

Pupil premium strategy statement

This statement details Viewley Hill Academy's use of pupil premium (and recovery premium for the 2021 to 2022 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	Viewley Hill Academy
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 – 21 2021 – 22 2022 – 23
Date this statement was published	8.11.21
Date on which it will be reviewed	20.12.21
Statement authorised by	Kate Barkley
Pupil premium lead	Sam Gardiner
Governor / Trustee lead	Gillian Dorman-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205, 095
Recovery premium funding allocation this academic year	£19,000
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	£224,095

Part A: Pupil premium strategy plan

Statement of intent

As of September 2021, Viewley Hill Academy has 67% of its pupils who are entitled to Pupil Premium support. This is an increase of 15% on the year 2020 – 2021.

With such a significant number of pupils in receipt of Pupil Premium, it is imperative that our use of funding impacts all of those pupils. This means that whole-school initiatives, aimed at raising attainment, accelerating progress or providing for improved wellbeing may also impact on those pupils who are not Pupil Premium children, but are still, in many cases, significantly vulnerable.

Viewley Hill serves a population in Middlesbrough which has one of the highest deprivation indicators in the country, with, among others, an IDAQL of 1, a crime decile of 1 and a health and disability decile of 1. These factors impact on the mental health, resilience and wellbeing of the majority of our pupils, who enter school at significantly below national averages, especially in self-care and communication.

At Viewley Hill Academy, our ultimate aim is for all of our pupils, but particularly for those disadvantaged pupils, to stand shoulder-to-shoulder with their peers from any background. We intend for our children to leave us ready for the next stage in their learning and life; resilient, confident and aspirational.

Our Pupil Premium strategy aims to fill gaps, to provide the experiences which shape a fully-rounded individual with positive self-esteem and the confidence to aim for and achieve their individual aspirations. Through the use of the Pupil Premium, Viewley Hill Academy aims to address the most significant barriers to learning for our pupils, ensuring quality first teaching, academic challenge and support but also a significant ethos of nurture and inclusion. With reference to the Education Endowment Foundation's guide to using the Pupil Premium, we select and apply proven methods which support our pupils and provide for them the curriculum, intervention and learning environment required for every pupil to succeed.

Challenges

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

Challenge number	Detail of challenge
1	A very high proportion of the Academy's pupils are disadvantaged
2	Very low starting points of many pupils, making accelerated progress through the academy necessary
3	Significant mental health challenges presented by many disadvantaged children and their families, leading to complex issues
4	A lack of resilience in children, requiring bespoke curriculum provision
5	The impact of the COVID pandemic and lost learning, which is particularly significant in disadvantaged pupils

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
A high staff to pupil ratio is proven to enable children to feel valued and nurtured in order to succeed academically.	Children feel safe, happy and that they have a voice within the Academy. Their self-esteem, confidence and resilience enables them to fully participate in all aspects of school life. Pupil voice consultations reflect happy, positive pupils who feel supported and engaged.
Quality first teaching is consistent across the Academy. Progress is monitored and through regular, quality CPD, staff are supported in providing a high-quality offer which enables disadvantaged pupils to narrow the attainment gap.	Pupil performance data shows at least expected and often better-than-expected progress. Staff appraisal sets high expectations and performance monitoring ensures targets are achieved. Disadvantaged pupils close the gap with non-disadvantaged pupils nationally by the end of their primary school life.
Continue to improve Early Reading through the purchase of a school-wide phonics system. Provide relevant CPD to all staff teaching phonics throughout school. Early Reading Lead appointed Sept 2021	A new phonics system – Little Wandle – is in place. Staff teach phonics confidently and effectively throughout the academy.
Educational, language and learning difficulties in pupils who are disadvantaged are identified early and appropriate support is	Educational psychologist supports families and pupils with relevant intervention.

