

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	St. Charles VC Academy				
Academic Year	2019-20	Total PP budget	£54,120	Date of most recent PP Review	Sept19
Total number of pupils	197	Number of pupils eligible for PP	41	Date for next internal review of this	March 20

2. Current attainment (2019 leavers)		
KS2 matched to 25 pupils	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	50%	50%
Reading progress score	3.23	-2.25
% achieving scaled score of 100+ in reading	67%	62%
Maths progress score	-1.06	-2.02
% achieving scaled score of 100+ in maths	50%	73%
Writing progress score	1.25	1.45
% achieving scaled score of 100+ in writing	67%	85%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Issues relating to low self-esteem, confidence and resilience.
B.	Special educational needs and low ability of many of our PP children
C.	Low levels of oracy and developed language skills for understanding meaning (71% of all learners are EAL; new to English KS2) resulting in reading progress and maths in KS2 being below average; significant gap in progress of non-PP vs PP chn

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

D.	Low attendance rates for some of our PP children.
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	The difference between the PP and non-PP pupils in Reading, Writing and Maths to continue to diminish across school. This will be measured via whole school attainment data using our internal tracking system.
B.	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. This will be measured via whole school attainment data using our internal tracking system.
C.	Improved attainment and progress rates of PP pupils involved in intervention relating to their behaviour and to their social, emotional, mental health. This will be measured by Headstart feedback, class teacher pupil progress meetings.
D.	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.

5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
The majority of pupils eligible for PP make more than expected progress in reading, writing and maths.	<p>To close the gap between PP children and non PP children in Reading, Writing and Maths.</p> <p>Y6 Intervention at St Mary's College</p> <p>In school Boosting</p> <p>Structured systems in place for the teaching of core subjects.</p>	<p>Reading PP 66.7% Writing PP 66.7% Maths PP 50% SPAG PP 66.7% Combined PP 50%</p> <p>6 PP children in the Y6 class. 5/6 (83% of the children made expected progress in Maths Reading and Writing 100% of the PP children made expected progress).</p>	<p>The Trust will continue to run a Y6 Intervention at St Mary's College. The children selected are based on individual schools internal data. The impact of this intervention resulted in a greater number of children achieved ARE/GD in Key Stage 2 outcomes.</p> <p>Boosting: After school & lunchtime boosting: This was by choice for the children. To have an even greater impact, this academic year, parents will be invited to have a 1:1 with the Year 6 to discuss the value of Boosting. As a Trust, Leaders have discussed different models of providing Boosting opportunities.</p>	

<p>Improved oral communication- increase outcomes and standards across GPS, Reading and Writing, Reasoning in Maths and other areas of the curriculum.</p>	<p>63% of the Y6 cohort are EAL children.</p> <p>70% of the school has EAL.</p> <p>To increase standards in spoken English, which, in turn will have an impact on children's Reading, Writing, Maths and GPS.</p>	<p>GPS: School disadvantaged children performed inline with national disadvantaged children.</p> <p>In Reading, the school out performed National Disadvantaged children.</p> <p>In Writing, school disadvantaged children performed in line with national disadvantaged children.</p> <p>The spoken language of the cohort steadily improved over the year. Children began to have the confidence to perform poems, debates, speaking at Mass, etc.</p>	<p>CPD for staff with specific focus on oracy within lessons – Talk for Writing (Trust approach), Lesson elements to be introduced – which have a range of strategies which include a range of spoke elements (find the answer, tell the story, partner talk, analyse the source).</p> <p>Whilst we closed the gap when comparing disadvantaged to national disadvantaged, we will continue to focus on closing the gap between disadvantaged when compared to non-disadvantaged.</p>	
<p>Decreased incidents within classroom resulting in increased pupil participation</p>	<p>All children follow the 'St Charles way'.</p>	<p>All children follow the 'St Charles' behaviour policy.</p> <p>Children and staff are confident in talking at the 'St Charles way' about behaviour.</p> <p>The procedures were streamlined for greater levels of effectiveness.</p> <p>Reduction in the need for Behaviour plans.</p>	<p>Staff CPD when polices/procedures are introduced to ensure that all staff understand the changes.</p> <p>Children to be more involved (through Pupil Leadership and the School Council) when reviewing policies.</p> <p>Share changes with children through assemblies/Acts of Worship (and if appropriate the need for the changes).</p>	

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To increase the percentage of pupils with low prior attainment and medium achieving age-related expectations in reading, writing and maths	Low and Mid PAG children all achieve EXP+ in Reading, Writing and Maths.	Middle PAGs: Reading: 100% Writing: 100% Maths: 60%	Successes seen in Reading and Writing with Middle PAGs is to be replicated for Lower performing children.	
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Attendance of pupils eligible for PP is in line with other pupils.	Rates of attendance are increasing to be in line with National Averages	Whole school attendance: 94.5% Pupil Premium attendance: 93.3% Target: 97%	Trust policies have been adopted over the academic year. Trust Attendance working party is in place and meet on a regular basis. Family support worker conducts home visits for our most vulnerable families. Daily attendance figures are shared with SLT.	

