

Veritas Pupil Premium Strategy Statement

This statement details our school'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	Veritas Primary Academy
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	13%
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 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Angela Didier Headteacher
Pupil premium lead	Angela Didier Headteacher
Governor / Trustee lead	Derek Jackson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£6,380 (estimated based on 44 eligible pupils x £145)
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	£65,560

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 and ensure all children 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 achievement 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	Impact on pupil achievement created by the disruption caused by COVID-19, national lockdowns and school bubble closures.
2	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	Pupils are less likely to experience enrichment due to high unemployment, low income, limited community engagement and a lack of positive role models.
4	Increased number of pupils with social, emotional and health needs.
5	The attendance of pupils is not prioritised by families in order to maximise progress and attainment.
6	When comparing non pupil premium students with pupil premium reading data there is a gap in the comparison in some cohorts. Teachers have identified low support from some families, access to high quality engaging texts and comprehension as an issue.

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
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 in line with national data.
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.
Pupils can self-regulate and demonstrate more resilience in overcoming adversity and challenges.	⇒ 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.
Disadvantaged pupils make expected 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 in order to deliver structured interventions to improve learner outcomes. ⇒ Support from a teaching assistant supplements teaching and does not reduce the amount 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 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.

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: £4,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of high-quality phonics programme, Read Write Inc – purchase of resources, CPD and support for Phonics Lead from RWI consultant	EEF Toolkit shows high quality phonics programme have +5 months impact.	1
Purchase of Tales Toolkit CPD for all EYFS staff with the view of also upskilling Y1 teachers in order to support transition writing.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 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	1, 2
Purchase of high quality texts to support 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 6
Enhancement of our maths teaching and curriculum planning	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1

including purchase of White Rose Maths and Maths Hub engagement to support teaching in EYFS, Y2, Y4 plus purchase of Numicon Breaking Barriers.	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: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 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 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.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 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	1, 2
Invest in professional development for teaching assistants to deliver structured interventions.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1, 2, 4 and 5

Deploy teaching assistants to deliver interventions as deemed necessary.	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	
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: Improving Mathematics in Key Stages 2 and 3	1, 2
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, 2
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.	1

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

Budgeted cost: £31, 472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resource purchase of outdoor provision to enhance the reading and writing offer in EYFS and engage children from a young age.	Play based learning approaches where children can access resources are shown to have =5months impact: Play based Learning Education Endowment Foundation EEF	1, 2
Time social and emotional learning interventions across the school through the use of full time FLO and Learning Mentor	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 and 5

Introduce mindfulness activities into classrooms	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Additional evidence can be found here: Social and emotional learning Education Endowment Foundation EEF	4
Subsidised trips and residential	To enhance and enrich the curriculum; to ensure all children are able to participate and experience new and challenging activities. To extend and improve understanding and language through first hand experiences.	3
Purchase of Studybugs absence monitoring programme and parent engagement system	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £66,717

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.

Pupil outcomes have been greatly impacted by bubble closures and national lockdowns. Learning has been disrupted throughout the academic year with the impact on writing being most evident. The positive impact for the pupils during 2020/2021 has been reviewed making comparison to the previous Autumn End of 2019-2020. This data represents the 5 of pupils who are achieving at or above the expected standard by Summer end 2020-2021

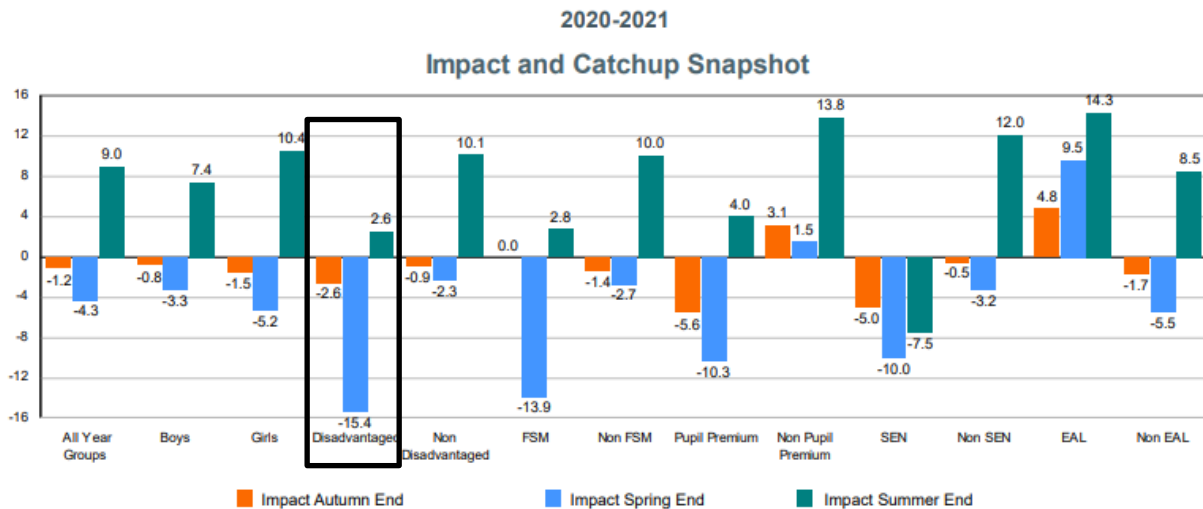
Reading, Writing and Maths (combined) **+2.6**

Reading **+7.5**

Writing **+5.1**

Maths **+5.1**

An example of Reading can be seen here:



Due to the global pandemic in the academic year 2019-2020, no national tests were completed so our most recent reflection is of academic year 2018 – 2019 where 80% of children at the end of Key Stage 2 achieved the expected standard in reading, with 20% achieving the higher standard. In writing, 83% of children achieved the expected standard with 23% achieving the higher standard and in maths 87% of children achieved the expected standard with 17% achieving the higher standard. This resulted in 70% of children achieving the expected standard in all three areas combined.

Based on Juniper Benchmark Analysis data report:

In reading, writing and maths pupil outcomes 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 and writing broadly in line.

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:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium	52.4%	64.0%	72.0%	75.0%	63.3%	85.7%
	45.5%	51.8%	54.5%	59.3%	55.3%	67.8%
	50.1%	53.5%	53.5%	55.0%	56.1%	65.4%

Writing:

Pupil Premium	42.9%	48.0%	64.0%	71.4%	43.3%	76.2%
	36.2%	38.2%	43.9%	45.8%	40.6%	63.5%
	43.0%	43.3%	40.8%	43.7%	44.2%	55.3%

Maths:

Pupil Premium	57.1%	76.0%	68.0%	71.4%	60.0%	71.4%
	49.1%	58.4%	53.3%	59.3%	52.9%	69.7%
	53.0%	52.9%	50.7%	51.9%	51.5%	59.6%

Prior to the pandemic our attendance was above national at 96.2% and rates of persistent absences are 7.5%, which is below national.

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
RWI	Read Write Inc
Learning By Questions	Learning by Questions Ltd
Numbots / TTRS	Maths Circle Ltd
Maths Seeds	3P Learning
Lexia	Lexia
Purple Mash	2Simple

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, we 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 ensures that the touchstone of enjoyment is central to our children's learning as they progress through our family of schools. 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.
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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.
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 classes were provided. Service children's attainment is in line with their peers.