

Pupil premium strategy statement – Violet Way Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Maria Hamlin
Pupil premium lead	Rebecca Harris
Governor / Trustee lead	Terrance Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Violet Way Academy we want all our children, regardless of their background or circumstances, to enjoy their time at our school, make good progress and achieve high standards in all subjects.

We use our pupil premium funding to strategically address barriers to learning for our disadvantaged pupils. This funding is crucial to helping us close the attainment gap between our disadvantaged and their peers, fostering an inclusive and equitable learning environment for all.

This is the focus of our Pupil Premium Strategy – to support disadvantaged children in achieving this goal, including children who are high attaining. We will consider the challenges faced by vulnerable groups. We aim to support their needs, regardless of whether they are disadvantaged or not.

Our belief is for every child to have the opportunity to experience a rich, holistic curriculum, gaining a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learning. High quality teaching is at the heart of our approach, (with a focus on areas in which disadvantaged pupils require most support, particularly social and emotional health). This approach aims to close the attainment gap for PP children and has the added advantage of benefitting every child in our school.

Our ethos is inspiring all to excellence, inclusivity and the curriculum reflects this, this is underpinned with a focus on developing positive emotional health and well-being for all of our children – equipping children with the emotional skills for them to access the curriculum.

Professional development for staff is identified and implemented to ensure that quality first teaching is available to all children.

Rigorous procedures are being developed to ensure that progress is carefully tracked and therefore support can be implemented effectively.

Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We want all staff to take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve, ensuring they are challenged in their work. Our approach will be responsive to common challenges and individual needs.

Challenges

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

Challenge number	Detail of challenge																
1	<p>Improve Academic Attainment To raise attainment of PP children particularly in reading, writing and maths- All Pupils</p> <table border="1"> <thead> <tr> <th><u>Year</u></th> <th><u>Reading</u></th> <th><u>Writing</u></th> <th><u>Maths</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>75%</td> <td>66%</td> <td>74%</td> </tr> </tbody> </table> <p>Pupil Premium End-of-Year Teacher Assessment</p> <table border="1"> <thead> <tr> <th><u>Class</u></th> <th><u>Reading</u></th> <th><u>Writing</u></th> <th><u>Maths</u></th> </tr> </thead> <tbody> <tr> <td>Year 1 (14)</td> <td>47%</td> <td>39%</td> <td>43%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Non-PP outperform PP, however there are minimal numbers in two of these classes. • PP children in Dragonflies are only -2% from the whole class in reading. 	<u>Year</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	1	75%	66%	74%	<u>Class</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	Year 1 (14)	47%	39%	43%
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2	<p>Enhance Social and Emotional well being Ensuring pupils are in a place to learn and feel safe. Pupils have access to high impact support of SEMH for bespoke needs (not generic). Once pupils feel safe and supported this will have a direct impact on 1,3,4</p>																
3	<p>Increase attendance and punctuality To improve attendance of Pupil Premium and decrease percentage of Persistent absence So far this year Pupil premium attendance 93.6% National average 93.0% 0.92% unauthorised Pupil premium persistent absence 27.3%- Violet Way PP National average 23.1%</p>																
4	<p>Increase engagement Considering clubs and enrichment activities and learning opportunities for pupil premium children. Continue uptake in Karate, dance, dance and gymnastic Track in new clubs- Christmas craft, choir, Christmas songs, multisport, gardening</p>																
5	CPD for staff																

	<p>Hope training, Restorative Virtual school training, Vulnerable groups looked at every half term in staff meetings, fortnightly inclusion meetings where pupil premium discussed, fortnightly attendance meetings with clear actions.</p> <p>Equipping staff to make sure high-quality teaching and assessment, enabling pupils to learn to their very best through high quality AFL, moderation, PP on regular year meeting and pupil progress agenda as well as in Performance management</p>
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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
For reading, writing and maths: by the end of the academic year we aim for pupil premium children to have narrowed the previous gap in learning	Moderation, assessments
Increase emotional resilience and positivity to school and learning	Inclusion team- fortnightly meetings and coaching to have impact. Behaviour logs, HOPE, ELSA, SURVERYS, Pupil conferencing
For pupil premium pupils to achieve an attendance rate of 96%	Attendance will increase and be monitored, parents struggling will be put on a supportive plan, persistent absences will be supported and the gap narrowed. Strategic fortnightly meetings
For all pupil premium pupils to have access to extra curricula activities for free, and to support where needed in trips and activities	List of participation of pupil premium pupils engaging in extra curricula

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attainment Additional phonics support targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1

<p>pupils who require further phonics support</p> <p>Supporting staff training to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills</p> <p>Wellcomm. Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p> <p>Wellcom</p>	<p>interventions have been shown to be more effective when delivered as regular sessions over a period</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>	
<p>SEMH</p> <p>Restorative CPD training by Virtual school- whole school and targeted HT training</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>	2
<p>Attendance</p>	<p>Targeted Gateway alliance training on improving attendance, regular county meeting to support attendance, support plans targeted to help.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>Engagement</p> <p>Staff to run sessions throughout the year</p> <p>Free access to School clubs paid for</p> <p>Free/discounted access to trips</p>	<p>Parental engagement EEF</p> <p>Engagement from both Ofsted and EEF is shown to impact when parents feel supported,</p>	4
<p>CPD</p> <p>Purchase of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle</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>	5

