspects of school life and to maintain high attendance figures.



Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest dis-advantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Assessment, observations and discussions with pupils indicate a writing gap among disadvantaged pupils and particularly boys. These challenges are evident Year 1 through to KS2 and this negatively impacts their self -esteem and motivation for learning. |
| 4 | Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 24 pupils (11of whom are disadvantaged) currently require additional support with social and emotional needs. |
| 5 | Our assessments, observations and discussion with pupils indicate that our disadvantaged children are not achieving greater depth as well as our non-disadvantaged children. |

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 |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 exceed national average for all pupils and for our disadvantaged pupils when compared to their disadvantaged peers nationally. |
| Improved writing attainment among disadvantaged pupils and in particular, disadvantaged boys. | KS1 and KS2 writing outcomes in 2024/25 exceed national average for all our pupils and for our disadvantaged pupils, particularly our boys when compared to their disadvantaged peers nationally. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Improved greater depth attainment among disadvantaged children | Assessment figures to show improved greater depth levels across the school. Observation, feedback and pupil voice shows that children are more willing to take risks and use a growth mindset when facing difficult and complex tasks. |

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: £ 21450

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Further enhancement of our teaching of English and curriculum planning particularly around language for writing, writing for purpose and motivating boys.</p> <p>We will enlist the help of our local authority advisor, fund our English lead release time to support the planning and delivery of good quality sessions.</p> | <p>The EEF guidance is based on a range of best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 3 |
| <p>Further enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>2 teachers to participate in the Maths Mastery project (Maths Hub)</p> <p>We will continue to embed our use of CLIC Big Maths as our calculation strategy and number fluency strategy.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 5 |
| <p>To continue to enhance our language and early reading focus through engaging with our second year of the Power of Reading in the Early Years. The programme that supports Early Years staff to develop an excellent language and literacy curriculum with high quality books and creative teaching approaches. It supports staff to develop a broad, rich literacy curriculum, strengthening language and vocabulary development and engagement and attainment in reading and writing to prepare for transition to Key Stage 1.</p> | <p>Language is especially important in the Early years. We also know that it is especially important for pupils with English as an Additional Language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches/technical-appendix</p> | 1 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To continue to secure stronger phonics teaching for all pupils through a DfE validated Systematic Synthetic Phonics Programme. We will enlist the help of our Local Authority English advisor to run training sessions with teachers and leaders. Our early reading team will provide reading support, monitor progress, devise intervention programmes and measure impact.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily Purchase of a <u>DfE validated Systematic Synthetic Phonics programme comprehension</u>), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p> | 2 |
| <p>Music and the arts</p> <p>Enhancement of our curriculum offer by employing music specialists (through THAMES) to deliver music. Singing, musicianship, history of music composition and instrumental tuition will be delivered across the whole school.</p> <p>We will enhance our arts and drama curriculum through strengthening our curriculum offer and offering children in year 4 a 10 week programme of art, and drama and performance with ArtBurst.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 5 |

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

Budgeted cost: £28054

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Provision of high quality speech and language interventions supported by a speech and language therapist.</p> <p>We have increased our SLA to provide more hours dedicated by our SL therapist to our children.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> | 1 |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| <p>Teachers/HLTA's to plan and deliver a series of short, sharp targeted intervention support for key misconceptions, in order to close the gaps. This will be done in small groups or 1:1 sessions. Leaders will monitor the quality and impact of the interventions.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 and 5 |

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

Budgeted cost: £ 45398

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To continue establishing our counselling offer to enable more children to access the service. We employ a counsellor for a whole day a week to support more children with social emotional needs. The extra time will enable the counsellor to work more closely with families and to support our staff.</p> | <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf</p> | 4 |
| <p>To further enhance our emotional literacy offer by having two fully trained ELSAs and providing continuous CPD. This in order to enable more children accessing 1:1 or small group emotional literacy support programmes, nurture groups, friendship groups and to self-refer to the “space”.</p> | <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> | 4 |
| <p>To continue to provide a comprehensive <i>Adventure Learning</i> offer to all our children in order to develop self- esteem, confidence, communication and teamwork and to take risks and build resilience when stepping outside their comfort zone</p> | <p>Virginia Primary School Ofsted Report 2021</p> <p>https://www.virginia.towerhamlets.sch.uk/uploads/1/3/7/9/13795344/vps_ofsted_report_oct_2022.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>http://bit.ly/2K8k67w</p> | 4 |

