



Pupil Premium Strategy Statement:

Queen Victoria Primary School

Pupil premium strategy statement – 2023-24

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 (Sept 23)
Number of pupils in school	530 (Nursery – Year 6) (Reception –Year 6)
Proportion (%) of pupil premium eligible pupils	35% (170 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Cath Rindl Headteacher
Pupil premium lead	Kirsty Walker Deputy Headteacher
Governor / Trustee lead	Mrs Sarah Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,810
Recovery premium funding allocation this academic year	£ 25,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 290,765



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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intention is that all pupils, irrespective of their background, childhood experiences or the challenges that they currently face, make good progress and achieve at least expected attainment across all subject areas.

Our focus of meeting the needs of all our children is central to our ethos.

The school has a top priority to close the gap and diminish the difference between:

- a) the attainment and achievement of these children and that of all children nationally and
- b) between our children eligible for the pupil premium and those not eligible nationally.

The key principles of our strategy plan echo the Education Endowment Foundation's Teaching and Learning Toolkit, with planned strategies that have been shown to have maximum impact: <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>.

At Queen Victoria Primary School, we intend to remove barriers that many of our children face. These include poorly developed language and communication skills, lack of confidence, complex behaviour difficulties, and attendance issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Developing a consistent approach to quality first teaching is at the heart of this plan, with a targeted focus on the key areas where our disadvantaged pupils require the most support, while simultaneously benefiting the non-disadvantaged pupils within our school. It is implicit that the achievement of the non-disadvantaged pupils will be sustained and improved alongside the progress and attainment of their disadvantaged peers.

Learning is sequenced progressively across the year groups and the curriculum. This ensures that children do not face cognitive overload and can recall the important skills and knowledge. Work is regularly re-visited; staff are on hand to address misconceptions and help to move the learning on. Support staff provide many varied interventions that ensure those who require an 'extra boost' receive it quickly.

The well-being of our children has always been a central feature of our school ethos. Following the pandemic concerns regarding anxiety, low self-esteem, and erratic attendance are still challenges for our school.

Our children are developing positive learning behaviours and attitudes towards their work. They want to try new tasks, to take a risk with their own learning. They are proud of their work and want to share their new learning with staff.



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At Queen Vic we work hard to provide this safe environment for all our children. A place where they can explore and grow a place to empower their independence and to find their way to being future global citizens.

As part of a three-year strategy the ultimate aim of this plan is to:

- **Close the attainment gap between disadvantaged and non-disadvantaged pupils**
- **Ensure that our disadvantaged pupils achieve national expectations.**
- **Disadvantaged pupils are fully supported not only in the classroom but to regularly attend school, to take an active part in school life, to make healthy choices and develop their own well-being.**
- **Our children are exposed to and able to access a wide variety of experiences that support their overall development and ultimately life choices.**

The **Key Principles** for our disadvantaged pupils are to:

- Removing barriers to learning through addressing well-being and pastoral needs.
- Provide high quality teaching through effective professional development combined with a well-designed curriculum that meets our children's needs.
- Monitor the support to ensure it is planned for, targeted and delivered.
- Rapidly improve outcomes for all disadvantaged pupils including high attainers.
- Provide a wide variety of experiences and opportunities to foster learning.

Actions for 2023-24

Queen Vic became an academy on July 1st 2023 becoming a member school of Stour Vale Academy Trust. This has provided an expanded wealth of new opportunities for both our staff and pupils.

This strategy sits firmly within our school's key priorities for development.

Key Priorities for Development:

- To develop consistent and effective teaching that enables all pupils especially PP and SEND to make good progress
- To develop and implement an effective Pupil Premium Strategy that reduces barriers
- To develop and implement an effective curriculum
- To develop effective leadership structures that have clear impact on the curriculum, teaching and learning and outcomes for all pupils
- To improve outcomes for pupils so that by July 2024 they are in line with national at the end of Key Stage 2.

