



I AM HEARD & INCLUDED...

Wellbeing
Nurtured
Confidence
Self-esteem
Voice of the child
Sense of belonging
Emotional Support
Empowered

I ASPIRE...

Motivated
Futures & Careers
Life Goals
Citizenship
Social contribution
Life-long learner
Equipped with skills
and attitudes



I AM SUPPORTED & GIVEN OPPORTUNITIES...

Engaging & relevant curriculum
Quality First Teaching
Interventions
Classroom adult support
Additional learning support
Extra-curricular activities – clubs/groups
Cultural capital
Experiences - Trips / Visitors
Accessible and inclusive for all

I ACHIEVE & PROGRESS...

Aspirational, yet achievable targets are set in reading, writing, SPaG and maths.
High expectations are in line with peers – meet or exceed national standard in English and maths.
Consistently high expectations across all curriculum areas -
Progress in monitored termly, teachers meet with SLT [Pupil Progress Meetings] – successes celebrated and support provided where needed.
Follow well-sequenced, broad and balanced curriculum plans

Pupil Premium Mission & Strategy Statement

This statement details our school's use of pupil premium (& recovery premium for the 2024 to 2025 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	Victoria Park Junior School
Pupils in school	237
Proportion of disadvantaged pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Academic year or years covered by statement	2024 - 2025
Publish date	December 2024
Review date	December 2025
Statement authorised by	James Wilkinson
Pupil premium lead	Mel Tidman
Governor lead	Kate Harding

Funding overview

Pupil premium funding allocation this academic year	£93,500
Recovery premium funding allocation this academic year	£0
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	£93,500

I ACHIEVE & PROGRESS...

I ASPIRE...

I AM HEARD & INCLUDED...

I AM SUPPORTED & GIVEN OPPORTUNITIES...



Pupil Premium Mission & Strategy Statement

Part A: Pupil premium strategy plan

Statement of intent

Here at VPJS, all of our school values are important. EQUALITY and ASPIRATION are particularly prevalent when considering our disadvantaged learners. We strive to provide an inclusive education in order for ALL pupils to learn and achieve...

See VPJS Pupil Premium Mission Statement (cover page)

I ACHIEVE & PROGRESS...

I ASPIRE...

I AM HEARD & INCLUDED...

I AM SUPPORTED & GIVEN OPPORTUNITIES...

We strive to provide our learners with a rich, relevant and engaging curriculum in order for them to grow and achieve to the very best of their potential.



Our goal is to identify gaps in learning and provide support and strategies to close those gaps and allow for disadvantaged pupils to achieve their expected standard or more across all subjects.

Our aim is to improve outcomes for all socio-economically disadvantaged pupils by providing quality first teaching for all pupils, therefore... 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' Education Endowment Foundation Pupil Premium [guidance report](#).
[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](#)

Pupil Premium Mission & Strategy Statement

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths</p> <p>Close the attainment gap between disadvantaged pupils and all other pupils (62% of disadvantaged pupils achieved expectation in maths, in comparison to 74% of all other pupils who achieved expectation. 8% of disadvantaged pupils achieved greater depth in maths, in comparison to 29% of all other pupils who achieved greater depth).</p> <p>Improve the teaching and assessment of maths across all year groups.</p> <p>Develop positive mathematical mindset with pupils.</p> <p>All staff develop understanding of core concepts in their and other year groups, this will support the pre-learning activities.</p> <p>Deepening understanding for pupils of 'efficient' methods so they are confident in explaining different ways.</p> <p>Using IT intervention (Prodigy) in Year 6 to narrow identified gaps.</p> <p>Quality First Teaching in all lessons.</p> <p>Episodic (I do, we do, you do)</p> <p>Children to be active learners in maths.</p> <p>Build children's vocabulary and oral explanation skills</p> <p>Supporting the learning of 'target' children.</p> <p>Securing understanding of procedure and concept to create a balance.</p>
2	<p>Reading</p> <p>Continue to develop staff's knowledge of developing readers and equip staff with resources and strategies to support them.</p> <p>Explore barriers to learning.</p> <p>Identify bottom 20% of readers and implement efficacious support and intervention.</p> <p>Do children have access to reading materials at home?</p> <p>Develop positive reading habits/routines for pupils</p>
3	<p>Vocabulary, Language and Communication</p> <p>Provide opportunity for exposure to language on a variety of levels.</p> <p>Links to improve and deepen cultural capital of pupils.</p> <p>The use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Identification of pupils through assessment.</p> <p>Staff receive training to ensure they model and develop pupils' oral language skills and vocabulary development</p>
4	<p>Additional needs & other barriers to learning</p> <p>SEND / EAL / Ever vulnerable groups to be monitored – learning needs identified and met through interventions and classroom support.</p>

