

Veritas Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Veritas Primary Academy
Number of pupils in school	408 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Danielle Conneely Headteacher
Pupil premium lead	Becky Burgin Assistant Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93120
Recovery premium funding allocation this academic year	£10295
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	£103415

Part A: Pupil premium strategy plan

Statement of intent

At Veritas Primary Academy, we aim to strategically use pupil premium funding to achieve our vision of aspiration, opportunity and enrichment for all children and ensure all pupils achieve excellence and reach their full potential. The school draws from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

As a school we are committed to raising the attainment for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this.

Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, pupils for whom English is an Additional Language and those identified as Most Able.

Our key objectives in using the Pupil Premium funding are to ensure that:

- Further enhance progress, in all subjects across the school, with a specific focus on core basic skills, through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- The differences in attainment and progress are diminished between disadvantaged and non-disadvantaged pupils.
- Consistently promote the extensive personal development of pupils by continuing to ensure all pupils have access to a wide, rich set of experiences and enrichment that encourages aspirational thinking for all children.
- Continue to provide high-quality pastoral support so that pupils know how to express the social, emotional and mental health needs, maintain an active lifestyle and keep physically and mentally healthy.
- Accelerate the rates of progress, where there is low prior attainment and gaps in learning due to school closure during pandemic.
- To improve attendance for pupil groups where it is not in line with national data.

Challenges

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

Challenge number	Detail of challenge
1	Thinking about thinking: Pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught them.
2	Communication and Language: Pupils listening, attention and understanding upon entry is low and particularly for disadvantaged children. Pupils are less likely to experience high quality oral interactions in their families, which develop and support oral language acquisition from an early age.
3	Enrichment: Pupils are less likely to experience enrichment due to increased unemployment, low income and increased pressures on family finances. Pupil voice highlights the key experiences pupils are missing, including; visiting forests/woodland, going on hikes, visiting lakes and beaches, visiting places of interest (museums, galleries, churches etc). This lack of life experiences restricts their imagination and application of key knowledge.
4	SEMH: Increased number of pupils with social, emotional and health needs.
5	Attendance: The attendance of pupils is not prioritised by families in order to maximise progress and attainment.
6	Writing: When comparing non pupil premium students with pupil premium writing data there is a gap in the comparison in some cohorts. Teachers have identified low support from some families. In addition, gaps have arisen from during the pandemic particularly in Y2/Y3 who had disrupted education and found writing the most challenging to complete at home.

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
All children use metacognitive and self-regulatory strategies to support their learning.	⇒ Pupils take greater responsibility for their learning and develop their understanding of what is required to succeed. ⇒ Pupils can plan, monitor and evaluate specific aspects of their learning. ⇒ Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.

	⇒ Professional development effectively develops a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.
Pupils eligible for pupil premium funding will have improved outcomes for GLD, English and Maths.	⇒ Differences in attainment with pupils who are not eligible for PP are diminished. Pupil outcomes are more in line with the peers and in line with national data.
Disadvantaged pupils make expected or better progress from their starting points with most attaining in line with their peers in core areas of learning.	⇒ All children have access to high quality teaching. ⇒ Teaching assistants receive professional development to deliver structured interventions to improve learner outcomes. ⇒ Support from a teaching assistant supplement teaching and does not reduce the number of high-quality interactions a child has with their classroom teacher. ⇒ Diagnostic assessment is used effectively to assess the best way to target support. ⇒ The teaching of phonics is closely matched to the child's current level of skills in terms of their phonics awareness and their knowledge of letter sounds and patterns.
All children are able to initiate and converse using high quality oral interactions from an early age.	⇒ Pupils are supported with their use of vocabulary, articulation of ideas and spoken expression until they are able to demonstrate effective use independently. ⇒ Pupils are in line with their peers in developing early language and speech skills to ensure that these do not have a negative impact upon their school experience and learning throughout their education. ⇒ Teachers are effectively trained to ensure that they model and develop pupils' oral language skills and vocabulary development.
All children have access to the same wider opportunities and enrichment as their peers regardless of their socio-economic status.	⇒ Pupils who are disadvantaged due to low income are able to attend or experience extra-curricular activities and events in line with their peers. ⇒ Enrichment activities are embedded and allow all children to gain cultural capital through planned trips and events. ⇒ Pupils make a positive contribution to the community. ⇒ All pupils take part in the academy 11 before 11 promises. There is a minimum of 1 enrichment opportunity per half term for every child.
Pupils can self-regulate and demonstrate more resilience in	⇒ Children are able to use mindfulness techniques taught when facing challenges. ⇒ Pupils feel less anxious and at ease during key transition points e.g. coming into school.