Increase participation in enhancement and extra-curricular activities in order to broaden the children's learning experience and increase self-esteem.	Children have a wider choice of extra- curricular activities.	Maths puzzle club, Glee club, sewing club, football club, science club, movie club.	To access Hull Active Sports opportunities.	
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6. Planned expenditure

Academic year	2019-20
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
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<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils and providing this group with better life chances. Particular focus on diminishing the gap between PP and non-PP for Writing and Maths across school.</p>	<p>Raise the expectations of all PP/post LAC pupils across school by raising their end of year targets. Present high expectations to all PP pupils in all lessons. This will become a focus in termly progress meetings.</p> <p>If PP pupils are not on track to achieve targets, immediate extra interventions will be provided, and individuals will be monitored closely by phase leaders/middle leaders/SLT.</p>	<p>National data for whole school shows that the gap increases significantly. This has a detrimental impact on the life chances of this group.</p>	<p>Data to be tracked using SIMS, quality assurance (in house) meetings and discussed at half termly progress meeting with phase leaders and in SLT meetings. Children who are not on track will receive immediate extra input and they will be closely monitored.</p> <p>Details regarding interventions and their impact will be recorded on our Provision Maps, which are analysed by the SLT every half term.</p> <p>Weekly Inclusion Meetings held by SLT and CPO will monitor these children for further intervention when and where needed.</p>	<p>Phase leaders</p> <p>Middle leaders</p> <p>SLT</p>	<p>Half termly</p> <p>Weekly</p>

