

Pupil premium strategy statement – The Victory Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1189
Proportion (%) of pupil premium eligible pupils	43.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Michelle Smith – Principal
Pupil premium lead	Phil Jones - Vice Principal
Governor / Trustee lead	Michael Bailey – AAB chair, PP link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£454,578
Recovery premium funding allocation this academic year	£127,374
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£581,952

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

The Victory Academy is committed to providing a broad curriculum that is well matched to the needs and interests of our students. We have high expectations for all in our school, and believe that with highly effective teaching, that stretches, challenges and motivates, every child can achieve both academically and socially.

We place learning at the heart of everything that we do incorporating strategies from restorative conversations, to ensure pupils' make the right choices, through to individualised interventions to drive standards in progress and attainment. The approaches we adopt are both whole school and departmental and are not restricted to pupils eligible for the Pupil Premium. Allocation of PPG to whole-school intervention has allowed some specified interventions and school initiatives such as Literacy Lab our Lighthouse Curriculum and our Dockyard and The Bay provisions to be made possible and support the individual needs of all pupils without losing the focus of our core aim: to close the gap between our pupil premium children and their non-pupil premium peers.

School leaders at The Victory Academy are committed to ensuring that all our disadvantaged pupils receive teaching which is effective or highly effective in every lesson. Where pupils in receipt of PPG are not making the same progress as their peers, intervention programmes and support mechanisms are in place throughout the year to close that gap. The PPG is allocated to the whole school budget each financial year and decisions are made as to which interventions are put in place based on the nature of the cohort, and the data we have regarding that cohort, each year. Planning is structured around a 3-year spend but reviewed annually. Decisions on allocation of funding is made following deep analysis of data and by making use of research such as the Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1a	Key Stage 4 Progress Gap: Maths Specific Progress and Attainment for disadvantaged pupils are lower than expected. KS4 outcomes from 2021 show that disadvantaged pupils perform below that of the rest of the cohort with a P8 gap of -0.20 between them and their non-disadvantaged peers.

1b	<p>Key Stage 4 Progress Gap- English Specific</p> <p>Progress and Attainment for disadvantaged pupils are lower than expected. KS4 outcomes from 2021 show that disadvantaged pupils perform below that of the rest of the cohort with a P8 gap of -0.30 between them and their non-disadvantaged peers, in both English Literature and Language</p>
1c	<p>Key Stage 4 Progress Gap PP v Non-PP</p> <p>The progress of disadvantaged pupils within the school is a significant area for improvement. Year 11 leavers 2022 who were disadvantaged achieved significantly poorer outcomes with a P8 of -0.8 compared to non-disadvantaged who achieved a P8 score of -0.36.</p>
2a	<p>Key Stage 3 Reading and Writing</p> <p>Disadvantaged pupils have knowledge gaps greater than those of their peers; specifically in literacy and numeracy (the pandemic has exacerbated this, broadening the gap further) and there is a gap between disadvantaged pupils and the rest of the cohort on entry from KS2 results.</p>
2b	<p>Key Stage 3 Numeracy</p> <p>There is a gap between disadvantaged and the rest of the cohort on entry from KS2 results. The entry data for Year 7 shows that disadvantaged pupils have a lower point score for number (18.4) against non-disadvantaged pupils (21.3).</p>
3	<p>Embed a culture that prioritises the needs of Pupil Premium pupils within high quality teaching</p> <p>Maintaining a culture in which the needs of Pupil Premium pupils are well understood and prioritised. Achieving this through a framework of high quality CPD that develops staff across all stages of their career including a focus for leaders on the needs of Pupil Premium pupils</p>
4	<p>Social, Emotional and Mental Health Needs</p> <p>Ensuring disadvantaged pupils receive targeted support for wellbeing and progress. This is in the context of the pandemic. Observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils.</p>
5	<p>Attendance</p> <p>Attendance of disadvantaged pupils is significantly lower and rates of persistent absenteeism is higher than their peers. 2021-22 Yr7 – 11 attendance data shows disadvantaged attendance to be on average 5 percentage points lower than the rest of the cohort (86.6% for disadvantaged against 91.7% of non-disadvantaged)</p>
6	<p>Wider Opportunities</p> <p>Limitations in access to a wide range of both experiences and facilities outside of the school impact these pupils' aspirations, self-belief, and confidence. This includes access to Wi-Fi, computers, reading materials, basic resources as well as external and wider experiences.</p>