overcoming adversity and challenges.	
The school is able to quickly identify pupils where attendance is becoming an issue and work with the family before it impacts learning.	⇒ Reports are used in a timely manner to intervene and work with families before attendance is an issue. ⇒ Continuous late marks and key pupils are more quickly identified. ⇒ Persistent absence rates reduce. ⇒ Attendance is in line with or above national. ⇒ Pupils come to school on-time every day. When pupils are off school this is because they are genuinely too poorly to be at school.
Pupils are happy and feel safe at school. They can deal with the feelings and emotions in appropriate ways.	⇒ Pupil voice shows that pupils are happy at school and feel safe. Safeguarding audits show effective pupil support, allowing all pupils to flourish.

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: £22,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher recruited with responsibility for Pupil Premium and CPD of all staff.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,5&6
New phonics and reading programme – Little Wandle	The EEF Toolkit shows high quality phonics programme have +5 months impact particularly for disadvantaged pupils. It is an important component in	6

	the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. Phonics Education Endowment Foundation EEF	
Thinking School's Professional development package of training including questioning, thinking, speaking, metacognition and self-regulation.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. More evidence can be found here: Teaching and Learning Metacognition-and-selfregulation Education Endowment Foundation EEF Or here: Metacognition Education Endowment Foundation EEF	1, 4, 5
Professional development and training to develop communication and language provision and approach across the EYFS & KS1	Communication and language approaches give +7months impact. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2
Purchase of high-quality texts to support and supplement the teaching of phonics, reading comprehension and fluency, reading for pleasure, diversity, and inclusion.	EEF Toolkit shows Reading comprehension strategies are high impact on average (+6 months) EEF Improving Literacy in KS1 and KS2 The EEF guidance is based on a range of the best available evidence: Reading Comprehension Strategies Education Endowment Foundation	3, 4, 5

Ensure that all ECTs receive high quality mentor sessions to promote a variety of strategies within the classroom. Which lead to good or better outcomes.	Effective CPD is crucial in developing classroom practise and improving pupil outcomes Evidence can be found here: Effective Professional Development Education Endowment Foundation Also please see evidence of classroom strategies here: Teaching and Learning Toolkit Education Endowment Foundation	1, 2, 4, 5, 6
CPD on and subscriptions to Cornerstones Curriculum Maestro and KAPOW to support with effectively sequenced planning and high-quality outcomes in all foundation subjects and provide and engaging curriculum.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3, 5, 6

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

Budgeted cost: £82,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NTS tests to align testing with White Rose Maths.	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
Receive appropriate training across the team in order to deliver oral language interventions which	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1, 2

emphasise the importance of spoken language and verbal interaction in the classroom. Part time S&L teaching assistant to support intervention staff and lead on.	Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Additional evidence can be found here: Oral language interventions Teaching and Learning Toolkit Education Endowment Foundation EEF	
Invest in professional development for teaching assistants to deliver structured interventions particularly using the Little Wandle Keep Up and Catch Up programs. Deploy teaching assistants to deliver interventions as deemed necessary.	The EEF Toolkit shows high quality phonics programme have +5 months impact particularly for disadvantaged pupils. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. Phonics Education Endowment Foundation EEF The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching assistants can provide a large positive impact on learner outcomes. More evidence is documented here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4, 5
Employment of an Assistant SENCO and increased Family Liaison hours	Supporting individualised instruction and better use of teaching assistants. EEF Toolkit shows both has +4 months benefit.	4, 5
Subscription to TTRS and Numbots	Increase motivation; improve attainment and progress in maths. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	1, 2

