



Prittlewell Centre:

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Victory Park Pupil Premium Funding

Victory Park Academy holds the fundamental belief that young people who struggle with behaviour can, and should, succeed in line with their peers. Within that core purpose, we maintain a fixed focus on removing the barriers to learning for disadvantaged young people in our academy. Improving the teaching and learning for all across the academy is a primary focus for disadvantaged pupils as evidence suggests that this is singularly most beneficial to the outcomes for these identified young people.

The Government provides pupil premium funding which is additional to main school funding. Its purpose is to support children with parents in the regular armed forces and to help address national inequalities between the achievements of children eligible for free school meals or children in care when compared with their peers.

In the 2017-2018 financial year schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

Primary Deprivation Premium	1320
Secondary Deprivation Premium	935
Service Premium	300
Adopted Premium	1900

We are held accountable for the use of the Pupil Premium through

- performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the Pupil Premium
- the report for parents that schools have to publish online

VPA Academic Year	2017-18	Number of students eligible for PP	36
Number of students on roll	65	Total Pupil Premium Budget	Total Pupil Premium budget £62563 Received to date: (1-02-2018) £24628

Members of the Senior Leadership Team are responsible for regularly reviewing the impact of implemented actions for individuals in relation to the desired outcomes identified.

Review Date: March 2018

Barriers to learning include:

- The Quality of Teaching
- Limited literacy and communication skills
- Special educational needs
- High rate of absence
- Emotional anxieties
- SEMH needs which result in days lost through exclusion
- Poor resilience
- personal confidence or self esteem
- Limited capital
- cultural differences
- Family financial constraints

Actions to Overcome Barriers to Learning Can Include:

- Dinners at School
- Breakfast Club
- Uniform
- Extended work experience
- Mentoring to develop Social and Emotional skills
- Counselling
- Therapeutic interventions including Play Therapy and Music Lessons
- Literacy interventions
- Therapeutic activities including outdoor pursuits and off site activities including Trustlinks
- Art Activities
- Music tuition
- 1:1 interventions for specific academic skills
- Focussed staff CPD
- PPG student tracking
- Language Development Intervention Programme
- Attendance Plan for PPG

- A range of cultural activities
- After school study clubs
- Additional revision materials
- Developing enriching reading materials

Disadvantaged pupils are offered, with parental permission, one or a range of the above interventions that are deemed to help reduce their barriers to learning and support them to develop life and employability skills.

The desired Outcomes:

- Equal access to enrichment opportunities within and outside of school.
- Increased engagement in school for some parents
- Emotional stability
- Increase pupil resilience and positivity
- Healthier lifestyles and choices for targeted pupils
- Increased progress in core subjects for pupils who are falling behind
- Graduated response to SEN, which results in pupils achieving their full potential (see IEBPs or ISP's)
- Improvement in Literacy and Numeracy
- Improve Language skills
- Reduction in authorised and unauthorised absences for targeted pupils
- Develop employability skills
- Increase attendance