Pupil Premium Mission & Strategy Statement

5	<p>Family Support – including attendance</p> <p>Provide support through building relationships and communicating with parents to maintain high expectations around attendance. Individual family support to meet needs – additional services involved where needed.</p> <p>Attendance officer to develop knowledge and practice through EBSNA training.</p> <p>Aim to close the gap on attendance for disadvantaged pupils – to be in line with non-pupil premium group. (2022-23 pupil premium attendance 94.9%, non-pupil premium 97.2%)</p> <p>Improve the management and tracking of EBSNA pupils across the school.</p> <p>Create EBSNA school policy.</p>
6	<p>Phonics</p> <p>To continue to ensure effective and consistent delivery of phonics.</p> <p>Develop pupils' word recognition and spelling through developing pupils' ability to hear, identify and manipulate phonemes, and to teach them the relationship between phonemes and graphemes.</p> <p>Develop staff's knowledge of Project X and Phonics</p> <p>To continue to monitor and assess the effectiveness of Project X and Floppy Phonics</p>
7	<p>Parental Engagement</p> <p>Approaches and programmes which aim to develop parental skills such as: literacy, IT skills, emotion regulation, healthy and nutritional living etc.</p> <p>General approaches which encourage parents to support their children, e.g. reading or homework</p> <p>Redirection of identified pupils to access opportunities to complete homework with a member of staff.</p>
8	<p>Small Group Tuition</p> <p>HLTA to work with a small group for maths and English.</p> <p>What are the identified Y6 children's needs? Provide an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Ensure that small group tuition is well-linked to classroom content.</p> <p>Strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Provide intensive, targeted academic support to those identified.</p>

Pupil Premium Mission & Strategy Statement

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
Close the attainment gap between disadvantaged pupils and all other pupils in maths.	By the end of KS2, 85% of pupil premium children achieve the expected standard (or greater depth standard) in maths – by 2026.
Improved attainment in reading among disadvantaged pupils	By the end of KS2, 85% of pupil premium children achieve the expected standard (or greater depth standard) in reading – by 2026.
Improved understanding and use of vocabulary and subject specific language across subjects	Through assessments and observations, pupils demonstrate an increased understanding and application of subject specific language across a range of subjects. Further evidence of pupil voice, lesson observations and assessments gathered.
Personal, specific and child focused support to address learning needs	Increase in progress made by disadvantaged children with SEND. More disadvantaged children with SEND meeting the expected standard throughout the curriculum.
To continue to achieve good attendance for all pupils, particularly our disadvantaged pupils.	Continued high standards and expectations for attendance. school attendance average 95% Aim to close the gap on attendance for disadvantaged pupils – to be in line with non-pupil premium group.
To ensure effective and consistent delivery of phonics	Increase in progress made by disadvantaged pupils in word recognition and spelling. Increase in progress in pupils being able to identify and manipulate phonemes. Improved confidence in the teaching of phonics – staff voice, learning walks.
To increase parental engagement and develop parental skills	Qualitative assessment of parent/carer feedback – parent/carer questionnaire. Parent/ carer attendance to opportunities.
To support Y6 pupils to overcome barriers to learning and increase their access to the curriculum.	Small group tuition to effectively address the identified issues in maths, reading and SPaG. Disadvantaged pupils to perform in line with non-disadvantaged pupils – evidenced through formative assessment.