We have reviewed the provision and strategies that we implemented in 2022/23 and were pleased with the improvements made especially at the end of Year 6, Year 4 Multiplication Check, and the continued early phonics interventions within EYFS. Our school improvement journey continues, and we aim to build upon the successes of last year to fully embed quality first teaching, and a consistent approach to learning across the school.



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For 2023/24 children eligible for Pupil Premium.

	Yr 1	Yr 2	Yr 3	Yr4	Yr 5	Yr 6
Pupil Premium	29%	43%	34%	46%	44%	41%

Challenges

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

Challenge number	Detail of challenge
1	Children entitled to PPG are less likely to do as well as their non-PPG peers (EEF research). Quality first teaching is imperative if attainment gaps are to be narrowed.
2	Children achieving age-related attainment in reading, writing and maths by the end of KS2 must be in line with national
3	Due to limited communication skills, early language development on entry to school can impact on acquisition of Early Reading. This results in some children leaving Key Stage 1 without secure phonetic knowledge and poor reading fluency. This impacts on their ability to fully access the curriculum.
4	Children have limited learning opportunities outside of the school environment, resulting in some disaffected learners, and a lack of learning resilience. This has been exacerbated by the cost-of-living crisis.
5	The behaviour and/or complex SEMH needs of some of our children (including PPG) has a negative effect on their progress in learning.
6	The attendance of PP pupils is below QV NPP children and national average. Often due to parent's negative perception of education due to their experiences at school.



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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. These desired outcomes have continued to be a priority as influencing and changing aspirations and values takes time.

Intended outcome	Success criteria
1. Through an embedded consistent approach Quality First Teaching the attainment of children, making at least expected progress, in reading, writing and maths, who are eligible for Pupil Premium improves.	<ul style="list-style-type: none"> • Teaching is consistent across each Key Stage. • End of Key Stage 2 Data is in line with National by 2024. • Children make at least expected progress by 2024 • Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). • Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium.
2. High quality interventions support children who are disadvantaged to make progress in all core subjects.	<ul style="list-style-type: none"> • Robust tracking system ensure that children can be identified and targeted quickly. • Addressing misconceptions during lessons or via work produced by adults ensures gaps are not widened.
3. All children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.	<ul style="list-style-type: none"> • By the end of the EYFS, there is an increase in the % of children attaining a Good Level of Development • By the end of the EYFS there is an increase in the % of children attaining a the 'expected' level in Literacy and Maths • Children eligible for the Pupil Premium attain at least as well other children • Speech and Language support ensures children have a good level of language skills to support their acquisition of Phonics and early Literacy. • Early Reading data clearly shows gap closing between PP children and their peers. (Reception/Year 1 Phonics Checks) • Year 2 Reading data is in line with national by 2024. • End of Key Stage 2 Data is in line with National by 2024.
4. Children have limited learning opportunities outside of the school	Records show:

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<p>environment, resulting in some disaffected learners, and a lack of learning resilience. This has been exacerbated by the cost-of-living crisis.</p>	<ul style="list-style-type: none"> • Children have many opportunities throughout their education at Queen Vic to widen their life experiences. • Dudley Performing Arts deliver music tuition to Y4. • We aim for all children to undertake at least 5 visits/experiences per year. • We offer a wide range of after-school clubs which are free of charge. • Children’s language is enriched by their experiences. • Minibus is used to support transport to and from events. • Children’s Cultural Capital and Personal Development is nurtured and fostered through a range of experiences including Music, Sport and competitions and The Arts.
<p>5. The behaviour and SEMH needs of the pupils are met effectively.</p>	<p>Behaviour tracking, data and records show:</p> <ul style="list-style-type: none"> • All children are supported so that they can have a positive attitude towards learning and they do not disrupt their learning or that of others • The positive impact upon progress and attainment by the Inclusion Team is evident • External agencies are deployed effectively to support most vulnerable children • Case studies provide evidence of support to meet children’s individual needs and overcome barriers to learning • Children have greater resilience in a range of situations and can manage their social and emotional wellbeing.
<p>6. Attendance gap between disadvantaged pupils and non-disadvantaged pupils is narrowed.</p>	<p>Data shows:</p> <ul style="list-style-type: none"> • Attendance is monitored daily and non-attendance challenged • Attendance leaders focus on the attendance of disadvantaged children as a result these children improve their attendance figures • There are significantly less Pupil Premium children who are Persistent Absentees at Queen Vic than the percentage nationally by 2024 • All staff at Queen Vic including our dedicated attendance team and a member of Governing Body support and promote good attendance.