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
<p>Improve literacy and numeracy skills so that pupils are able to access the whole curriculum</p>	<p>Identified gaps within subjects are closed and bring the pupil in line with or exceeding their expected targets.</p> <p>P8 and A8 scores are in line, or exceed, national average.</p> <p>All pupils identified with a below average reading age on NGRT read at, or above their chronological age.</p> <p>Standardised reading scores are at or exceed national averages.</p>
<p>Improve Progress 8 outcomes</p>	<p>Disadvantaged pupils to achieve or exceed their P8 target and overall be in line with national averages for this group.</p> <p>Disadvantaged pupils to achieve, or exceed, A8 averages, in line with national averages for all pupils</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils narrows.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils narrows in Maths and English.</p> <p>Outcome of disadvantaged pupils with High Prior Attainment improves to within national average tolerance.</p>
<p>Improve attendance levels and reduce persistent absenteeism</p>	<p>Attendance percentages for each disadvantaged pupil will increase on their previous term and/or year.</p> <p>Parental engagement with positive absence will be demonstrated through their own attendance at parents' evenings and through interaction at home visits.</p> <p>Effective intervention to support strong attendance of disadvantaged pupils is in place.</p> <p>Disadvantaged pupils given priority with school systems for tracking and acting upon attendance issues.</p>
<p>Provide suitable and relevant support to pupils with SEMH problems.</p>	<p>All pupils are identified in school and interventions in place where needed.</p> <p>Attendance improves for the pupils where SEMH problems are a barrier to attending school.</p> <p>Progress improves for the pupils where SEMH problems are a barrier to attending lessons.</p>

Improve the reading ages of PP students, enabling pupils to access the curriculum.	KS3 Outcomes: The gap between disadvantaged pupils and non-disadvantaged pupils narrows. Gap in reading age of Pupil Premium students and rest of the cohort closes
Improve the numerical skills of KS3 pupils	Repeated Data collection at the end of year 7 shows an improvement in year 7 number ability and that the gap between disadvantaged and non-disadvantaged has reduced.
Social, emotional and mental health needs of disadvantaged pupils are supported and met. Disadvantaged pupils self-regulate and are engaged and happy at school	Pupil voice from disadvantaged pupils showing they are engaged and happy members of the school community. Case study evidence from pupils who have received targeted services support. Rewards and sanctions received by disadvantaged pupils are proportionate to whole school behaviour analysis
Parents of disadvantaged pupils feel well supported by the school and can take a positive role in their child's education.	Parental feedback from surveys and Parent Forum is wholly positive.
Disadvantaged pupils participate in the wide variety of enrichment opportunities that the school has to offer to develop cultural capital, improving their opportunities for social mobility.	Tracking pupil premium attendance and involvement in extra-curricular activities, parity between disadvantaged and other pupils in involvement. Pupil voice and case studies as a measure of access and involvement in cultural capital activities

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: **£182,519**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of standardised diagnostic assessments (GL Assessment). Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Education Endowment Foundation EEF</p>	<p>1, 2a, 2b</p>
<p>Data informed planning supported by in school tiered strategy.</p>	<p>Class data files (CDFs) used to identify both SEN as well as pupil informed disadvantaged barriers, allowing teachers to differentiate and providing targeted support. This supports the tiered approach suggested by the EEF which recommends specific and a multi strand approach. Each department area at The Victory Academy is aware of the specific subject barriers and with their specialist knowledge approach can plan accordingly to overcome the barriers. Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 6</p>
<p>Reading Comprehension Strategies Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. This includes reading aloud, use of software packages (Accelerated Reader)</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>1, 2a</p>
<p>Implement whole school literacy strategy which includes 3 mains foci:</p> <ul style="list-style-type: none"> • Speak like a subject specialist • Read regularly and widely • Expand vocabulary. 	<p>Standardised scores identify literacy and comprehension levels, these are recorded in the CDF and focusing on tier 2 language and supporting pupils to access exam questions. EEF guidance demonstrates enhanced focus on literacy encourages confidence and outcomes. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2a</p>
<p>Professional development for teaching staff focused on key groups and ensuring teaching and</p>	<p>EEF Teacher Toolkit Improving Literacy in Secondary Schools Metacognition and self-regulated learning EEF Teaching and</p>	<p>1, 2, 3</p>

