

Pupil Premium Funding plan 2018-19 £317,433 – Sept 2018

The Academy will continue to spend the majority of funds on Facilitating Progress and Academic Success for All, due to successful impact of such initiatives last year, equating for 40% of the total spend. The next priority for spending will continue to focus on addressing support for SEN and GLA support for students which remain a priority for the Academy in 2018-19, 17% of spend on improving attendance initiatives, 15% on encourage aspiration and enabling experiences beyond the curriculum.

As outlined in our Pupil Premium Policy, at Victory we prioritise use of the grant to support structures and processes which remove barriers for learning and progress, reviewed termly and adjusted as necessary. Many of our students continue to face circumstances that create barriers to them progressing in line with their non-disadvantaged peers and the new Year 7 group is much larger and continues with the trend of high numbers of Pupil Premium students. These barriers may be financial – a lack of the resources needed for their studies or to pay for visits, or they may be social, emotional or educational – challenges or stresses and that make it more difficult for them to access the learning opportunities provided.

We will continue to prioritise funding for supporting student attendance which may also affect their access to the curriculum.

Funds spent of raising aspirations will continue and move into the next phase of ‘enabling and providing clarity for students’ on how to fulfil those aspirations and possible pathways and preparations. The Academy continues its mission to dispel assumptions or stereotypical views that disadvantaged pupils lack ambition or aspiration, but to focus on ensuring they have essential knowledge and understanding about careers and the learning behaviours and qualifications required to gain access to their chosen careers.

As such, Pupil Premium funding will continue to be used to support projects and opportunities, enabling access for all, by eliminating the barriers created by financial difficulties. Funding will enable the employment of staff and establish projects and services that will help students tackle social, emotional and educational barriers to learning.

The School will continue to benefit from the following initiatives and support, which continue to have a positive impact for our students.

- Thinking Schools Trust Support and Thinking Skills Introduction
- Change of Ethos, Branding, Identity

- **Emphasis on Quality First Teaching**

The Academy's intake of students is 3 KS2 points continues to be below the national average, placing the school in the 50 lowest prior attaining schools nationally (97.5% of secondary schools have higher KS2 prior attainment). The FSM percentage is nearly twice the national average and places the school in the top 10% of schools for the proportion of students on FSM. The school has a much higher than average proportion of students requiring EAL and SEN Support.

PP numbers for 2018/19 are provided as follows

Year	No of PP students	% PP students
7	56	25.00
8	62	38.04
9	49	35.25
10	45	36.59
11	47	36.15
12	12	26.67
13	12	27.27

In addressing these barriers, our priorities for 2018/19:

- i. Ensuring Attendance
- ii. Developing Key Skills including academic literacy focus
- iii. Encouraging Aspiration, enabling students and greater facilitation of career choices
- iv. Facilitating Progress and Academic Success for All
- v. Addressing Student's Special Educational Needs.
- vi. Enabling Experiences beyond the Curriculum.
- vii. Development of the TS Temeraire Victory Academy Sea Cadet unit with the opportunities that this afford students
- viii. Launching the Duke of Edinburgh scheme initially to Year 9 pupils

Impact of initiatives is documented in detail within the table below – Sept 2019

Outcomes for PP students in 2018/19 has shown a widening of the gap in progress, in what has proved to be a challenging year for Victory Academy and all secondary schools, considering the changes to qualifications at both KS4 and 5 and relative lack of exemplar work, marking criteria, grade boundary information and significant changes to delivery models. There remains at this point no comparative VA scores available for KS5/BTEC qualifications which provides further challenges in assessing the impact of PP interventions within the school. Overall,

Ever 6 students achieved a P8 score of -0.53, compared against their non Ever 6 peers at 0.01, resulting in an overall gap in progress of -0.54. This is including all students, there are however several key outliers skewing this figure, and if the shadow group students are removed this changes the Ever 6 figure to -0.35 (a gap of -0.36) which is better than 2018 Ever 6 progress. Whilst this is disappointing, it additionally does not reflect the progress of Ever 6 students in Year groups 7-10, where much work has been concluded this year. The impact of these initiatives are starting to be seen in the lower year groups where students we have worked to remove the barriers from early in students learning journeys.

In English, disadvantaged students performed below their non-disadvantaged peers (Gaps in English Language -0.36, English Literature -0.38). However this is a smaller gap than last year.

In Mathematics, disadvantaged students achieved a progress score of -0.08. An internal gap of -0.63 with their non-disadvantaged peers. In combined Science there remains an internal gap of -0.33, in Biology a gap of -1.35. Chemistry a gap of -1.50, and in physics a gap of -1.08 (it is important to note that in the separate sciences there were 31 students sitting this course as such the Ever6 P8 is being heavily skewed by 2 key students)

Whilst in Humanities, there remains a gap of -0.80 in Geography and -0.71 in History.