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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: £65,497.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching programme 'Transforming Teaching' to be undertaken. Programme part funded by Stour Vale Academy Trust, budgeted cost includes school contribution and cover costs for CPD sessions and for the observing of good practice.</p> <p>£25,000 cost of Training (£6,000 from SVAT) Cover Costs; £4,680 <u>Total: £23,680</u></p>	<p><i>"Supporting high quality teaching is pivotal in improving children's outcomes"</i></p> <p><i>"There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes"</i></p>	1, 2, 3, 5
<p>Continued use of Write Stuff including updating resources and CPD for all staff for academic year. Cost: £2,000</p>	<p>Writing scheme introduced Sept 2022, developed vocabulary through a structured sequential approach, resulting in improved content through independent writing.</p>	1,2
<p>Continued use of Little Wandle Phonics Scheme – CPD and resources for academic year. (40% of costs) Costs: £2,500</p>	<p>Fidelity to scheme. Ensures new staff are trained as required. Updates are shared with staff through continued networking with DFE English Hub Little Sutton.</p>	1,2,3
<p>Spelling and handwriting across school, improved resources and training for staff to ensure progressive teaching of spelling rules. Cost: £8,000</p>	<p>Access to key vocabulary and using it correctly underpins our drive to improve writing across Key Stage 2.</p> <p>Must link to Little Wandle Phonics. (new spelling scheme is due 23/24).</p>	1,2,3
<p>Early Reading Leader release time to support and monitor staff delivery and TLR (Fixed Term TLR 3) 40% of costs.</p>	<p>Part of the provision adopted whilst school was engaging with English Hub, Little Sutton. Successful approach that has had impact and should continue. Ensures provision is consistent across EYFS and</p>	1,2,3



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Costs:£3,000	Key Stage 1 to teaching of Phonics and Early Reading.	
To replace Online Reading Scheme (Little Wandle) with actual books. Cost: £10,000	Using just online books last academic year had limited take up from parents. Feedback from this group have asked for a return to 'real books'. Strategies to develop this are shared within school and through workshops with parents. Staff support parents to read at home with their children.	1,3
To provide more quality Reading for Pleasure books Use and impact monitored by English Lead Cost: £8,000	Children have limited access at home to high quality reading for pleasure books. Increasing the number of these available for the children will further embed our reading priorities.	1,3
Online Maths Programme: TT Rock Stars Can be accessed both in and out of school. Use and impact of program to be monitored the Maths Lead. Cost: £397.99 annual	TT Rock Stars provides multiplication practice online that can be accessed both in school and at home. This programme allows the teacher to measure performance and progress, with a personalised target setting. Resulting in individual gaps within learning to be filled, continued learning revisited and practised.	1.2
Use of Accelerated Reader programme to support reading and comprehension skills. Use and impact of program to be monitored by English Lead. Cost: £4,000 (3 yr subscription)	Accelerated Reader continues to underpin reading at Queen Vic for children who have progressed from Phase 5 Phonics. Classes have allocated sessions across the week; also allowing access at home, to further support the progression of reading and comprehension skills. Staff can monitor individual progress.	1,2,3
Reading Consultant support: i) develop teacher knowledge of teaching reading using identified quality texts. ii) support teachers to moderate writing (Y2 +6) iii) deliver whole school INSET on Grammar and how to teach it successfully. Costs to include supply cover: £2,400 + £1520 = <u>£3,920</u>	Quality Texts support the acquisition and embedment of reading skills. Whole school overview ensures that all genres are covered equally, ensures consistent approach across year groups. External feedback for writing supports teaching staff with their own judgements. Ensures school is consistent in what 'age related' is.	1,2,3



