

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	243
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	21.09.22
Date on which it will be reviewed	16.12.22
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	£214, 675
Recovery premium funding allocation this academic year	
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	£214,675

Part A: Pupil premium strategy plan

Statement of intent

As of September 2022, Viewley Hill Academy has 67% of its pupils who are entitled to Pupil Premium support.

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 have a significant impact on the mental health, resilience and wellbeing of many of our pupils, who enter school significantly below national averages, especially in communication and language and self-care.

At Viewley Hill Academy, our 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 narrow academic gaps, to support emotional health and wellbeing, 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 detrimental impact of lost learning, wider life experiences and cultural capital, which are particularly significant in disadvantaged pupils at VHA

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 embedding the school-wide phonics system, Little Wandle. Early Reading lead to support KS2 staff to ensure a consistent approach. Y2 Teacher to follow children into Y3 to facilitate this transition.	Staff teach phonics consistently and effectively throughout the academy. Children make good progress through book bands . 1:1 reading is a non-negotiable expectation for all pupils throughout school.
Educational, language and learning difficulties in pupils who are disadvantaged are identified early and appropriate support is	The Learning and Language Team provide ongoing support for pupils with

<p>targeted, facilitating full engagement in the curriculum.</p>	<p>communication difficulties which impact on their learning and self-expression</p> <p>Educational psychologist supports families and pupils with relevant intervention.</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.</p> <p>ELSA support is directed effectively towards pupils.</p> <p>Early years pupils receive bespoke support.</p> <p>Pupils are supported in accessing learning through engagement with specialist providers. Additional staff are employed to support SEMH and language development.</p>
<p>Analysis-driven provision for disadvantaged and vulnerable pupils targets areas of learning and SEMH.</p>	<ul style="list-style-type: none"> ● Bespoke PSHE is part of the school's core offer. ● Additional adult (SLT) intervention in KS1 to reduce adult: pupil ratios in core curriculum and to narrow the attainment gap and support the drive for accelerated progress. ● Additional adult (SLT) intervention in KS2 to reduce adult: pupil ratios in core curriculum and to narrow the progress gap.

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: £ 40,046 + 37,175 + 3850 + 11,320 + 22, 640 = **£115,031**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD in Pupil Premium grant, expenditure and priority of PP and vulnerable pupils	EEF impact of feedback to all learners when the learning community works collaboratively to address performance.	1, 2, 4, 5
Additional staff to fund 2YO provision Very small classes in Reception – 18, 17	Pupils with high levels of emotional need and language deficit in EYs respond well to high adult to child ratio. 2020-21 internal data showed that children made good progress.	1, 2, 3, 4, 5 20/ 35 Reception pupils DA (57%)
Additional teacher in KS1 to facilitate small group intervention for accelerated progress in KS1	KS1 lead to support learning in Y2. Smaller, bespoke morning groups allow all KS1 pupils to access a curriculum which meets their individual needs. 2021-22 experience proved this supports all learners.	1, 2, 3, 4, 5 45/69 (65%) pupils DA
Additional teacher in KS2 to facilitate small group intervention for accelerated progress in Y5-6	Current Y5 children have had a disrupted learning experience through school and require additional learning support. Otherwise at considerable risk of remaining below ARE.	1, 2, 3, 4, 5 98/ 141 (70%) pupils DA
High staff to pupil ratio (high number of TAs) addresses need for SEMH through adult support and mentoring in disadvantaged and vulnerable pupils where poor mental health, attachment issues and low self-esteem can be a barrier to learning	Behaviour support, support in making and sustaining friendships and learning how to play collaboratively are key activities in which many pupils require adult modelling and intervention. TAs provide additional lunchtime supervision and pre-empt conflict situations.	1, 2, 3, 4 67% school population is DA
High staff to pupil ratio (high number of TAs) addresses need for additional provision to secure progress and attainment.	Small Group Tuition and Teaching Assistant interventions have a greater benefit in this school context than is recognised by EEF research.	1, 3, 4

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

Budgeted cost: 4575 + 11,320 + 3750 = **£19, 645**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in KS2 to facilitate small group intervention for accelerated progress in UKS2	Current Y5s experienced learning loss and time out of school, requiring substantial intervention to address progress towards ARE. Class organisation and additional staff in UKS2 facilitate smaller morning groups for core learning.	1, 3, 4, 5 98/ 141 (70%) pupils DA
EYs Language and Learning development intervention through additional learning support	Significant numbers of Reception children presenting with high levels of communication and speech difficulties.	1, 2 20/35 (57%) 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 provide bespoke interventions through targeted tutoring.	Accelerated progress is enabled by small group intervention which enables children to 'keep up' with their peers and provides pre-learning or additional learning opportunities.	1, 2, 4 At least 67% of every intervention is DA

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

Budgeted cost:

£26,200 + 21,455 + 9435 + 8415 + 4560 + 3230 + 11,358 + 3610 + 1620 = **£89,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer weekly	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 if necessary.	1, 3, 4
Parent Support Advisor is a key pastoral	Daily attendance response, including home visits daily; supports parents with	3

support for children and families	school paperwork; gives behaviour and parenting advice; As DDSL and part of school Welfare Team, monitors vulnerable pupils and their families	
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
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 impacting on their own learning and that of others.	3, 4
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
Big Foot Arts	Delivers PSHE, citizenship and drama lessons. Plus after-school club. Develops children's self-confidence, performance, speaking and listening skills. Enhances pupil performances to real audiences.	4
Yogabugs	Improves young children's self-regulation and proprioception; encourages self-reliance and develops physical stamina and gross motor control.	1, 2, 3
Breakfast Club	Pupils in receipt of Pupil Premium funding have a free breakfast offered every morning. Children arriving at school without breakfast are always fed by school.	1, 3

Total budgeted cost: £ 224, 556

School Leaders of the Academy recognise that planned expenditure exceeds the allocated Pupil Premium funding. However, because the outcomes of our disadvantaged and vulnerable children are a priority, the Academy directs additional funding required to enable delivery of the strategy.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Progress in-year 2021 - 2022

cohort	% PP pupils	Cohort average progress	PP average progress	NPP average progress
Y1	67%	6.8	7.2	6.1
Y2	64%	6.0	6.5	5.2
Y3	76%	5.2	5.2	5.1
Y4	61%	5.5	5.1	6.0
Y5	76%	6.7	7.0	6.2
Y6	79%	6.3	6.5	5.4

Expected progress over the course of a year is 6 points.

PP pupils made greater progress than non-PP pupils in 4/6 cohorts in school. In Y3, PP pupils made slightly better progress than NPP. In Y4, where the percentage of PP pupils was the lowest in school, the PP children made the least progress in school and made less progress than those not in receipt of Pupil Premium. Analysis and associated actions relating to all pupil progress data is available in the Academy.

In Y3, where cohort progress was lower than expected, the teacher was absent for a large proportion of the year. Summer data showed an increase in progress during the summer term, when she returned to class.

In a year where COVID-19 was still providing significant challenge, such as class and then team 'bubbles', additional cleaning and handwashing and significant pupil and staff absence, all pupil progress is a credit to a hard-working and dedicated staff team and to the children themselves for their commitment to their learning.

In terms of allocation of Pupil Premium funding, the children's progress demonstrates that the way that the money is spent has impact on the pupils and their learning.

Attainment

End of KS2 results of the academic year 2021-22, detailing pupils in receipt of Pupil Premium against those pupils not in receipt of PPG follow. However, as almost 80% of the cohort (31/39) were Pupil Premium pupils, each non-Pupil Premium pupil represents a much higher percentage of their total.

Analysis

Summer 2022					
79% Pupil Premium					
Reading		Writing		Maths	
PP	NPP	PP	NPP	PP	NPP
45% (14)	50% (4)	55% (17)	63% (5)	45% (14)	75% (6)
16% (5)	13% (1)	10% (3)	25% (2)	3% (1)	38% (3)

Summer 2021					
59% Pupil Premium					
Reading		Writing		Maths	
PP	NPP	PP	NPP	PP	NPP
34% (8)	44% (7)	22% (5)	38% (5)	43% (10)	44% (7)
0% (0)	31% (1)	10% (6)	25% (4)	0% (0)	13% (2)

The bracketed number indicates the number of pupils that this percentage relates to. All figures are rounded.

100 is the standardised score indicating pupils have reached the expected standard. Pupils who score **110+** are considered to have achieved a greater depth in learning.

In comparison with the previous year (in-school data only), it is clear that the pupils overall performed better against age-related expectations in 2022. The numbers of pupil premium pupils achieving expected standard and above was noticeably better in 2022 than the previous year.

Diminishing Differences Report

39 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Aut1 21-22	Sum2 21-22
Pupil Premium	31 (79.5%)	1 (3.2%)	33.3%	43.3%
Not Pupil Premium	8 (20.5%)	1 (12.5%)	71.4%	71.4%
Difference (change in difference):			38.1	28.1 (-10.0)

39 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Aut1 21-22	Sum2 21-22
Pupil Premium	31 (79.5%)	1 (3.2%)	30.0%	33.3%
Not Pupil Premium	8 (20.5%)	1 (12.5%)	42.9%	57.1%
Difference (change in difference):			12.9	23.8 (10.9)

39 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Aut1 21-22	Sum2 21-22
Pupil Premium	31 (79.5%)	1 (3.2%)	20.0%	23.3%
Not Pupil Premium	8 (20.5%)	1 (12.5%)	57.1%	71.4%
Difference (change in difference):			37.1	48.1 (11.0)

Difference Key: Widening Narrowing Unchanged

This table shows the 'gap' between disadvantaged and non-disadvantaged pupils in Y6 for the academic year of 2021-22. . The Pupil Premium grant is designed to help schools to close this gap between disadvantaged pupils and their non-disadvantaged peers nationally. Historically at Viewley Hill, we had made progress in closing the gap between these two groups. However, it is nationally recognised that the pandemic had a severe impact on disadvantaged children, much greater than that of their non-disadvantaged peers and that the gap has increased significantly. Interestingly, looking at this data set, last academic year, we managed to narrow the gap in reading in this cohort, contrary to the national trend.

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
Little Wandle Phonics	Letters and Sounds Revised
Yogabugs	Mighty Warriors
Sports coaching – lunchtime provision	Danny Foster coaching

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 2021 - 22
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)