

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Victory Academy
Pupils in school	976
Proportion of disadvantaged pupils	26.64
Pupil premium allocation this academic year	£357,170
Academic year or years covered by statement	2019-20
Publish date	Oct 2019
Review date	Oct 2020
Statement authorised by	Ross McLellan
Pupil premium lead	Ross McLellan
Governor lead	Michael Bailey

### Disadvantaged pupil performance overview for 2018-19 academic year

Progress 8	-0.47
Ebacc entry	0%
Attainment 8	33.18
Percentage of Grade 5+ in English and maths	27%

### Strategy aims for disadvantaged pupils

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 2020
Attainment 8	Achieve national average for attainment for all pupils	Sept 2020
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 2020
Other	Improve attendance to national average	Sept 2020
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 2020

### **Pupil Premium Funding 2019-20 £357,750 (estimated)**

The Academy will continue to spend the majority of funds on Facilitating Progress and Academic Success for All, equating to 40% of the total spend. This is due to the widening of the PP gap in 2019, due to a small group of key shadow group students who skewed the PP progress figures. The next years priority for spending will focus on addressing SEN and GLA support for key targeted PP students, 17% of spend on improving attendance initiatives, 15% on encourage aspiration and enabling experiences beyond the curriculum. This focus will allow us to target our key outlier PP students who are continue to remain behind their non-PP counterparts in terms of progress.

In summary, spending can be broken down as following:

Teaching staff salaries– £139,800

Educational Support Salaries - £120,000

Support Salaries - £16,500

Initiatives & Programmes including curriculum access, enrichment, raising attainment and aspiration £81,450

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. The new Year 7 group is much larger than historic cohorts and whilst has a lower % of PP students, has a larger number than previous years. 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. A student's poor attendance may also affect their access to the curriculum. The Academy is keen not to fall into 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.

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
- Continuation of Ethos, Branding, Identity
- Emphasis on Quality First Teaching

In September 2019 the academy's year 7 intake of students has an average KS2 scaled score for the first time in the academy history, prior to this the academy has had lower than national average intake. The FSM percentage is nearly twice the national average and places the school in the top 20% 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 2019/20 are provided as follows:

Year	No of PP students	% PP students
7	83	34.50
8	56	25.00
9	62	38.04
10	49	35.25
11	45	36.59
12	14	21.20
13	12	26.67

In addressing these barriers, our priorities for 2019/20:

- i. Facilitating Progress and Academic Success for All
- ii. Ensuring Attendance
- iii. Developing KS3 additional literacy support curriculum
- iv. Encouraging Aspiration, enabling students and greater facilitation of career choices
- v. Addressing Student's Special Educational Needs.
- vi. Enabling Experiences beyond the Curriculum.
- vii. Continued development of the TS Temeraire Victory Academy Sea Cadet unit with the opportunities that this afford students
- viii. Continuation the Duke of Edinburgh scheme, launched last year in year 9, now in year 9 & 10

Spending plan – updated September 2020 – based on funding of £357,750

Teaching Staff Salaries - £139,800				
Area of Spend	Percentage	Priorities addressed	Impact of Spend	Outcome to be Assessed Sept 2020
<p>HOS with Responsibility for Pupil Premium</p> <p>HOS Curriculum lead</p>	55 percent	All	<p>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.</p> <p>To develop and drive the development of the KS3 literacy support curriculum, to ensure accelerated progress for disadvantaged students.</p> <p>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</p>	<p>Due to the Covid 19 lockdown we do not have a full picture of PP students progress in years 7-10 for the 2019-20 academic year. Year 11 did not sit external exams but based on awarded grades the PP gap was -0.55, similar to 2018-19 academic year.</p> <p>Consistency of approach across academy</p> <p>Spending directly linked to priorities</p>
SENCO	35 percent	iv, v.	To ensure that the needs of disadvantaged SEND students are identified and met.	<p>Extensive support in place and shared strategies across all staff for these pupils</p> <p>External support in place as required to encourage progress</p>
Teachers of KS3 literacy Provision	55 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	Rates of literacy development of PP vs non-PP are not able to be compared for the 2019-20 year as due to lockdown in March we do not

			identification special educational needs of disadvantaged students.	have reading age progression data for the year. This will be evaluated in the 2020-21 year once students are returned to school and reading age testing can take place.
<b>Educational Support Salaries - £120,000</b>				
<b>Area of Spend</b>	<b>Percentage</b>	<b>Priorities addressed</b>	<b>Impact of Spend</b>	<b>Outcome</b>
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 continued. 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.	94.52% attendance overall 2019/20 against national average of 94.6% and up from 93.6% in 2018-19

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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Student Support Services	£4,500	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
<b>Support Salaries - £16,500</b>				
<b>Area of Spend</b>	<b>Percentage</b>	<b>Priorities addressed</b>	<b>Impact of Spend</b>	<b>Outcome</b>

Site Manager	50 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.
<b>Initiatives &amp; Programmes £111,000</b>				
<b>Area of Spend</b>	<b>Spend</b>	<b>Priorities addressed</b>	<b>Impact of Spend</b>	<b>Outcome</b>
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.	% teaching good or better unavailable for 2019-20 due to Covid 19 lockdown. CPD delivered to all staff and new staff on removing disadvantaged barriers, support in place for trainee and NQT teachers.
Catering	£6,000	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	£6,000	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	£12,000	iv.	To provide PP students with access to curriculum and revision resources to provide a foundation for academic attainment  To include: Educake and other subject specific student support packages	Enabled equal access to resources leading to improved outcomes for these students.

Extended Schools Club/Enrichment Access	£4,000	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 continued in 2019-20 with opportunities for all pupils, support for disadvantaged pupils if required. Huge emphasis on pride, confidence, team work, respect, routines, rules, conduct etc...
Library/Raising Literacy initiatives	£4,000	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	£11,000	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	£2,200	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.
Uniforms Expenditure	£3,500	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.