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

Budgeted cost: £129,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flood filling of staff to support Early Reading and Phonic development, through timetabled Reading Practice and Phonics sessions three times a week across Reception, and KS1 Total: £27,580	Smaller groups for Reading are advocated through the DFE English hubs as good practice to ensure children build on a strong platform for early reading. The impact of this has been seen at school in the last two years.	1,2,3
Daily targeted children (PP) across school for additional reading slots with adults. Total: £16,552	Additional reading sessions to support children with fluency and comprehension. Supports children who may not read as often at home.	1,2,3
Targeted tutoring of Year 6 children working below expected attainment in Mathematics. (2 hours per week for 15 wks) Cost: £5,000	Targeted interventions held regularly each week ensures that misconceptions can be quickly addressed, and new strategies reinforced in a smaller learning group. Targeting gaps in learning: -Knowledge of arithmetic skills (number knowledge, including place value, operations and knowledge of multiplication tables)	1,2,3
Targeting tutoring of Year 6 children working below expected attainment in Reading, (4 hours per week for 15 weeks) Cost: £10,000	Targeted interventions held regularly each week ensures that misconceptions can be quickly addressed, and new strategies reinforced in a smaller learning group. Targeting Gaps in learning, with a focus upon the expected format of questioning and developing more reading stamina, in preparation for the end of KS2 assessments.	1,2,3
Phonics one-to-one intervention – Total Cost: £ 13,793	One-to-one tutoring catches children before they fall so all children learn to read the first time they are taught. It prevents the need for any later intervention. The TAs are highly trained and target children across the school who have yet to secure phonetical knowledge.	1,2,3
TA Support with Reading in both KS1/2 and Maths support across KS2. Total £55,175	Trained TAs provide Reading and Maths daily support across school. Targeted children have a mix of emotional and behavioural challenges.	1,2,3

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Regular Speech and Language Therapist – buy in from Sandwell LA. (40%) Cost: £1,760	To primarily support early language acquisition in EYFS and KS1. Support for TAs delivering daily programmes. Individual targeted interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £93,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Team support for: Vulnerable children within school with SEMH issues, which impact upon learning and attendance, via SEMH interventions includes specific 1:1 interventions, social groups, Nurture programme and 1:1 support within class. Support for parents with behaviour /SEMH strategies to implement at home. Total Cost: £25,946	Social and Emotional Learning – a provision which targets social and emotional learning seek to improve children’s interaction with others and self-regulation of emotions, rather than focusing directly on the academic or cognitive elements of learning. The Nurture Group provision in Key Stage 1 and 2 also supports our most vulnerable children in having their needs met on an individual /small group basis, as well as allowing other children’s learning not to be disrupted.	1,2,3,5,6
Appointment of a Drama Coach to deliver enrichment experiences one day a week. Cost for year: £3,800	To support and widen knowledge of the curriculum, whilst also developing the Queen Vic Pioneer skills of being resilient, aspirational, a team player, brave, a leader, an innovator and respectful. Enrichment activities are linked to curriculum (specifically writing, and history/geography) bringing to life learning experiences for the children. Provides after school club (Fridays) for targeted low school attenders to ensure remain in school for the week.	1,4,5 6
Dudley Performing Arts Total DPA Cost: £6,220.80	Music Tuition for Y4 to learn an instrument. (year’s programme) – free to all Year 4 children. Any PP child then taking up individual lessons is supported financially if required. Singing specialist to lead singing across school – rolling half term programme. Weekly Choir After School Club.	4,5,6



