

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Violet Way Academy
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	12.92%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Michelle Kee Headteacher
Pupil premium lead	Michelle Kee Headteacher
Governor / Trustee lead	Terence Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,380
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,600

Part A: Pupil premium strategy plan

Statement of intent

The effective use of Pupil Premium Grant encompasses all elements of our school vision and values. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all areas of the curriculum. We passionately believe that education plays a powerful and transformative role in improving life chances. We intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life and we aim to remove any barriers that stand in the way of our pupils achieving an excellent education.

High expectations for all and high-quality teaching are at the heart of our approach. Based on educational evidence-based guidance (Education Endowment Foundation - EEF), we have chosen to focus on high-quality teaching with the intention that this will impact positively on the progress and attainment of socially disadvantaged pupils as well as benefiting non-disadvantaged pupils in our school. We recognise that nationally there is a gap between the academic performance of disadvantaged pupils compared to non-disadvantaged pupils. We want to ensure that, through a blend of high-quality education, educational recovery programmes and social and emotional support, will enable our disadvantaged children and families to flourish during their time in school and at home.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Objectives:

- To diminish differences between our disadvantaged pupils and their peers
- To provide all pupils with high quality teaching and learning opportunities
- To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
- Ensure disadvantaged children have access to a wide range of extracurricular activities, in order to provide a rich, relevant and engaging curriculum.

Key principles:

- High-quality teaching is the key to improving outcomes for disadvantaged pupils.
- Research-informed practice and strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils.
- All staff need to take responsibility for disadvantaged pupils' outcomes and ensure high expectations of what they can achieve.
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times.
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, transition, reception baseline information and discussions with pupils indicate underdeveloped language skills and vocabulary gaps in many of our disadvantaged pupils compared to non-disadvantaged pupils.</p> <p>At the end of reception (2019), 60% of disadvantaged pupils achieved GLD compared to 80% (20% gap) of non-disadvantaged pupils</p> <p>At the end of reception (2021), 43% of disadvantaged pupils achieved GLD compared to 92% (49% gap) of non-disadvantaged pupils. The gap widened during Covid.</p> <p>In 2022, 57% of disadvantaged pupils achieved GLD compared to 86% of non-disadvantaged pupils (a gap of 29%). This shows that the gap had been reduced since the impact of Covid, however there was still a gap and it was higher than at the end of 2019.</p> <p>In 2023, 77% of disadvantaged pupils achieved GLD compared to 83% of non-disadvantaged pupils (6% gap). This shows that we are having an impact in EYFS and the gap is closing.</p>
2	<p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils have generally greater difficulties with phonics than their non-disadvantaged peers.</p> <p>In 2023, 42% of disadvantaged pupils achieved 32+ on the phonics screening check compared to 84% of non-disadvantaged pupils (42% gap).</p> <p>Difficulty with phonics is likely to impact negatively on pupils' development as readers and writers. Our data shows that our disadvantaged pupils did not achieve as well as our non-disadvantaged pupils in 2023 in reading and writing (Reading: 50% compared to 83%, Writing: 50% compared to 80%).</p>
3	<p>Assessments indicate that attainment of disadvantaged pupils is lower than non-disadvantaged pupils at the end of key stage in reading, writing and maths.</p> <p>End of KS1 data TA 2023:</p> <p>Reading: 50% compared to 83%</p> <p>Writing: 50% compared to 80%</p> <p>Maths: 50% compared to 86%</p> <p>In 2023, 42% of disadvantaged pupils achieved 32+ on the phonics screening check compared to 84% of non-disadvantaged pupils (42% gap).</p>
4	<p>In line with national studies, our assessments, observations and discussions with families indicate that the education and well-being of</p>

	<p>many of our disadvantaged pupils was impacted by lockdowns and partial school closures to a greater extent than other pupils.</p> <p>In 2022-2023, of the children identified for HOPE/ELSA support, 75% were Pupil Premium.</p>												
5	<p>Persistent absence in the academic year 2022-2023 was 15.7% overall. FSM Attendance (40 children) was 89.2% (compared to 91.3% national)). Non-FSM attendance (225 children) was 94.9% (compared to 94.7% national)).</p> <table border="1"> <thead> <tr> <th>Current attendance Aut 1 2023</th> <th>Whole School</th> <th>Non FSM Pupils</th> <th>FSM Pupils</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>94.9%</td> <td>95.3%</td> <td>92%</td> </tr> <tr> <td>National (FFT)</td> <td>95%</td> <td>95.8%</td> <td>92.7%</td> </tr> </tbody> </table> <p>If pupils are not attending school regularly it is likely to impact negatively on their learning, progress and attainment.</p>	Current attendance Aut 1 2023	Whole School	Non FSM Pupils	FSM Pupils	School	94.9%	95.3%	92%	National (FFT)	95%	95.8%	92.7%
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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.