<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.</p> <p>Feedback (+8 months-EEF Toolkit)</p> <p>Mastery Learning (+5 months – EEF Toolkit)</p> <p>One to one Tuition (+5 months – EEF Toolkit)</p>	<p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> □ Feedback – a new feedback policy will be introduced and training provided to staff to ensure that the feedback provided to all pupils is instant and effective. □ Mastery Learning – this will be introduced across school via lead teachers and will have an impact on attainment and progress in maths. □ On the day interventions – to continue. <p>Staff training via SLT and external agencies/support will be provided to all staff regarding the above teaching strategies.</p>	<p>EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Evidence and feedback from local outstanding schools (including support from Mastery Specialist Lead), who have implemented the mastery teaching approach, has been very positive.</p> <p>Evidence from Marking and Feedback Research has impact on chn’s progress and attainment as well as teacher well-being, the impact of which we will monitor throughout the year.</p>	<p>Regular monitoring of T, L & A by SLT with a focus on support provided to PP pupils. Feedback provided.</p> <p>Baseline assessments will take place and assessments at the end of interventions and at the end of the term to measure impact.</p> <p>Termly progress meetings led by phase leaders/SLT with a strong focus on raising the attainment of any children whose progress and attainment is not at the expected level.</p> <p>CPOMs will be monitored termly by SLT.</p> <p>High quality training will be provided to all staff regarding effective feedback and the mastery approach.</p>	<p>Phase leaders</p> <p>Middle leaders</p> <p>SLT</p>	<p>Half Termly</p>
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<p>Attainment of PP pupils will be raised across school, thus diminishing the difference between PP and non-PP pupils across school and providing this group with better life chances.</p> <p>1 -1 Tuition (+5 months – EEF Toolkit)</p> <p>Small group tuition (+4 months – EEF Toolkit)</p> <p>Reading comp strategies (+6 months)</p>	<p>Provide 1-1/small group regular support to PP/post LAC pupils (via pre teaching and on the day interventions) to ensure that they have a head start at the beginning of lessons and to ensure that they receive extra support if they have not attained the LO in lessons.</p> <p>Ensure that this support is provided either by the class teacher or class TA in order to ensure that PP pupils have the best chance.</p> <p>Continue to teach reading comprehension to all pupils on a daily basis in small groups of 15 pupils.</p>	<p>EEF Toolkit and research shows that these approaches will make positive differences to the attainment and progress made by all children.</p> <p>2019 reading data for Y6 and whole school was much stronger than last year due to our new focused intervention from teachers/staff.</p> <p>Evidence from our Year 6 cohort in 2019 demonstrated that the PP pupils, who received focused support and small group support from their teachers, made strong progress and so this is a strategy we have adopted across school.</p>	<p>Regular monitoring of T, L & A by Middle Leaders/SLT with a focus on support provided to PP pupils. Feedback provided.</p> <p>Termly progress meetings to analyse class data and scrutiny of Provision Maps to ensure that individual PP pupils are on track to achieve their targets by the end of the year.</p>	<p>SLT</p> <p>Middle Leaders</p>	<p>End of Autumn Term</p>
Total budgeted cost					
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>PP (including LAC) pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p> <p>Extending school time +2 months (EEF Toolkit)</p> <p>Early Years interventions (+5 months – EEF Toolkit)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> One to one tuition <input type="checkbox"/> Extra group work with teachers or TAs <input type="checkbox"/> After school tuition with teachers for Y6 pupils <input type="checkbox"/> Regular progress meetings led by phase leaders/Middle Leaders/SLT to ensure all PP are provided with the individualised support that they need to make the necessary progress. <input type="checkbox"/> Further develop and run Early Years interventions <input type="checkbox"/> Oral language interventions to run in KS1 and EYFS (RWI/Phonic Interventions) <input type="checkbox"/> Extra small group support will be provided to all Rec and Year 1 pupils in phonics <input type="checkbox"/> Daily reading sessions in small groups for all pupils across school. <input type="checkbox"/> Shared reading intervention groups to be run for any pupils who are falling behind ARE in reading. 	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>Year 6 SATs data has shown that one to one short sessions and small group sessions have a very positive impact on attainment and progress. (See review, below). These will, therefore, be continued in 2019-20.</p> <p>In 2019, 67% of PP pupils in Year 1 passed the phonics test (an increase of 7% from 2018 60%), demonstrating that our use of RWI/small group phonics booster sessions has a positive impact on attainment.</p> <p>In KS2, attainment of PP pupils in reading, writing and maths combined increased significantly this year in Year 6.</p> <p>2018 = 20% met expected.</p> <p>2019 = 50% met expected.</p> <p>.</p>	<p>Regular monitoring of T, L & A by SLT with a focus on support provided to PP pupils. Monitoring of PP teacher and TA intervention groups too by SLT and TA leader. Feedback provided.</p> <p>Baseline assessments will take place and assessments at the end of interventions and at the end of the term to measure impact.</p> <p>Termly progress meetings (with Half Termly Check Ins) led by School leaders with a strong focus on raising the attainment of any (and all) children whose progress and attainment is not at the expected level.</p> <p>PP teachers will have regular meetings with School Leaders to discuss impact of groups and analyse data.</p>	<p>SLT</p> <p>Middle Leaders</p> <p>Class Teachers</p>	<p>End of term.</p>

<p>Post-LAC pupil to be offered 1-1 and/or small group sessions from our Pastoral Care Team (CPO) to remove barriers to learning.</p> <p>Behaviour interventions +3 months (EEF Toolkit)</p> <p>Social and Emotional learning +4 months (EEF Toolkit)</p>	<p>□ LAC/post LAC pupils will be provided with personalised support from our Pastoral Care Team, as and when required.</p>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>The DFE Green paper: “Transforming children and young people’s mental health provision” (2017) stated that schools should adequately support pupil’s mental health to ensure they achieve their full potential. We are committed to this at STC and will launch mindfulness in all year groups this year. Well-being days will also run across school.</p>	<p>Children to be monitored (including some intervention groups) by SLT.</p> <p>Various questionnaires will be completed by pupils taking part in interventions to demonstrate the impact of the interventions taken place.</p>	<p>SLT</p> <p>Middle Leaders</p>	<p>End of Autumn term</p>
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<p>PP Parents will engage positively with the school and will be able to support their children at home with their learning.</p> <p>Parental engagement +3 months (EEF Toolkit)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> We will run open classroom events every term to informally invite the parents into school to chat about their child and to gain practical ideas about how to support their child's learning at home. <input type="checkbox"/> Our Parent Support Advisor will run parenting classes (in relation to Reading, Writing and Maths) in the Spring term, inviting all parents to attend. <input type="checkbox"/> Autumn term curriculum evening to provide parents with the necessary curriculum information. <input type="checkbox"/> Informal coffee mornings and informal exhibitions of children's work. 	<p>The EEF Toolkit states that Parental Engagement increases the attainment and progress rates of PP pupils.</p> <p>Parent events have had an impact in the past and are well supported by our parents and well received.</p>	<p>Parental surveys take place in the spring term and will allow us to analyse the impact of the support provided to parents.</p> <p>Parental feedback will be analysed after the open events.</p> <p>Feedback from parents who take part in the Parenting events will be sought.</p>	<p>SLT</p> <p>Middle Leaders</p>	<p>End of Autumn term.</p>
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Total budgeted cost