learning is “effective”. CPD to include SEND provision and disadvantaged provision	Learning Toolkit Metacognition and Self-regulation have very high impact Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
High quality professional development framework. Developing staff from early career teacher induction through to SLT. Pupil premium a theme through CPD, focused on teacher and middle leader understanding of needs for disadvantaged pupils	EEF Report states that “ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority”. CPD will ensure clear coverage of disadvantaged barriers strategies, challenge, mastery and Metacognition as these are areas identified as needing improvement and/or important to facilitate disadvantaged progress (EEF)	1, 2, 3, 5, 6

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

Budgeted cost: **£156,691**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of the National Tutoring Programme to support KS4 pupil attainment in English and maths	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils. Education Endowment Foundation EEF	1, 2
The appointment of a Reading Champion to inform, implement and evaluate impact of targeted reading intervention drawing from key data: lexia, Accelerated Reader and Reading Progress.	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: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 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:	2a

	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	
Range of in school interventions including small group tuition and mentoring for pupils whose education has been most impacted by the pandemic, this includes subject specific, literacy and numeracy.	Targeted support following diagnosis of pupil assessments across all year groups.	1, 2, 3, 4, 5, 6
Daily form time subject specific tasks for Y11 15-minute tasks planned by the specialist teachers to support foundation retrieval of knowledge	Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice.	1, 2
Targeted holiday catch-up classes for Y11 and 13 Access for targeted pupils to get small group support in specific areas.	Pupils that are targeted to attend, have at least 90% engagement in sessions.	1, 2, 3
Funding of curriculum materials.	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, 2, 3, 6

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

Budgeted cost: **£242,742**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework / Breakfast Club Breakfast Club provides breakfast for vulnerable pupils as well as preparing them for the day ahead. Pupils are given the opportunity to study after school where they can	EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however, the homework needs to be short and focused. Regular homework that is more routinely set can also can an impact of 2 to 3 months progress. These interventions will	1, 2, 3

attend homework club to complete homework tasks and to work on coursework.	lead to a reduction in detentions for missing homework and improve attendance to school.	
Artsmark Award	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2, 6
UNICEF Rights Respecting School Award	The Rights Respecting School Award is a nationally recognised award which shows clear evidence of supporting pupil culture and wellbeing. The Impact of the Rights Respecting Schools Award - UNICEF UK	4, 5, 6
Careers and aspirations work, NEET prevention, CEIAG	Our internal data, and assessments show that the NEET prevention programme has been between 90-100% successful over a three-year period. This is alongside other CEIAG strategies.	6
Supporting pupils with social, emotional and mental health needs.	On site Alternative Provision in place to support both SEND and SEMH pupils, many of whom are also PP to retain a sense of belonging to their mainstream school and to allow them to access to a full, or more bespoke curriculum.	4
Funding of educational visits to build cultural capital and ensure disadvantaged pupils have all opportunities available to non-disadvantaged pupils.	Tracking system in place to ensure that PP students are identified and monitored regards their enrichment. Reduction in all trips and visits for PP students. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3, 6
External positive mentors working as role models with pupils to raise aspirations and engagement.	EEF Toolkit “On average, mentoring appears to have a positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”	1, 3, 6
National professional qualifications for middle and senior leaders impacting on progress and wellbeing of disadvantaged pupils.	EEF report 2021 “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”	1, 2, 3
Opportunities for pupil premium pupils to access	EEF unclear on impact when aspiration intervention takes places in isolation.	6

careers and higher education services and information to improve aspiration	Clear that aspiration intervention must be accompanied by an academic component	
Provide opportunities for increased parental engagement	EEF toolkit “Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” EEF Teaching and Learning Toolkit -moderate impact for very low cost.	1, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1 – 7

Total budgeted cost: £581,952

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.80. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 28.79. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.36, and the Attainment 8 score was 37.48. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was 3.57% and 7.24% points below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was 5.9% higher than their peers in 2021/22 and persistent absence 45% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.