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<p>After School Clubs provided by external Sports Coaches. (40% of costs) Cost: £3,600</p>	<p>Clubs are free for all pupils as previous research showed that many of our children do not attend out of school clubs due to costs. PP pupil places to be provided within After School Sports Clubs for evenings each week. Children can access a club for their year group every week.</p>	4,5,6
<p>Upkeep and use of the school minibus. (40% of costs) Cost:£3,456</p>	<p>To further engage in and enrich all children's learning experiences; as well as providing our disadvantaged children with experiences, which may be limited at home, by trips out, e.g., visiting museums, art galleries, and a range of environments. The use of the minibus also allows for the participation in other school activities, such as participating in inter-school competitions and debates.</p>	4,5,6
<p>Family Support Worker provides support for our vulnerable and disadvantaged families, particularly during this time of economic crisis. Cost: £33,166</p>	<p>The role is crucial in supporting the social, emotional welfare of parent/carers and children, through:</p> <ul style="list-style-type: none"> • Early intervention, e.g., signposting to other agencies such as foodbanks and charities etc... • Early help referrals and other safeguarding needs. (DSL Trained.) • Acquiring more intensive support and programmes for families in crisis, e.g., bereavement. • Attendance support, including home visits and arranging possible help. 	5,6
<p>Attendance Officer and Deputy Head to analyse and drive improvement of PP children. Percentage Cost of Attendance officer: £10,604 Attendance prizes/rewards for improved attendance £3,500 <u>Total: 14,104</u></p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Belfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcome (Gottfried, 2014; Baker, Sigmon & Nugent,2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	1,5,6
<p>Contingency Fund for non-participation in activities due to financial barrier. Cost: £3,000</p>	<p>Subsidising of payment for school trips and residentials for disadvantaged children who fail to attend, due to parents not being able to contribute. By providing financial support the attendance of these children has improved on 'experience days, themed days or trips.</p>	4,5,6

Total budgeted cost: £288,649 – leaves £2,116 (contingency fund)



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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.

Detail	Data
School name	Queen Victoria Primary
Number of pupils in school	544 (Nursery – Year 6) 498 (Reception –Year 6)
Proportion (%) of pupil premium eligible pupils	39.6% (197 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Total Budget for 22-23	£ 247,915.00 Recovery Premium :£13,267 School Led Tutoring: £27,702
Statement authorised by	Cath Rindl Headteacher
Pupil premium lead	Kirsty Walker Deputy Headteacher
Governor / Trustee lead	Mrs Sarah Morris



Part B: Review of outcomes in the previous academic year: 2022-23

Pupil premium strategy outcomes

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

Intended Outcome	Review November 2023																								
<p>1: Through an embedded consistent approach Quality First Teaching the attainment of children, making at least expected progress, in reading, writing and maths, who are eligible for Pupil Premium improves.</p>	<p>Regular external support from Stour Vale Executive Leader combined with our in-house monitoring schedule targeted inconsistency in each year group. Reviews and then amendments of planning were made throughout the year to ensure that the core curriculum was best suited to match the needs of our pupils.</p> <p>Visits to other Stour Vale schools provided opportunities to see successful strategies in place. As a result of this, at Queen Vic; morning daily arithmetic was introduced (Oct 22), TT Rock Stars was re- launched (Dec 22) targeted group daily reading to TAs (Spring Term 23) All these had a positive impact on internal and external data.</p> <p>Additional support was provided for Year 6 pupils in core subjects from staff within school.</p> <p>Year 6 SATS Results in July 2023 showed a marked improvement :</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th>Key Stage 2 SATS</th> <th>QV 2023</th> <th>National Av 2023</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>EXP+ 74% GDS 21%</td> <td>EXP+ 73% GDS</td> <td>EXS+ 63% GDS 21%</td> </tr> <tr> <td>Grammar</td> <td>EXP+ 51% GDS 11%</td> <td>EXP + 72% GDS</td> <td>EXS+ 34% GDS 11%</td> </tr> <tr> <td>Maths</td> <td>EXP+ 74% GDS 17%</td> <td>EXP+ 73% GDS</td> <td>EXS+ 66% GDS 9%</td> </tr> <tr> <td>Writing (TA)</td> <td>EXP+ 58% GDS 3%</td> <td>EXP+ 71% GDS</td> <td>EXS+ 50% GDS 0%</td> </tr> <tr> <td>Combined</td> <td>EXP+ 52% GDS 3%</td> <td>EXP+ 59% GDS</td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>	Key Stage 2 SATS	QV 2023	National Av 2023	PPG	Reading	EXP+ 74% GDS 21%	EXP+ 73% GDS	EXS+ 63% GDS 21%	Grammar	EXP+ 51% GDS 11%	EXP + 72% GDS	EXS+ 34% GDS 11%	Maths	EXP+ 74% GDS 17%	EXP+ 73% GDS	EXS+ 66% GDS 9%	Writing (TA)	EXP+ 58% GDS 3%	EXP+ 71% GDS	EXS+ 50% GDS 0%	Combined	EXP+ 52% GDS 3%	EXP+ 59% GDS	
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Reading improved by:

Reading	July 22	July 23	Improved by
Cohort	EXP+: 45%	EXP+:74%	Up 29%
	GDS: 9%	GDS: 21%	Up 12%
PPG	EXP+: 34%	EXP+: 63%	Up 29%
	GDS: 3%	GDS: 21%	Up 18%

Writing improved by:

Writing	July 22	July 23	Improved by
Cohort	EXP+: 48%	EXP+:58%	Up 10%
	GDS: 0%	GDS: 3%	Up 3%
PPG	EXP+: 31%	EXP+:50%	Up 19%
	GDS: 0%	GDS: 0%	Same

Maths improved by:

Maths	July 22	July 23	Improved by
Cohort	EXP+: 44%	EXP+:74%	Up 30%
	GDS: 3%	GDS: 17%	Up 14%
PPG	EXP+:29%	EXP+: 66%	Up 37%
	GDS: 3%	GDS: 9%	Up 6%

Combined improved by:

Combined	July 22	July 23	Improved by
Cohort	EXP+: 25%	EXP+:52%	Up 27%
	GDS: 0%	GDS: 3%	Up 3%

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	<table border="1"> <tr> <td>PPG</td> <td>EXP+:14%</td> <td>EXP+: %</td> <td>Up 29%</td> </tr> <tr> <td></td> <td>GDS: 0%</td> <td>GDS: %</td> <td>Up 18%</td> </tr> </table>	PPG	EXP+:14%	EXP+: %	Up 29%		GDS: 0%	GDS: %	Up 18%	
PPG	EXP+:14%	EXP+: %	Up 29%							
	GDS: 0%	GDS: %	Up 18%							
	<p>Progress Scores for Year 6 improved significantly from previous years.</p> <p>Reading rose by 4.3 to -1.1. Writing rose by 0.43 to -2.7</p> <p>Maths rose by 4.7 to -0.8.</p> <p>Focused work within Year 4 with targeted interventions and a more consistent use of strategies resulted in significant improvements in the multiplication check.</p> <table border="1"> <thead> <tr> <th>Year 4 Multiplication Check June 2022 (cohort 76)</th> <th>Year 4 Multiplication Check June 2023 (cohort:82)</th> </tr> </thead> <tbody> <tr> <td>Average score: 14.9 NA:19.8 Full Marks: 5ch 20+ Score: 26% PPG: Sch:14.4 NA: 17.9</td> <td>Average score: 21.3 NA: 20.2 Full marks: 37ch 20+ Score: 84.15% PPG: Sch 19.5 NA:18.3</td> </tr> </tbody> </table> <p>Transforming Teaching start date was moved to September 2023 – this has been rolled over into our new strategy.</p>	Year 4 Multiplication Check June 2022 (cohort 76)	Year 4 Multiplication Check June 2023 (cohort:82)	Average score: 14.9 NA:19.8 Full Marks: 5ch 20+ Score: 26% PPG: Sch:14.4 NA: 17.9	Average score: 21.3 NA: 20.2 Full marks: 37ch 20+ Score: 84.15% PPG: Sch 19.5 NA:18.3					
Year 4 Multiplication Check June 2022 (cohort 76)	Year 4 Multiplication Check June 2023 (cohort:82)									
Average score: 14.9 NA:19.8 Full Marks: 5ch 20+ Score: 26% PPG: Sch:14.4 NA: 17.9	Average score: 21.3 NA: 20.2 Full marks: 37ch 20+ Score: 84.15% PPG: Sch 19.5 NA:18.3									
<p>2: All children can read fluently and with good understanding to enable them to access the breadth of the curriculum.</p>	<p>Little Wandle Phonics Scheme was taught throughout EYFS and KS1 each day, with catch up same day interventions in place as needed. All staff involved were trained on Little Wandle with updates throughout the year. Our Early Reading Leader was supported by the English Lead and monitored provision and ensured data was regularly analysed.</p> <p>Interventions run by a highly experienced member of support staff resulted in our highest Y2 Phonics Re-Check result. This has significantly impacted (positively) the need for Phonics catch-up groups in Year 3.</p> <p>Well Comm was used throughout Nursery and Reception to support children with speech and language needs. Advice received from external agencies was also put into practise by staff.</p> <p>Changes were made to the start of the school day giving opportunities for children to be heard read aloud to an adult. Children heard at this time were mostly PPG children.</p> <p>Workshops for parents new to EYFS, and Key Stage 1 were well attended and helped encourage further support with early reading at home.</p> <table border="1"> <thead> <tr> <th>EYFS</th> <th>QV July 2023</th> <th>National Av 2023 TBC</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>65%</td> <td>65.2% (2022)</td> </tr> <tr> <td>EYFS GLD PPG</td> <td>53%</td> <td></td> </tr> </tbody> </table>	EYFS	QV July 2023	National Av 2023 TBC	EYFS GLD	65%	65.2% (2022)	EYFS GLD PPG	53%	