<p>targeted, facilitating full engagement in the curriculum.</p>	<p>Timely intervention and behaviour planning supports pupils in making progress throughout the curriculum.</p>
<p>Mental health, emotional and behavioural work from specialist providers offers pertinent support to vulnerable and disadvantaged pupils and their families, where wellbeing impacts on learning.</p>	<p>CATs therapist supports disadvantaged pupils and their families. ELSA support is directed effectively towards pupils. Early years pupils receive bespoke support. Pupils are supported in accessing learning through engagement with specialist providers.</p>
<p>Analysis-driven provision for disadvantaged pupils targets areas of learning and SEMH.</p>	<p>Enhanced provision for the youngest children, whose deficit due to the pandemic is the greatest:</p> <ul style="list-style-type: none"> ● Additional adult intervention in Reception (JH) ● Additional adult intervention in KS1

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: £ 130,395.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Very small classes in Reception – 16, 17 EYs lead has moved to Reception 2021 - 22	Pupils with high levels of emotional, language and learning needs respond well to high adult to child ratio. 2020-21 internal data showed that children made good progress.	1, 2, 5 18/ 32 (55%) pupils DA
Additional teacher in KS1 to facilitate small group intervention for accelerated progress in KS1	Learning loss due to COVID is extreme in KS1 children: 3/6 of their EYs and Y1 learning was lost due to the pandemic. DHT with proven track record of accelerated progress in pupils enhances a new Team.	1, 2, 4, 5 46/71 (65%) pupils DA
Additional teacher in KS2 to facilitate small group intervention for accelerated progress in UKS2	Y6 cohort has experienced extreme instability, through unforeseeable staffing changes in KS2 and learning loss due to the pandemic. Without accelerated progress, these children may not be ready for the next stage of their learning. Experienced AHT supports within this team.	1, 3, 4, 5 102/ 142 (72%) pupils DA

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

Budgeted cost: £ 20,000 + 8500 + 5000 = **£33, 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle phonics programme	VHA phonics provision enables most children to reach the expected standard by Y1 phonics screening. However, an updated scheme will enhance KS1 provision and enable whole school CPD, facilitating greater phonics support for the bottom 20% of readers in KS2	2, 5 46/71 (65%) KS1 are DA 20/28 (71%) bottom 20% KS2 readers are DA

EYs Language and Learning development intervention through additional learning support (Recovery Premium)	Significant numbers of Reception children presenting with high levels of communication and speech difficulties.	1, 2 20/33 (61%) Reception pupils are DA
Real World Psychology Educational support learning needs of disadvantaged pupils with SEND	Assessments enable strategies to be shared with Teachers and Parents. This enables synchronised provision for pupils presenting with a wide range of needs.	2 4/6 pupils equate to 67% of pupils seen by Educational Psychologist
Additional member of staff to support recovery of lost learning in KS1 (Recovery Premium)	Accelerated progress is enabled by smaller group support which enables children to recover lost learning through high quality intervention.	1, 2, 4 65% KS1 are DA

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

Budgeted cost: £ 7600 + 19475 + 9435 + 8328 + 7790 + 8336 = **£60, 964**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer 2 days a month	Persistent absence is addressed. Families with poor track record of school attendance have a consistent link with school. Poor attenders are visited in person and key school messages about attendance are confirmed directly to parents. Fines are issued.	3, 4 18 (6% of total school)
Parent Support Advisor is a key pastoral support for children and families	Daily attendance response, including home visits daily; supports parents with school paperwork; gives behaviour and parenting advice; As DDSL and part of school Welfare Team, monitors vulnerable pupils and their families	3 167/ 244 DA (67%)
CATS Therapist works with children and families 1 day a week.	Disadvantaged children with complex issues presenting with poor mental health and self-image are supported in order that negativity does not become disaffected learning. Family counselling also enhances holistic support for families.	3, 4 Up to 12 (100% DA)
ELSA trained member of staff provides responsive pastoral support to pupils	Friendship, negative self-image, anger-management issues addressed through time-limited series of intervention sessions. Children proven to 'turn around' challenging behaviour	3, 4 Up to 36 100% DA

	impacting on their own learning and that of others.	
Music specialists: Singing Teacher and pianist weekly	Develops children's self-confidence, performance, speaking and listening skills. Enhances pupil performances to real audiences and enables pupils to participate in choir activities.	4 244 (67%DA)
Big Foot Arts	Delivers PSHE and citizenship lessons. Plus after-school club. Develops children's self-confidence, performance, speaking and listening skills. Enhances pupil performances to real audiences.	4 244 + 20 x 3 clubs Autumn 1 club: 83% DA

Total budgeted cost: £ 224,859.50

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 2020 to 2021 academic year.