Pupil Premium Mission & Strategy Statement

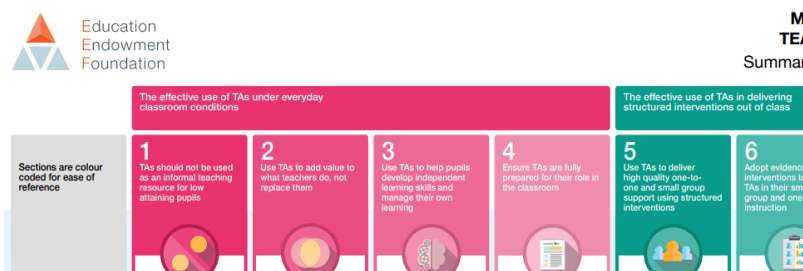
Activity in this academic year

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: £ 13,340

Activity	Evidence that supports this approach	Challenge number addressed
<p>Curriculum development – language, sticky knowledge, knowledge & skills, assessment</p>	<p>The EEF Guide to Pupil Premium...</p>  <p>The infographic illustrates the EEF's tiered approach to Pupil Premium spending. It is organized into three main tiers:</p> <ul style="list-style-type: none"> 1 Teaching (for example): Professional development, Recruitment and retention, Support for early career teachers. 2 Targeted academic support (for example): Structured interventions, Small group tuition, One-to-one support. 3 Wider strategies (for example): Behaviour approaches, Breakfast clubs, Increasing attendance. <p>The detailed diagram below, titled 'The tiered approach to Pupil Premium spending', further breaks these down:</p> <ul style="list-style-type: none"> High quality teaching: Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils; Professional development to support the implementation of evidence-based approaches; Mentoring and coaching for teachers; Recruitment and retention of teaching staff; Technology and other resources to support high quality teaching and learning. Targeted academic support: One to one, small group or peer academic tuition; Targeted interventions to support language development, literacy and numeracy; Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND; Teaching assistant deployment and interventions. Wider strategies: Supporting pupils' social, emotional, and behavioural needs; Supporting attendance; Extracurricular activities; Extended school time; Breakfast clubs and meal provision; Communicating with, and supporting, parents. 	<p>1, 2, 3, 4, 6, 8</p>
<p>Metacognition Develop staff in understanding and applying metacognition to curriculum and</p>	<p>EEF – Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 2, 3, 4, 6, 8</p>

<p>quality first teaching.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Metacognition and self-regulation review.pdf?v=1642679296</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p> <p>The Teacher Toolkit Guide To Memory, Turning theory into practice – Ross Morrison McGill</p> <p>Cognitive Load Theory – John Sweller Cognitive Load Theory: A teacher's guide (structural-learning.com)</p>	
<p>Maths & English training courses – subject leaders and fed back to staff</p>	<p>Maths Hub to support maths subject lead – focus on improving teaching and learning in maths reasoning for disadvantaged pupils. Trafford English SLE to support English lead.</p>	<p>1, 2, 3, 4, 8</p>
<p>TA and teacher training and support from SLT in supporting disadvantaged pupils</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>  <p>The infographic is titled 'Making Best Use of Teaching Assistants EEF' and is divided into two main sections: 'The effective use of TAs under everyday classroom conditions' (pink background) and 'The effective use of TAs in delivering structured interventions out of class' (teal background). It lists six numbered points:</p> <ol style="list-style-type: none"> 1. TAs should not be used as an informal teaching resource for low attaining pupils. 2. Use TAs to add value to what teachers do, not replace them. 3. Use TAs to help pupils develop independent learning skills and manage their own learning. 4. Ensure TAs are fully prepared for their role in the classroom. 5. Use TAs to deliver high quality one-to-one and small group support using structured interventions. 6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. 	<p>4</p>
<p>Development of language across all subjects as part of learning objectives (see VPJS Curriculum map)</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Alex Quigley – Closing the Vocabulary Gap New EEF podcast: Developing Oral Language EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