	Improving Mathematics in Key Stages 2 and 3	
Additional LSA hours in KS1	To allow for interventions, small group and 1:1 work. To improve the progress and attainment of eligible pupils in Reading, Writing and Maths and remove barriers to learning. 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Additional LSA hours in KS2	To allow for interventions, small group and 1:1 work. To improve the progress and attainment of eligible pupils in Reading, Writing and Maths and remove barriers to learning. 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £8,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional interventions for children and families across the school through the	The average impact of successful SEL interventions is an additional four months' progress over the course of a year.	1, 2, 4, 5

intervention of Family Liaison Officer & Learning Mentor.	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additional evidence can be found here: Social and emotional learning Education Endowment Foundation EEF	
Emotional literacy support and interventions through training and deployment for x2 Emotional Literacy Support Assistants (ELSAs)	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additional evidence can be found here: Social and emotional learning Education Endowment Foundation EEF	1, 2, 4, 5
Subsidy of enrichment activities (trips, visits, residential, free club places)	Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment. Full supporting evidence can be found here: Lifeskills Enrichment Education Endowment Foundation	3
The Inclusion Team will provide coaching and modelling to ensure that behaviour policy is embedded and that interventions using a relational approach with Emotion Coaching are highly effective in reducing incidents. The dojo shop is used to provide rewards and	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. There is more evidence here: Behaviour-interventions Education Endowment Foundation EEF	4, 5

incentives for all pupils who can buy a range of things of experience to celebrate their achievements.		
Delivery of Commando Joes to build resilience, self-esteem and key learning behaviours.	Commando Joes curriculum helps to enable young people to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment and engagement. Further information can be found here: https://commandojoes.co.uk/impact-research/ and https://www.researchgate.net/publication/313598909_Investigating_the_effectiveness_on_educational_attainment_and_behaviour_of_Commando_Joes%27s_A_school-based_military-ethos_intervention More information on the benefits of growing the whole child can be found here: Outdoor Adventure Learning Education Endowment Foundation	3, 4, 5
Attendance motivation and rewards for individuals and classes (badges, medals, certificates and walk to school)	Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. The full report can be found here: Attendance Reviews Attendance Interventions Education Endowment Foundation	5

Total budgeted cost: £113,655

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.

Intended outcome	
All children use metacognitive and self-regulatory strategies to support their learning.	Ongoing staff training is enabling teachers to support pupils with metacognitive strategies that they are using to support their own learning.
Pupils eligible for pupil premium funding will have improved outcomes for GLD, English and Maths.	For pupil premium children in reading and maths the school data is above national and local data sets in all year groups. In writing pupils are broadly in line with national expectations.
Disadvantaged pupils make expected or better progress from their starting points with most attaining in line with their peers in core areas of learning.	For pupil premium children in reading and maths the school data is above national and local data sets in all year groups. In writing pupils are broadly in line with national expectations.
All children are able to initiate and converse using high quality oral interactions from an early age.	Pupils are making good progress with language development through early intervention in the early years.
All children have access to the same wider opportunities and enrichment as their peers regardless of their socio-economic status.	Trips, clubs and experiences are well attended by all pupils including those who are pupil premium eligible.
Pupils can self-regulate and demonstrate more resilience in overcoming adversity and challenges.	Behaviour is good across the school and pupils are proactive at solving problems and issues. Staff provide appropriate levels of support and guidance.
The school is able to quickly identify pupils where attendance is becoming an issue and	Attendance is closely monitored and steps are taken as per the attendance policy. Attendance remains above national levels.

work with the family before it impacts learning.	
Pupils are happy and feel safe at school. They can deal with the feelings and emotions in appropriate ways.	Pupils speak positively about school and enjoy their learning. Attendance is good and pupils are keen to attend school.