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
Launchpad for Literacy early phonics support and diagnostics	LaunchpadforLiteracy.co.uk
Yogabugs	TheBugsGroup.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	There were no pupils eligible for Service Premium in the year 2020 - 21
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

1. BARRIERS TO ATTAINMENT for PP pupils					
A low starting points for many, making accelerated progress throughout school necessary					
B poor mental health of many PP pupils					
C significantly high proportion of Academy children are PP pupils					
2. INTENTIONS					
Intended Outcomes			Success Criteria		
i	Improve mental wellbeing of Pupil Premium Pupils in order to enhance social skills and integration with their peers; to build confidence and self-esteem and raise individual aspiration.	Pupils with mental health concerns are resilient; can manage change; are able to seek appropriate support and accept responsibility for choices made.			
ii	Improve attendance and punctuality of Pupil Premium children, some of whom have persistent absenteeism and some of whom have persistent lateness.	Individual and cohort attendance is monitored; parents are engaged in attendance issues and school is able to support parents in getting children to school every day.			
iii	Improve attainment and accelerate progress of Pupil Premium children from a low baseline to enable them to achieve ARE	PP children will make accelerated progress compared to their peers. PP children will attain ARE at KS2.			
3. PLANNED EXPENDITURE					
Quality of Teaching					
Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	High staff to pupil ratio enables strong relationships where children feel valued and nurtured in order to succeed academically	At VHA, our children need strong, consistent and positive adult role models. All research suggests that these promote better self-esteem and inspire self-determined success.	A second year of COVID partial closures has meant the focus on relationships and wellbeing has been more important than ever. Experienced staff were able to quickly settle children whose return to school in	HT/ DHT/ AHT	18.06.21

			<p>September 20 provoked anxiety. Self-contained 'pods' meant additional staff (TAs) facilitated split learning inputs, interventions and smaller group teaching and learning in order to recover ground after Lockdown 2. High staff ratios and encouraging all vulnerable children to be in school during partial closure, supported those children in losing less learning in Lockdown and making accelerated progress on return in Spring 2 and particularly in Summer 1. Welfare Team in school offered daily support to families and individuals, as well as weekly face-to-face visits.</p>		
iii	<p>DHT to oversee quality first teaching, monitor progress and support staff in ensuring the highest quality provision to enable PPG pupils to narrow the attainment gap</p>	<p>PPG pupils frequently require their whole school journey through VHA to 'catch up' from very low starting points. High quality Teaching and Learning, in addition to targeted support through intervention is required for sustained accelerated progress.</p>	<p>Gaps in learning have required a whole-school approach to intervention: KS1 have provided significant support to LKS2 in identifying next steps and helping children to make progress. DHT has liaised with KS2 lead, phonics lead and colleagues throughout school to identify key</p>	DHT	18.06.20

			strategies for accelerated progress.		
iii	Buy and embed Launchpad for Literacy as an early Literacy intervention	Extremely low levels of speech acuity, communication and language when children enter VHA means an identification tool and a planned approach to the acquisition of phonic understanding and visual literacy is required	The program offered staff throughout school valuable training in early phonic and speech sound acquisition and signposted strategies to use in interventions. In EYs in particular, it has been used as a diagnostic tool to address gaps in learning and understanding as well as enabling staff to break phonics progression into very small steps for those making incremental progress.	DHT/ EY Leads	18.06.21
i	Forest Schools accreditation with FT member of staff to support holistic development of children and raise self-esteem through independence and self-reliance	Children at VHA have very limited life experience and rare opportunities to be curious about the world. Our ethos promotes resilience and curiosity, both of which are supported by outdoor learning.	All children throughout school have had the opportunity to work in Forest School to develop their self-reliance; awareness of personal risk management and collaboration. This was particularly evident during Outdoor Classroom Day in May 2021. (see Facebook post)	HT/ Forest Schools Lead	18.06.21
i, iii	Language and Learning support: Ed Psych 52% of cost	Children presenting with educational difficulties are supported to promote engagement in and development of learning appropriate to their needs.	6/7 pupils seen were PP. Support for pupils and staff; suggested strategies and resources for vulnerable children and provided professional support for SENDCo. Also	HT/ SENDCo	