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	<table border="1" data-bbox="414 392 917 627"> <thead> <tr> <th>Phonics</th> <th>QV 2023</th> <th>N Av 2023</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>69%</td> <td></td> </tr> <tr> <td>EXS PPG</td> <td>63%</td> <td></td> </tr> <tr> <td>Year 2 Re Take</td> <td>93%</td> <td></td> </tr> <tr> <td>EXS PPG</td> <td>90%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="414 683 997 862"> <thead> <tr> <th>Key Stage 1 SATS</th> <th>N Av 2022</th> <th>QV July 2023</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>EXS+ 67% GDS 18%</td> <td>EXS+ 58% GDS 13%</td> <td>EXS+ 45% GDS 5%</td> </tr> </tbody> </table> <p data-bbox="414 884 1388 1008">Although Reading in Year 2 was below national data, the improvements made by PPG children was significant. Further analysis highlighted the lack of engagement by parents with online reading material (as recommended by Little Wandle). The school intend to provide real books from September 2023.</p>	Phonics	QV 2023	N Av 2023	Year 1	69%		EXS PPG	63%		Year 2 Re Take	93%		EXS PPG	90%		Key Stage 1 SATS	N Av 2022	QV July 2023	PPG	Reading	EXS+ 67% GDS 18%	EXS+ 58% GDS 13%	EXS+ 45% GDS 5%
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<p>3. The learning experiences of pupils is widened.</p>	<p data-bbox="414 1041 1412 1232">Enriched learning experiences across the curriculum, have been provided to all year groups via a trained artistic director. These experiences have related to bring writing tasks to life, so that the children can gain a greater use of language, factual understanding, as well as empathy for characters and situations. These enrichment activities have also been used to develop understanding and recall relating to the wider curriculum.</p> <p data-bbox="414 1265 1412 1444">Trips, visitors in school and the inclusion of all children within Year 4 learning to play a musical instrument, have also impacted upon the children's enjoyment of learning and ability to recall facts. As evidenced by talking to children through whole school monitoring, children are now able to recall facts relating to memorable learning experiences, not only within the classroom but also through the range of enrichment activities that are provided.</p> <p data-bbox="414 1478 1412 1780">School invested in Commando Joe's, a character education programme, for Pupil Premium children across the whole school. This included weekly character-building problem-solving sessions, that provided the children with themed activities that enabled them to develop team building skills, developing greater resilience in situations that may not always end in success and the management of their emotions during challenging situations. The children enjoyed these activities and were able to discuss and relate their experiences to their learning and life outside of school. A weekly Commando Joe after school club also took place solely for Pupil Premium children. Unfortunately, this was not well attended, despite encouragement from staff and the children's enjoyment of the timetabled sessions.</p> <p data-bbox="414 1814 1412 1971">A range of inter-school competitions and after school clubs, including sports clubs that have been run by trained coaches and teachers, Science clubs and Craft clubs, have also impacted positively upon our children's learning behaviours; providing our disadvantaged pupils with experiences that have increased their interest and focus. Pupil Premium children were prioritised for these experiences and clubs.</p>																							