Some departments had huge success in overturning the progress of Ever 6 students against Non Ever 6 students, namely Art, BTEC Sport and Performing Arts

Again these figures are with a key shadow group of students included who are skewing the PP & Ever 6 figures significantly.

Spending plan – updated September 2018 – based on funding estimate of £317,433

Teaching Staff Salaries - £100,000				
Area of Spend	Percentage	Priorities addressed	Impact of Spend	Outcome to be Assessed Sept 2019
HOS with Responsibility for Pupil Premium	22 percent	All	Responsible for PP across the academy, leading training on supporting PP students, monitoring progress of PP, working with middle leadership on strategies to support PP students.	Some encouraging long term improvements measured in Year 7-9, for example year 9 final data drop has Ever6 outperforming non-Ever6. Gaps in progress in Year 11 at -0.54. Consistency of approach across academy Spending directly linked to priorities
SENCO	30 percent	iv, v.	To ensure that the needs of disadvantaged SEND students are identified and met.	Extensive support in place and shared strategies across all staff for these pupils External support in place as required to encourage progress
Teacher of Key Skills Provision	50 percent	ii, iv, v.	To foster accelerated progress of disadvantaged students in core skills, providing a strong foundation for continued progress. Provide support in the identification special educational needs of disadvantaged students.	Key skills literacy provision proven to accelerate progress compared to non-key skills peers leading to removal of provision in Year 8
HOS Curriculum Lead	30 percent	ii, iv, viii	To develop and drive the development of the Key Skills curriculum, to ensure accelerated progress for disadvantaged students. To ensure a curriculum with sufficient depth and breadth at KS3, 4 and 5 to meet the needs of all pupils, including specifically disadvantaged pupil, including Duke of Edinburgh	Updated curriculum and assessment criteria to ensure access to fuller curriculum plan in Year 8 onwards

Educational Support Salaries - £100,000				
Area of Spend	Percentage	Priorities addressed	Impact of Spend	Outcome
Assistant SENCO	30 percent	iv, v.	To assist the SENCO in ensuring that the needs of disadvantaged SEND students are identified and met.	Extensive support in place and shared strategies across all staff for these pupils External support in place as required to encourage progress
Community Liaison Officer	10 percent	All	To liaise with community families of disadvantaged students to ensure that their needs are met. Oversee the provision of funding of disadvantaged students attendance on trips.	Increased attendance to school, events, parents evenings, PTA launched, etc. Above average EAL, and attendance.
Safeguarding	30 percent		To ensure that all safeguarding concerns relating to disadvantaged students are addressed in an expedient and effective manner.	Extensive support in place for these students
Attendance Improvement Manager	50 percent	i, iii, iv.	To support disadvantaged students to attend the academy regularly and on time to ensure maximum contact time and provide a strong foundation for progress.	93.6% attendance overall 2017/18 against national average of 94.6% FSM national 91.2% against VA 91.6%. PP national 92.2% against VA 91.9%.
Dockyard Manager	50 percent	Iv	To oversee bespoke provision for disadvantaged students who are temporarily unable to access lessons.	Increased numbers of school refusers attending and increase in engagement with learning through reintegration to mainstream lessons over time
Inclusion Officer	50 percent	iv.	To oversee the provision of the internal exclusion unit, fostering positive behaviour for learning and maximise in school time for disadvantaged students.	Students continued to progress with work provided in line with peers whether in IEU or on exclusion

Graduate Learning Assistant	50 percent	ii, iii, iv	To foster the development of literacy via providing support for lower attaining students in the English department.	Progress of students individually tracked and supported by specialist team leading to improved communication and progress
Graduate Learning Assistant	10 percent	ii, iii, iv	To support disadvantaged students' progress via the staffing of academic extra-curricular initiatives including homework club and intervention sessions.	Higher uptake of PP students to clubs/support Facilitation of homework clubs allows for greater completion of homework leading to accelerated progress over time.
Graduate Learning Assistant	10 percent	ii, iii, iv	As above.	Progress of students individually tracked and supported by specialist team leading to improved communication and progress
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Support Salaries - £14,500				