National tests were completed at the end of the 22-23 school year 83% of pupils met the expected standard in Reading, 69% met the expected standard in Writing and 88% met the expected standard in Mathematics. 67% of pupils met the expected combined standard for Reading, Writing and Mathematics.

Based on Juniper Benchmark Analysis data report:

In reading, writing and maths pupil outcomes at Year 6 are broadly in line with the national and Local Authority data sets. For pupil premium children in reading and maths the school data is above national and local data sets in all year groups.

School's data is displayed in the green rows, LA's data is displayed in the aqua rows and the Juniper Benchmark comparison is in the purple rows.

Reading:

Combined:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	71.4%	78.6%	47.8%	62.1%	65.7%	72.0%
Pupil Premium	52.5%	47.2%	38.7%	44.5%	46.5%	50.0%
	48.2%	46.2%	42.0%	42.4%	41.7%	52.2%

Reading:

	76.2%	78.6%	69.6%	82.8%	74.3%	84.0%
Pupil Premium	62.0%	59.0%	55.4%	60.9%	60.5%	64.3%
	60.2%	58.6%	57.9%	59.2%	60.1%	66.8%

Writing:

	76.2%	78.6%	47.8%	62.1%	65.7%	76.0%
Pupil Premium	56.0%	51.1%	40.8%	47.4%	52.4%	56.9%
	52.0%	50.0%	46.4%	46.8%	47.1%	60.9%

Maths:

	85.7%	78.6%	65.2%	82.8%	65.7%	84.0%
Pupil Premium	61.0%	62.4%	57.1%	60.7%	55.7%	62.1%
	62.5%	60.9%	57.9%	58.0%	56.3%	63.8%

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
Letters & Sounds	Little Wandle
Learning By Questions	Learning by Questions Ltd
Numbots / TTRS	Maths Circle Ltd
Lexia	Lexia
Kapow Computing, PSHE & Music	Kapow
Early Communication Screening	Stoke Speaks Out School Readiness Team
Time to Talk	LDA
Curriculum Maestro	Cornerstones

Further Information

At Veritas, we invest in all children (including those who are disadvantaged). In addition to the above listed strategies, we also have additional initiatives in place shown below:

Initiatives	
11b411	As part of REAch2 Academy Trust we are a school committed to the 11b411 initiative. We are ambitious for our children to have broad horizons in life and high aspirations for themselves. We want our children to be inspired and challenged so that each one can develop their unique potential to the full. To this end, Reach2 have developed the 11 before 11 set of promises, to empower our children to take the driving seat in their own lives. 11 before 11 is designed to take our children beyond the usual school experiences to deliver a range of

	memorable events that surprise and delight the child; both realising and releasing their potential in a wide range of contexts. 11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life's adventure. Our School Adventure Ambassador (SAA) brings the promises to life at our school, through planning the adventures into the school's curriculum; seeking sponsorship; funding; resources and links within and beyond the community. Our Adventure Ambassador also has access to Trust brokered partnerships such as the Scouts Association, Country Trust, Prince William Award, and Sport for Schools.
Commando Joe's	'No Child Left Behind' is the founding ethos of Commando Joes. Every child fully engaged in their education with a 'can do' attitude and self-belief threads through the COJO programme. Veritas have adopted a self-improving and sustainable school-led model that enables us to adopt an approach to delivering the RESPECT (resilience, empathy, self-awareness, positivity, excellence, communication and teamwork) to our children.

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?	We identified gaps in service children's education caused by moving between schools which we addressed with targeted support and intervention. We identified pupils who were impacted by deployment and ensured they had access and support from the school Learning Mentor to support their social, emotional, and mental health. We ensured that pupils who left and entered the school were supported through this transition through visits, meetings, transition, and leavers activities. We held an Armed Forces Day in school. We started training x3 members of staff to provide Forest School as an intervention to support social, emotional, and mental health (training is ongoing)

What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided. New pupils settled quickly and were well supported. Service children's attainment is in line with or above that of their peers. Information was shared promptly with new schools for pupils leaving Veritas.
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