Intended outcome	Success criteria
Improved language skills and vocabulary among all pupils, particularly our disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language skills and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>At the end of Reception, the gap between the attainment of GLD for disadvantaged pupils and non-disadvantaged pupils is narrowed.</p>
Improved progress and attainment in phonics and reading among disadvantaged pupils	<p>Year 1 Phonics Screening assessment results in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard</p> <p>KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
Improved progress and attainment in maths and writing among disadvantaged pupils	<p>KS1 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS1 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>

<p>Achieve and sustain improved well-being for all pupils in school, particularly disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice and parent surveys • emotional and well-being support programmes offer targeted support for affected pupils and the impact of this in class is evident from teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Raise attendance % for all pupils in school, particularly disadvantaged pupils</p>	<p>Attendance % raised and sustained from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 18%

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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop teaching techniques that ensure long term retention of knowledge and fluency of skills through a planned programme of CPD (including incremental coaching) with a focus on activating prior knowledge, considering cognitive load and possible misconceptions, effective instruction and questioning.</p> <p>We will fund teacher training and release time.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p>	<p>1, 2, 3</p>

	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding more effective practice around feedback to learning to ensure pupils are provided with clear, meaningful feedback which addresses pupil misconceptions and supports pupil progress. Initial focus will be on developing effective questioning to check understanding and deepen thinking.</p> <p>This will include providing training and CPD for staff and funding release time.</p>	<p>EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.</p> <p>Policy has been reviewed in line with EEF evidence and teachers will be supported to develop their feedback through CPD.</p>	1, 2, 3
<p>Build on the development of subject leaders in their roles to ensure all teachers have a clear understanding of the subject progression and the sequencing of the curriculum within and across year groups and that subject -specific pedagogical approach is considered.</p> <p>Subject leaders will have release time to monitor, action plan and review the implementation for the subject and well as CPD opportunities.</p>	<p>The Ofsted EIF, based on educational research, suggests that leaders need to construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND/high needs, the knowledge and cultural capital they need to succeed in life. In line with this philosophy, we want to equip our middle leaders and teachers with support and advice to ensure that our VWA curriculum is well-planned and sequenced and the implementation of our curriculum is regularly reviewed.</p> <p>Education inspection framework - GOV.UK (www.gov.uk)</p>	1, 2, 3
<p>Purchase of RWI books and resources and delivering training in school to secure stronger phonics teaching for all pupils (focus on RWI training and support for teachers and TAs, including English Leads supporting staff through coaching and mentoring).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2, 3

Release time for staff.		
Purchase of standardised diagnostic assessments (PIRA and PUMA) and MARK (and External Moderation for EYFS) Time out of class for teachers to participate in internal and external moderation tasks	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £ 12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics support targeted at disadvantaged pupils who require further phonics support (intervention and School- led tutoring) Use of FFT Lightning Squad for phonics school led tutoring	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: 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: One to one tuition EEF (educationendowmentfoundation.org.uk) Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Supporting staff training to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills Wellcomm/Stoke Speaks Out and one-to-one speech and language interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and emotional support programmes, such as Nurture provision, HOPE and ELSA will be implemented for identified pupils, supported by professional development and training for staff.</p> <p>VWA well being approach developed using information and guidance from SMHL training and Trust SMHL Forum.</p>	<p>There is evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4
<p>Ensuring disadvantaged pupils have access to high-quality extracurricular activities to boost health, well-being and attendance.</p> <p>Funding extra-curricular activities (after school and lunchtimes) through Pupil Premium (and Sports premium) as appropriate.</p>	<p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p>HT briefing layoutvFINALvii.pdf (publishing.service.gov.uk)</p>	4, 5
<p>Use of FFT attendance tracker and developing office manager in her role as Attendance Champion to improve attendance and readiness to learn for the most disadvantaged pupils.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice and school policy.</p> <p>This will involve training and release time for staff to develop and implement support plans and procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

Total budgeted cost: £ 57,600

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year using key stage 1 performance data, phonics check results, GLD and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pan-demic impacts) and to results achieved by our non-disadvantaged pupils. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and wellbeing. The data demonstrated the following:

Year 1

In 2022-2023, 76% of Y1 pupils passed the phonics screening check (42% of 12 PP pupils compared to 84% of non-PP pupils). Although our overall phonics attainment increased, the gap between PP and non-PP widened from the previous year (In 2021-22, 71% of Y1 pupils passed the phonics screening check (45% of 11 PP pupils compared to 79% of non-PP pupils).