			provided diagnostic evidence to support EHCPs for PPG children with SEND.		
Targeted Support					
Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	0.1 SLT to facilitate Pastoral work, supporting families and individual children, leading PSA; liaising with Attendance officer and wider professional services	The ethos of nurture and support is at the heart of what we do at Viewley Hill Academy. This requires whole school leadership and oversight. Designated SLT time to lead and manage maintains the high profile of this school aim and ensures timely action.	Welfare Team in school offered daily support to families and individuals, as well as weekly face-to-face visits. Supervision of PSA and liaison between other agencies ensures positive communication and professional challenge. Attendance at conferences and meetings ensures the voice of the child is represented.	HT/ DHT/ AHT/ PSA	Termly VCR review Overall review of effectiveness 2.07.21
i	ELSA trained TA to support pupils on KS2 playground each lunchtime and in 1:1 sessions 2 x afternoons weekly.	Identified individuals are able to receive support to help in building social capital with others; to have the self-esteem to recognise when they need support and to seek further support if required	Invaluable support for children with SEMH; flexibility to work alongside children whose behaviour is particularly challenging; disrupting the learning of others or at risk of exclusion. Support for staff in class and responsive, bespoke support for children as needed.	AHT/ SS	Half-termly review of pupils requiring support Overall review 18.06.21

i	CATS Therapist to work with nominated families and children	Children having suffered trauma or with attachment issues require specific professional intervention. Therefore, a therapist works with children and their families.	Successful transition of pupils out of therapy. Family working also supports the holistic outcomes for identified children. VHA have also learned from working alongside a counselling professional.	HT/ AHT	18.06.21
iii	Trained Sports Coach to develop physical stability, core strength and gross motor skills	A significant number of PPG pupils presenting with poor spatial awareness, mobility and balance.	Limited time due to change of career. KS1 children in particular made progress in developing spatial awareness and supporting core strength through weekly intervention sessions in a small group.	DHT/ Sports Coach/ PE Lead	18.06.21
iii	Reception children to participate in Yogabugs (51% PPG funded) to develop proprioception and physical strength which enables better learning posture, pencil grip and improved early writing skills	Some PPG pupils enter with poor physical development, which hinders writing and spatial awareness.	Yoga activities strengthen core and facilitate improved balance and gross motor skills. Also helps support in activities such as zipping coats, manipulating writing tools and promotes mindfulness to support individual wellbeing.	DHT/ EY Lead	18.06.21

Additional Approaches

Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	Big Foot Arts programme supports emotional literacy;	Some children lack engagement in learning and a lack of social	BFA have had a focus on citizenship since school reopening in	HT	18.06.21

	develops self-awareness and self-confidence. Children develop skills in spoken language and imagination.	skills limits their cultural capital. Drama provides a safe space for children to experiment with and develop skills to address others and express themselves positively.	March 21. This has enabled many children to work through issues linked to mental health and wellbeing, such as visualisation strategies and self-regulation. This has a direct impact on many children's experiences of school and readiness to learn. Also supports them in developing positive behaviour strategies.		
i	Residential subsidy (Robinwood places)	PPG children would not otherwise be able to attend this event. School pays the whole majority of cost to PPG pupils to enable them to participate in resilience and self-reliance taught through this experience.	Funding directed towards in-school adventure day.	HT/SBM	18.06.21
ii	Parent Support Advisor makes daily phone calls and home visits to children who are not registered as present at 9am. Liaises with Attendance Officer and Pastoral Lead (AHT) to support attendance.	Some Pupil Premium children have persistent absence or persistent lateness. Sometimes, this is due to parental anxiety or mental health and school does a lot of work with families to support children's daily attendance.	PSA makes regular home visits to liaise between school and home. Daily attendance checks are carried out and reasons for absence are checked. Support is offered for children struggling to come into school for anxiety or behaviour reasons. (LB; LC; EJ)	PSA/AHT	18.06.21
ii	Attendance officer to make weekly contact with families of children presenting with persistent absenteeism; initiate and follow-up ACC where necessary and support families in	Pupil Premium children presenting with persistent lateness/ persistent absence/ poor attainment driven by poor attendance.	Attendance officer in particular works very closely with school and became part of the Welfare Team during Lockdown, enabling VHA's	HT/ DHT/ AHT	18.06.21

	improving attendance and punctuality		relentless focus on attendance and engagement to continue. Parents were supported in understanding the importance of regular and consistent attendance. Attendance of individual PP children has been directly improved through this support (CF) and for those families harder to engage, ACC proceedings have been initiated.		
ii	Breakfast Club provided to improve attendance of PPG pupils by encouraging an early start. Focus on vulnerable children in Autumn Term.	Pupil Premium children presenting with persistent lateness/ persistent absence/ poor attainment driven by poor attendance. Research proves Breakfast Club encourages improved attendance of target families.	Focus on vulnerable and PP children has continued throughout the year. High rates of attendance during and after Lockdown. Pupils with persistent lateness have been supported.	HT/ AHT	2.07.21
Total budgeted cost: £180,230					