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>All children who take these opportunities will be able to experience new learning and new hobbies/activities. This builds children's confidence and allows them to try new things and broaden their horizons – all important life skills to prepare them for secondary school and life beyond.</p> <p>Outdoor adventure learning +4 months (EEF Toolkit)</p> <p>Sports Participation +2 months (EEF Toolkit)</p>	<p>All PP pupils will receive a free place at one of our externally run clubs and one of our internally run clubs.</p> <p>Much time and effort from class teachers will be given to ensure that the majority of PP/post-LAC children sign up to at least 1 club per term.</p> <p>A focus in school to provide careers/enterprise events (i.e. Christmas Fayre) for all pupils.</p>	<p>The EEF Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils. We have used our PP money in this way for a number of years and have seen the positive impact it has on children in terms of their confidence and self-esteem. Also the positive impact it makes to the progress made in the classroom by the children involved.</p> <p>Increase opportunities for children (including PP chn) engaging them in extracurricular activities, new outdoor experiences and problem solving with their peers, increasing their social connections in school, self-esteem and resilience.</p>	<p>We discuss this individually with all parents of PP/post-LAC to encourage the children to take part and we offer the places to these children first and class teachers speak individually to all PP parents to ensure membership to clubs.</p> <p>Our School Business Manager monitors all clubs in school and we ask parents to feedback to us during parental forums and in our annual survey.</p>	<p>SLT</p> <p>Middle Leaders</p> <p>Admin Manager</p>	<p>End of Autumn Term</p>

<p>Providing our children with excellent and stimulating resources is of paramount importance and enhances teaching and allows them to make very good progress.</p> <p>Digital Technology +4 months (EEF Toolkit)</p>	<p>A range of resources are paid for using the PP funding (e.g. ICT equipment including iPads etc). Upgrade to whole ICT infrastructure as well as new interactive technology.</p> <p>A strategy to engage children in reading for pleasure, correlating to wider attainment and progress, is to replace all of the fiction and nonfiction books throughout school with quality, relevant and appealing reading materials.</p> <p>Series of focused reading events including awards for reading, maths and chn exhibiting mission values across the school to improve chns' resilience, engagement and self-esteem.</p> <p>PE and Music experts from Trust Secondary school provide high quality learning using PP funding ti ensure quality rich curriculum.</p>	<p>If our children have access to great technological resources, they will be interested and engaged. If our children are enjoying learning, they will make much better progress. The EEF research also echoes this stance. If our PP children have access to quality literature and love to read they will develop their knowledge, empathy and understanding of the world around them and their self-confidence for learning which may successfully impact on attainment and progress.</p>	<p>The use of these resources are monitored closely by the SLT.</p>	<p>SLT</p>	<p>End of Autumn term.</p>
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<p>PP pupils will all attend school regularly and the gap between PP and non-PP pupil's attendance will have diminished.</p>	<p>Attendance assemblies highlighting the importance of good attendance and punctuality. Weekly attendance assembly trophy to keep attendance a focus. Attendance to be discussed at half termly Parental Engagement meetings and Parents' Evening.</p> <p>HT, DHT, CPO and Attendance Officer to investigate which individuals this relates to and target individual parents via phone calls home/letters/visits, where necessary.</p> <p>CPO to target individual pupils and their parents providing individualised support, where necessary.</p> <p>EWO involvement for some of these children, whose attendance goes below the threshold.</p> <p>Continuation of attendance cup every week and raise profile of this.</p>	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>Overall attendance at STC is continually improving, however there remains a gap between PP and non-PP attendance and this is an area to continue to work on.</p>	<p>HT, DHT, CPO works closely with EWO to ensure that attendance of all groups is high. Data will be monitored weekly and any pupils "at risk" of low attendance will be monitored very closely and support provided if needed to ensure that attendance improves.</p>	<p>SLT</p>	<p>End of Autumn term.</p>
Total budgeted cost					

7. Additional detail