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

Budgeted cost: £ 5,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attainment</p> <p>Supporting staff training to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills</p> <p>Wellcomm</p> <p>Purchase of standardised diagnostic assessments.</p> <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>Additional phonics support targeted at disadvantaged pupils who require further phonics support (intervention and School-led tutoring)</p> <p>Use of FFT Lightning Squad for phonics school led tutoring</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</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>	<p>1</p>

<p>SEMH 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>HOPE and ELSA</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>	2
<p>Attendance 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>This will involve training and release time for staff to develop and implement support plans and procedures.</p> <p>Karate linked on Fridays Enrichment activities linked to Fridays to support attendance</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice and school policy.</p>	3
<p>CPD HOPE and ELSA</p> <p>Costing to support official training Phonics- Little Wandle Kapow training</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>	5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attainment		1
SEMH Social and emotional		2,5

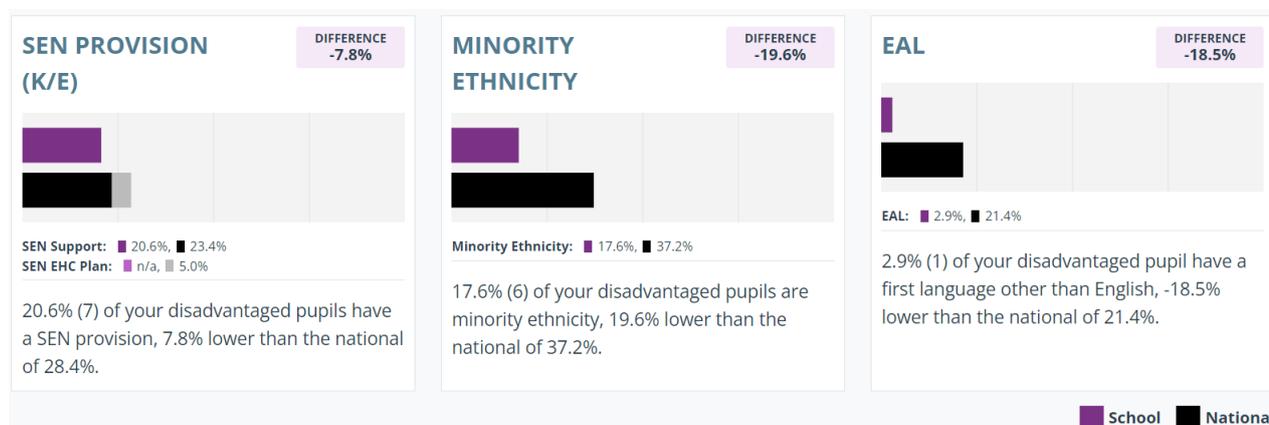
<p>support programmes, such as Nurture provision, HOPE and ELSA will be implemented for identified pupils, supported by professional development and training for staff.</p> <p>HOPE and ELSA training. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</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>	
<p>Attendance</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p>	3
<p>Engagement</p> <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>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</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

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Total budgeted cost: £50,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



2023-2024 Pupils

<u>Year</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
1	75%	66%	74%

- Maths is the strongest area overall.
- Writing is the weakest area.
- Ladybirds has the lowest attainment overall.
- Dragonflies has the highest. **Pupil Premium End-of-Year Teacher Assessment**

<u>Class</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
Year 1 (14)	47%	39%	43%

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- Non-PP outperform PP, however there are minimal numbers in two of these classes.
- PP children in Dragonflies are only -2% from the whole class in reading.

Pupil Premium Attainment

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
On entry	76%	76%	76%
October 2023	69%	62%	62%
December 2023	46%	62%	62%
March 2024	44%	49%	49%
June 2024	53%	44%	49%

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 2023-2024, 71% of Y1 pupils passed the phonics screening check

	Whole cohort	
	PP	Non-PP
December 23	40%	53%
March 24	39%	61%
June 24	47%	75%

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

	Whole Resit Group	
	PP	Non-PP
December 23	2/6 33%	4/11 36%
March 24	2/6 33%	5/11 45%
June 24	2/6 33%	6/12 50%

In 2023-2024 end of KS1 assessments the following differences were identified between PP and Non-PP pupils.

Pupil Premium End of KS1 SATs Results

<u>Class</u>	<u>Reading</u>	<u>Maths</u>
<i>overall</i>	41% (71)	34%(76)

Pupil Premium End-of-Year Teacher Assessment

<u>Class</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<i>overall</i>	49% (76)	23%(68)	43%(78)

National Tutoring Programme First Block of Tutoring Strategic Overview	
Academy	Violet Way Academy
Start and end date for first round of Tutoring	27.09.23 – 10.11.23
Hours planned per week	(1 hour 30 mins per week per pupil x 12 = 18 hours per week
Total Hours of tutoring planned during Block One (All children)	18 x 6 = 108 hours
National Tutoring Programme Funding Allocation	£1620 (NTP) £1620 (Budget) Total: £3240
Cost of planned tutoring for first block of tutoring.	£2359
Remaining Funding after first block of tutoring.	£3240-2359=£881 £1275 - Lightning Squad Package £1275-881= minus £294

Attendance

At the end of 2023-2024, 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

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, and an increasing persistent absence in the current year. Which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.

Wellbeing and engagement

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 2023-2024. 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, so this year have added Multisport, craft, gardening as well as Karate and dance.

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- linked carefully to Little Wandle

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

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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.