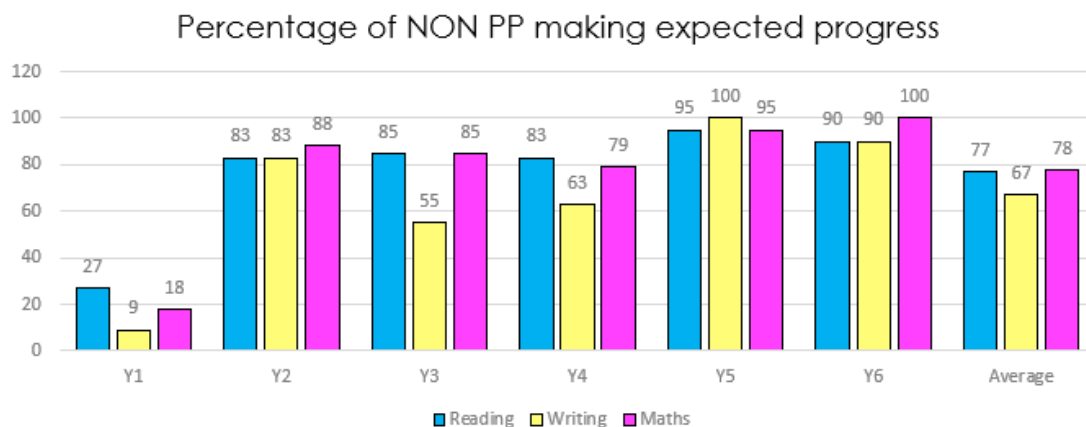
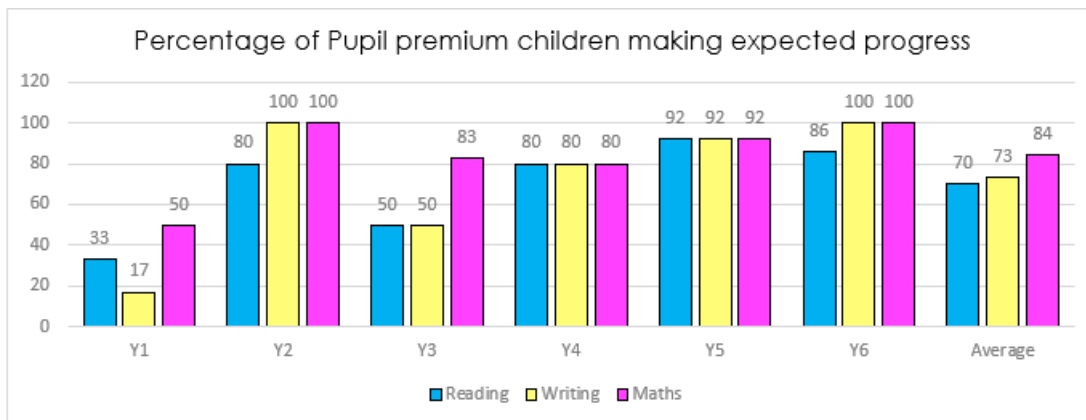
Total budgeted cost: £ 94860

Part B: Review of outcomes in the previous academic year

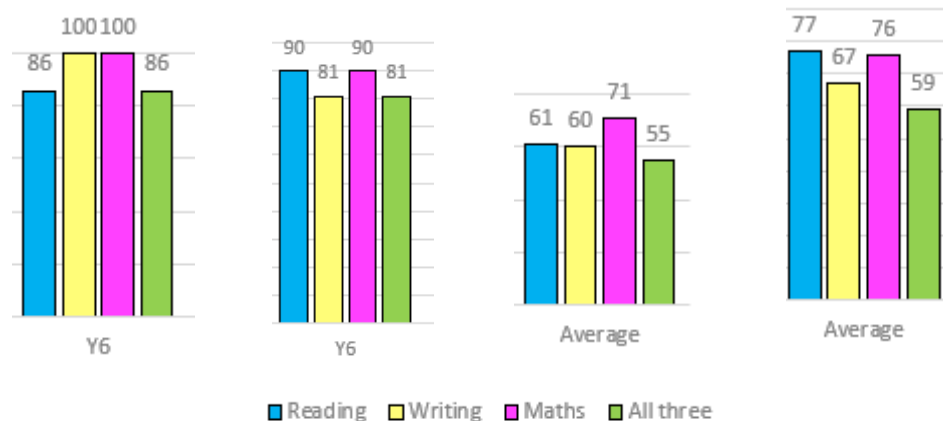
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments suggest that, during 2022/23 pupil premium children made excellent progress across all areas of the curriculum. On average, 61% of pupil premium children reached age related expectations in reading, 60% in writing, and 71% in maths. PP made expected progress broadly in line with non-pupil premium children, except for maths where on average they exceeded their non-PP peers.



In year 6, our pupil premium children have attained better overall than their non-pp peers. However, on average across the school, they are attaining slightly below their peers.



Overall attendance : 94%

Pupil Premium children 92.8%

Attendance of pupil premium children is lower than overall attendance and this is something we will monitor closely and will continue working with key families supported by our AWA.

Our assessments and observations that the prolonged lockdown and generally the impact of the pandemic negatively affected our children's physical and mental health and wellbeing. The impact was particularly acute for disadvantaged pupils.

We used pupil premium funding to provide wellbeing support for all pupils, and we provided targeted interventions. We will be focussing more on mental health and wellbeing for our children and parent community in our three-year strategy.