Feedback SLT deliver training to all staff in supporting them to deliver effective feedback to improve performance

[Teacher Feedback to Improve Pupil Learning | EEF](https://www.educationendowmentfoundation.org.uk) ([educationendowmentfoundation.org.uk](https://www.educationendowmentfoundation.org.uk))

1, 2, 4, 6, 8

Education Endowment Foundation

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING
Summary of recommendations

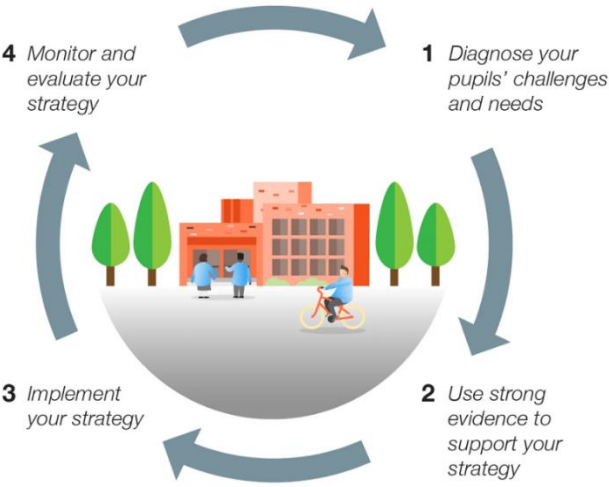
Principles			Methods		Implementation
<p>1 Lay the foundations for effective feedback</p> <ul style="list-style-type: none"> Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). 	<p>2 Deliver appropriately timed feedback that focuses on moving learning forward</p> <ul style="list-style-type: none"> There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague examples, is less likely to be effective. 	<p>3 Plan for how pupils will receive and use feedback</p> <ul style="list-style-type: none"> Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should therefore implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. 	<p>4 Carefully consider how to use purposeful, and time-efficient, written feedback</p> <ul style="list-style-type: none"> Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1-3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	<p>5 Carefully consider how to use purposeful verbal feedback</p> <ul style="list-style-type: none"> Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1-3) are followed. 	<p>6 Design a school feedback policy that prioritises and embeds the principles of effective feedback</p> <ul style="list-style-type: none"> Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1-3). Policies should not over-emphasise features such as the frequency or method of feedback.

Pupil Premium Mission & Strategy Statement

Targeted academic support

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

Budgeted cost: £ 48,084.65

Activity	Evidence that supports this approach	Challenge number addressed
<p>Pupil Progress Meetings SLT meet termly with year groups to discuss pupils / concerns in attainment & progress</p>	<p>SPP Rethinking together how we support learners identified as vulnerable to disadvantage - Schools Partnership Program (schoolspartnershipprogramme.com) Using pupil premium: guidance for school leaders (publishing.service.gov.uk)</p>	1, 2, 4
<p>Small Group Tuition Year 6 pupils to receive sessions that effectively address areas of concern / gaps (identified through initial assessment). Year 6 pupils receive explicit teaching support. Increased pupil confidence and self-esteem of ability in subject.</p>	<p>Education Endowment Foundation – Adopting a tiered approach The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending. Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.</p>  <p>Using pupil premium EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4

Phonics

Ensure effective and consistent delivery of phonics.

Pupils and staff will have access to appropriate resources.'

Develop staff's knowledge and confidence in delivering phonic sessions

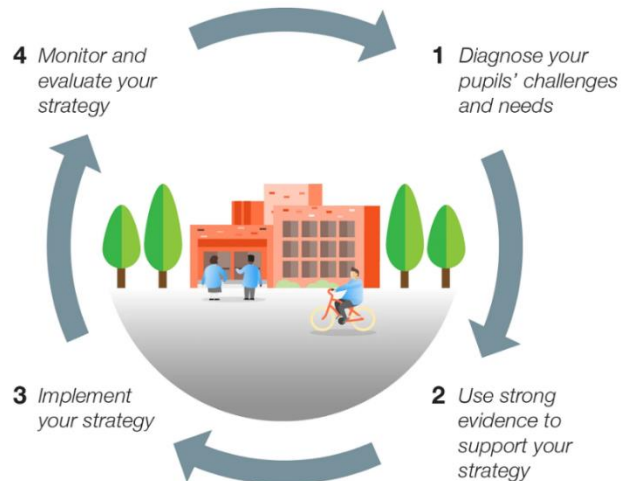
To implement a monitoring system to assess the effectiveness of Project X and Floppy Phonics

Education Endowment Foundation –

Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.