It is therefore imperative that we continue to focus on ensuring that we provide quality resources for phonics and training to continue to support staff development.

Year 2

In 2022-2023 end of KS1 assessments the following differences were identified between PP and Non-PP pupils. Although PP pupils achieved similar attainment to 2021-2022, non-PP pupils attainment improved. Although the data is comparable to national results, we recognise the need for a continued focus on teaching and learning to diminish the difference in attainment at the end of KS1 between PP pupils and non-PP pupils.

Violet Way:

Reading: PP 50% compared to Non-PP 83%

Writing: PP 50% compared to Non-PP 80%

Maths: PP 50% compared to Non-PP 86%

National:

In **reading**, attainment increased from 51% to 54% for disadvantaged pupils and from 72% to 73% for other pupils.

In **writing**, attainment increased from 41% to 44% for disadvantaged pupils and from 63% to 65% for other pupils.

In **maths**, attainment increased from 52% to 56% for disadvantaged pupils and from 73% to 75% for other pupils.

EYFS

At the end of Reception (2023), 77% of disadvantaged pupils achieved GLD compared to 83% of non-disadvantaged pupils (6% difference). This demonstrates a narrowing of the gap since the end of 2022. At the end of Reception (2022), 57% of disadvantaged pupils achieved GLD compared to 86% of non-PP pupils (29% difference). This demonstrates how the performance of our disadvantaged pupils in EYFS has improved during this period and this is something we wish to maintain.

Attendance

At the end of 2023, attendance for all pupils was 94%. There was a gap between the attendance percentage of PP pupils compared to non-PP pupils, however, our PP attendance figure was slightly higher than national and also better than the previous year (In 2022, attendance among disadvantaged pupils was 88%, in comparison to the attendance of Non PP children which was 93.8%.) This is an improving picture.

Attendance 2022-23	Violet Way	National
Whole School	94%	94%
Pupil Premium	89.2%	88.7%
Non-Pupil Premium	94.9%	93.9%
SEND EHCP	98.9%	86.8%
SEND Support	89.8%	89%
Not SEND	94.6%	93.2%
Boys	94.2%	92.6%
Girls	93.9%	92.5%
Persistent Absence	15.7%	17%

However, we recognise that there is still a gap between PP and non-PP attendance, which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.

Wellbeing

PP funding was used to ensure PP children had the opportunity to partake in extracurricular clubs, either after school or at lunchtime. 92% of PP children accessed at least one extra-curricular club in the academic year 2022-2023. In Y2 (11 children), four children accessed 5 clubs, two children accessed 4 clubs, two children accessed 3 clubs, two children accessed 2 clubs and one child accessed 1 club over the academic year. In Y1 (14 children), nine children accessed 1 club, one child accessed 2 clubs, one child accessed 3 clubs and one child accessed 4 clubs.

We recognised that there was less choice available for Reception children and have decided to offer a multi-sport Reception club this academic year.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations in EYFS and for attendance. In relation to KS1 data, the data was mixed. The performance of disadvantaged pupils was above national for writing, in line with national for reading and below national for maths. With regards to the Y1 phonics screening data, the performance of disadvantaged pupils did not meet our expectations and a continued focus on phonics is required.

Overall, we are at present on course to achieve some of the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that our EYFS data and attendance data is reflective of the journey we are on and shows an improving picture. Our wellbeing strategy is underway and should continue to support all pupils, including those who are disadvantaged. Our phonics screening data indicates that this is a continued area of focus that we need to continue to address through quality resources and training for staff. Our KS1 data overall is strong, however we recognise that it is a mixed picture for PP children.

A clear focus on questioning and feedback, including staff training and support through policy development with staff, coaching, staff meetings and feedback from learning walks has improved practice across the school. We will continue to embed this practice, including checking for misconceptions and addressing these in class or informing planning. Use of PIRA and PUMA tests have supported teachers' ongoing assessments helping them to pinpoint areas for further development. A clear focus on developing EYFS practice, including quality interactions and continuous provision has ensured that good outcomes are maintained. We know that, although overall attainment improved last academic year, phonics and reading continue to remain a key focus. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy was supplemented by additional activity that is not being funded by pupil premium or recovery premium. That included:

- carefully planning and supporting transitions to help foster curriculum continuity and ensuring plans are in place to address pastoral needs and academic support [EEF-School-Transitions-Tool.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1000/EEF-School-Transitions-Tool.pdf)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.