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4. The SEMH needs of the pupils are met effectively.	<p>The continued following of our school behaviour policy, reinforces the importance of every child within school having a positive relationship with a key adult, such as their teacher, who is always there for the child and crucially develops a knowledge of the whole individual, including their social and emotional needs.</p> <p>With this knowledge the staff are better equipped and more proactive in encouraging and praising positive learning and socially acceptable behaviours, as well as dealing with unwanted and challenging behaviours that some individuals may demonstrate. Internal school monitoring has evidenced an improvement in the learning behaviours across school, with a reduced number of individuals across school causing low level disruption within lessons.</p> <p>The continued use of relentless routines has also seen a calmer school environment within and outside of the classroom, with children walking around school in a more uniform way and conducting themselves in a consistent manner, in line with our school's Golden rules of being ready, respectful and safe.</p> <p>The Pastoral team have continued to support children with their social, emotional and behavioural needs, with daily check-ins and focused interventions where necessary, to enable a decreasing number of vulnerable children to participate more positively in learning and the wider life of the school.</p> <p>For a small number of children across KS1 and KS2, a Nurture group has continued to be run, with social and emotional targets being the focus of the sessions. Of the children that attended the group 67% were Pupil Premium children. 75% of them made progress against their social and emotional targets,</p> <p>Behaviour records show:</p> <ul style="list-style-type: none">- No permanent exclusions during the school academic year 2022 – 2023- Fixed Term Exclusion data shows that there has been a reduction from 6 children with one or more fixed term exclusions in 2021 – 2022 to 2 children in the academic year 2022 – 2023.- In-school behaviour data has shown a reduction in the number of children demonstrating disruptive behaviours, with a small number of children who persistently display such behaviours being identified with SEMH needs and given a support plan.
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5. Attendance gap is closed.

	All Attendance	All Persistent Absence	PP Attendance	PP Persistent Absence
22 - 23	92.7%	19.26%	89.7%	33.09%
Nov '23	93.5%	21.33%	90.97%	29.78%%

Staff continue to work hard to promote and manage attendance and punctuality, with a robust approach to challenging non-attendance. The year has seen an increased number of home visits and attendance support meetings with senior staff, School Attendance Officer and the Family Support Worker. This has resulted in some improvement in the attendance of some families.

Although slightly improved, the attendance of Pupil Premium children continues to be below average and remains a priority for the school. It is for this reason that rigorous monitoring, increased support and challenge of targeted poor attending groups, such as Pupil Premium children whose attendance is concerning, a greater focus upon developing the accountability of all staff and initiatives to combat absence trigger points across the academic year have been and continue to be at the forefront of attendance improvement.

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
Freckle Maths Programme	Renaissance
Accelerated Reader	Renaissance
WellComm	GL Assessment