[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/using-pupil-premium)

[Phonics | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/phonics)

2, 4

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Wider strategies

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

Budgeted cost: £ 30,985.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Lead & Learning Mentor Communication with parents – effective, relational approach Pupil engagement with school - empowered by teachers. ECM meetings – attendance lead to summarise support and individuals in need.</p>	<p>School attendance: guidance for schools - GOV.UK (www.gov.uk)</p> <p>‘Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.’ DfE</p>	5
<p>Learning Mentor 1:1 sessions Morning meet & greet Group work ELSA trained sessions Adult led play therapy Lunchtime – focus pupils</p>	<p>Our understanding and experience of disadvantaged pupils is that social and emotional support is fundamental to children’s wellbeing and academic achievement.</p> <p>Relational approach to behaviour and wellbeing.</p>	6
<p>Experiences – trips/visitors RobinWood Theatre trip – pantomime Educational trips – e.g. Chester, MOSI, Jordrell Bank, Liverpool World Museum Visitors – Anglo Saxon workshop, Volcanoes and Earthquake workshop, author visit – Thomas Taylor</p>	<p>Our understanding and experience of disadvantaged pupils is that engagement, enjoyment and happiness are linked to emotive and experiential opportunities such as extra-curricular activities. An effective curriculum enhances a learner’s experiences and builds on their cultural capital.</p>	6
<p>Extra curricular – Before/ after school clubs The Hub</p>	<p>Our understanding and experience of disadvantaged pupils is that engagement,</p>	5, 6

Pupil Premium Mission & Strategy Statement

Lunchtime clubs	enjoyment and happiness are linked to emotive and experiential opportunities such as extra-curricular activities.	
Wellbeing Emotional Regulation Mental Health Week Learning Mentor group and 1:1 sessions Place 2Be Lego therapy Mental Health Lead Class Worry Monsters 1:1 adult led play sessions All staff CPD Sessions within Values & Attitudes (PSHE) School nursing team	Improving Behaviour in Schools EEF educationendowmentfoundation.org.uk Relational approach to behaviour and wellbeing Zones of regulation approach – pupil understanding of emotional behaviours. Wellbeing In The Primary Classroom, the updated guide to teaching happiness and positive mental health- Adrian Bethune	6

Total budgeted cost: £ 93,500

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 2023 to 2024 academic year.

[Evidence of effective pupil premium strategies 2023-2024](#)

Pupil Premium attendance – pupil premium attendance 94.9%, non-pupil premium 97.2%. NB 43% of Pupil Premium are Islamic and celebrate Eid twice a year. These celebrations can last between 1-3 days depending on the family, which are classed as authorised absences. If a child had 4 days off to celebrate the two Eids this would equate to 98% attendance without being off school for any other reason e.g. illness, holidays etc.

Pupil Premium attainment (end of KS2 2023-2024)

Maths 62% of pupil premium children achieved expectation in maths in comparison to 74% of non-pupil premium children.

Reading 62% of pupil premium children achieved the expected standard in comparison to 89% of non-pupil premium children achieving expected standard.

Writing 46% of pupil premium children achieved the expected standard in comparison to 87% of non-pupil premium children achieving expected standard.

SPaG 77% of pupil premium children achieved the expected standard in comparison to 85% of non-pupil premium children achieving expected standard.