Area of Spend	Percentage	Priorities addressed	Impact of Spend	Outcome
Catering Manager	20 percent	i, iv.	To provide staffing for the provision of free breakfasts and catering for additional sessions to increase attendance and focus of disadvantaged students.	High percentage of FSM take up and free breakfasts. Students ready to learn.
Site Manager	13 percent	iv.	To enable Academy facilities to be open for the provision of support sessions - maximising contact time between staff and disadvantaged students in preparation for public examinations.	Site team ensure students can access enrichment and support sessions when needed to accelerate progress.
Initiatives & Programmes £100,000				
Area of Spend	Spend	Priorities addressed	Impact of Spend	Outcome
Continuing Professional Development	£15,000	lii, iv.	To enable staff to access appropriate educational training to support the teaching of disadvantaged students and enable the closing of the attainment gap.	88% teaching good or better at end 2018/19.
Catering	£5,000	i, iv.	To provide free breakfasts to increase attention/focus in disadvantaged students and sustenance during extra-curricular study periods/events	High percentage 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	£5,000	i, iii, iv.	To provide motivational rewards for behaviour, attitude to learning and attendance fostering improvement in attendance/attainment for disadvantaged students	Reward events throughout the year has led to increase in number of pupils gaining no negative points and maintaining 100% attendance.
Curriculum Materials including Mocks/Revision guides	£9,000	iv.	To provide PP students with access to curriculum and revision resources to provide a foundation for academic attainment	Enabled equal access to resources leading to improved outcomes for these students.

			To include: Educake and other subject specific student support packages	
Extended Schools Club/Enrichment Access	£11,000	iii, iv.	To provide disadvantaged students with support in accessing clubs, trips, competitions, masterclasses and enrichment activities including STEM, Pop Up (Baltic) project, visiting artists, sporting events and performing arts visits.	Increased opportunities for enrichment experiences and access to expert subject practitioners, increasing motivation, aspiration and progress.
Learning Centre Resources	£750	ii, iii, iv, vi.	To provide resources designed to foster cultural understanding and enhance literacy levels amongst disadvantaged students.	Consistent literacy focus and improved literacy skills.
Sea Cadet unit	£4,000	iv, vii	To enable disadvantaged students to benefit from a huge range of activities and opportunities with the Sea Cadet with an emphasis on teamwork, learning skills and gaining additional qualifications	Unit successfully established with 8 cadets qualified in initial phase and a further 22 cadets enrolled for 2018/19 to a high of 30. Huge emphasis on pride, confidence, team work, respect, routines, rules, conduct, etc.
Library/Raising Literacy initiatives	£3,000	iv.	To provide resources focused on the assessment and development of literacy levels amongst disadvantaged students. Includes provision for Bedrock.	Consistent literacy focus and improved literacy skills. Access to current and high quality books.
Raising Attainment and intervention support	£12,000	iii, iv	To provide staff access to current educational research on how to provide support for disadvantaged students and enable the provision of additional intervention to maximise its impact.	Initiatives embedded in raising attainment strategies leading to improved outcomes.
Exam Fees (including resits) and additional or specialised exam concession support	£9,000	iv, v.	To ensure PP student access to appropriate examination qualifications with differentiated support as required by student needs	Removal of any barriers to student examination success. Personalised support as standard in mocks, etc. leads to consistent approach to external examinations and improved outcomes.

School Production/Studio VA	£1,000	iii, iv, vi	To enable PP students to access and contribute to key cultural events within the school life. Providing Performing Arts/Creative Arts work and curriculum to enable disadvantaged students to excel and build confidence through displaying work to internal and external audiences. Funding additional supports materials, resources and costumes for disadvantaged students to ensure access.	PP students participated in all events, having equal access with all barriers removed.
Enrichment/Careers and Work Experience/Careers	£3,000	iii, iv	To provide disadvantaged students with appropriate advice and insights to raise aspirations as to destinations once they move on from the academy. To provide a focus for success in public examinations and building skills needed in the wider world.	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.
Student Support Services	£2,500	i, iii, iv	To foster disadvantaged student attendance, attainment wellbeing via the provision of general and specialised pastoral, social and emotional support programmes.	Team support a large number of students daily to access their lessons and reduce pastoral/friendship issues detracting from their learning
Music Services Costs - free music lessons	£900	iv	To enable disadvantaged students to secure fair access to music tuition to attain their qualification or continue their music studies, previously funded by the Academy	Allowed disadvantaged students to commence or continue their music lessons leading to improved progress
Uniforms Expenditure	£2,500	i, iii, iv	To provide disadvantaged students with uniform and kit enabling them to feel full and valued members of the school community, ensuring standards and expectations are met by all.	Uniform for all is now good. Any non-uniform issues are reports and promptly corrected with support as needed.
Trips	£15,000	iii, iv, vi	To enable disadvantaged students to attend trip/enrichment activities to motivate and extend knowledge for the subject/related field of study	Trips conducted over the year have part/full funded pp students to encourage attendance and participation with accurate

				tracking/accounting led by community liaison officer.
Solomon Fund	£1,000	All	To provide support for disadvantaged students on an individual needs basis.	Funds allocated on individual basis dependent on need to remove barriers to learning, attendance, etc.
Pupil Travel	£600	i, iii, iv.	To enable disadvantaged students to attend school regularly and on time to maximise learning time.	Removal of barriers to attendance for students affected.