Phonics

4 Pupil premium children received intervention for Floppy Phonics, 100% of those made at least 1 level progress in Floppy Phonics. 1 child, also EHCP, made 2 levels progress. All teaching assistants received Floppy Phonics training by the English lead, who also created 'A Guide To Floppy Phonics'. Resources were purchased for the Floppy Phonics intervention to take place. To ensure consistency and effectiveness of the teaching of Floppy Phonics, the English lead conducted learning walks- this was fed back to relevant staff with identified next steps- where applicable. During the OFSTED inspection (9 April 2024) it was reported "The school has implemented an effective approach to teaching phonics who are at the early stages of learning to read. Well-trained staff teach the phonics programme consistently."

All teaching assistants received 'Project X Code' training by the English lead, who also created a 'Guide To Project X Code'. To ensure consistency and effectiveness of the teaching of 'Project X Code' the English lead conducted learning walks, which was fed back to relevant staff with identified next steps- where applicable. 8 pupil premium children received 'Project X Code' intervention, 38% of those children 2 bands progress, 50% of those children made 1 band progress and 13% of children remained at the same band- it is important to note that due to staffing the children did not receive the intervention regularly.

Spelling

In Year 3, 100% of the identified children made more than 1 year's progress in their spelling age- one child made over 2 years progress. In Year 4, 71% of the identified children (7 chn) made more than 1 year progress in their spelling age. The remaining children (both SEND) made at least 5 months progress in their spelling age. One child went from <5 to 5:10 making it difficult to pin point exact months progress. In Year 5, 57% of the identified children (7 chn) made more than 1 year progress in their spelling age. 1 child (14%), who has an EHCP made 11 months progress. In Year 6, 50% of the identified children (4 chn) made more than 1 year's progress in their spelling age. 25% of the identified children (1 child) made more than 5 months progress.

Reading

In Year 3, 100% of pupil premium children made at least 18 months progress in their reading age.

In Year 4, 50% of pupil premium children made at least 18 months progress in their reading age. One child (17%) made 8 months progress in their reading – worth noting that this child's attendance is 88.4% due to a medical condition.

In Year 5, 44% of pupil premium children made at least 12 months progress in their reading. The remaining children (56%) made at least 5 months progress.

In Year 6, 20% of pupils made at least 18 months progress, 80% of children made at least 3 months progress.

Pupil Premium **experiences** have been enhanced by providing school trips and visitors, a residential trip to Robinwood, personalised clubs, cooking sessions- all

Pupil Premium Mission & Strategy Statement

pupil premium children attended at least one extra curricular club, apart from one child.

All Pupil Premium children were provided with a book to read at home.

Pupil Premium **families** have been **supported** with regular communication, food vouchers, home visits and redirected/recommended to other support services.

Attendance lead continues to work closely with families offering tailored support.

Pupil Premium children's attendance is closely monitored and analysed

Ofsted Report (April 2024) states 'The school's systems and procedures around attendance are highly effective. Any attendance concerns are swiftly picked up and addressed at an early stage.'

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

Further information

Additional activity

Victoria Park Junior School hold our school values at the core of all we do –

Equality: ALL pupils provided with the same opportunity to thrive

Aspiration: ALL pupils having high expectations for themselves

Responsibility: ALL pupils being resilient and independent

Respect: ALL pupils value themselves and others

Courage: ALL pupils try their best and take risks

Love: ALL pupils supported to instil a love of learning from an early age

At Victoria Park Junior School, we wish to promote independence, resilience, creativity and motivation in our pupils. We also aim to help children to become happy, confident, considerate, responsible and life-long learners.

Pupils learn how to be lifelong learners through the VPJS learner attitudes: self-manager, team worker, curious questioner, problem solver, clear communicator and reflective learner.

We aim for our VPJS curriculum to be: Fun and exciting; broad and balanced; relevant and relatable; hands on and preparing children for life; empowering; aspirational; accessible and inclusive for all; sequenced and building on prior knowledge; a journey and related to our school community.

Therefore, in order for disadvantaged pupils to thrive, our pupil premium strategy will be supplemented by our whole school approach and improvement plan in order to

provide a curriculum and environment that is bespoke for our school and ALL its pupils.