

Pupil premium strategy: St. Charles' VC Academy 2020/2021



1. Summary information					
School	St. Charles VC Academy				
Academic Year	2020-21	Total PP budget	£53,800	Date of most recent PP Review	N/A
Total number of pupils	194	Number of pupils eligible for PP	43 (22%)	Date for next internal review of this strategy	July 21

2. Current attainment (2020 leavers)		
Previous year data due to COVID impact	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% 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)

In-School barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Promptly address social and emotional needs, including behavioural issues.
B.	Low self-esteem, confidence and resilience levels which can affect attitudes to learning, social skill and behaviour.
C.	Special educational needs and low ability of many of our PP children
D.	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
E	Low levels of wellbeing and involvement in learning when starting school can inhibit their involvement and engagement in learning

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

F.	Low attendance rates for some of our PP children and has been exacerbated due to COVID.
G	Families with no ICT access
H	Personal circumstances which lead to social and emotional issues, which in turn affects learning and behaviour attitudes.

4. Intended outcomes *(specific outcomes and how they will be measured)*

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Early identification of children's Social and Emotional Needs.	Pupils are quickly identified and impact of COVID lockdown accessed to start actions immediately and thus improve impact/progress levels. Children will quickly return to a happy and sustainable school routine. Children are able to engage with learning due to good levels of well-being and emotional health.
B.	The difference between the PP and non-PP pupils in Reading, Writing and Maths to continue to diminish across school.	EYFS outcomes particularly in speaking, reading and writing increasing, closing the gap with all others nationally (Gaps quickly identified on return to school September 2020 and actions put into place) Phonics provision and screening results that close the gap to national and are improved on the previous year. KS1 data showing rapid progress in diminishing the difference from judgements at the end of FS. More pupils who pass the phonic screening in Y1 converting achieving the year 2 reading standard. SPAG data which is inline or diminishing the difference with national

C.	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths.	Rapid progress in core areas for pupil benefiting from tailored provision. Where provision is pitched well rapid progress in learning attitudes and therefore across the curriculum. Pupils demonstrating improved attitudes to learning and a readiness to learn. Increase in percentage of pupils achieving expected and greater depth. Pupils are quickly identified and impact of COVID lockdown accessed to start actions immediately and thus improve impact/progress levels
D.	Disadvantaged pupils display good attitudes to learning and are happy, resilient learners. They have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.	Pupils demonstrate improved attitudes to learning and show a readiness to learn. Pastoral and Inclusion is well established and effective. PP pupils with multiple barriers to learning will make good or better than expected progress in order to close the attainment gap (with their non-PP peers). Families work in partnership with the school to support and challenge children in their social and academic learning. Increase in engaging parents and agencies. Decrease in incidents involving inappropriate behaviour/poor attitudes to learning.
E.	Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance.	Attendance rates continue to improve. All staff are aware of the children in their classes that are eligible for PP and have attendance issues. They can effectively signpost families for support – attendance monitored in line with new trust policy by Inclusion Manager. Attendance is monitored in line with Trust policy by DSL and is in line with all other pupils or diminishing the difference but also targeting a minimum of 96% and reductions in PA. (Given the current pandemic this will be difficult to achieve, however, remains of highest priority and challenge and support continues to be implemented)
F.	Increase the number of Pupils who have access to digital technology and a high-quality remote learning platform.	All pupils will have access to an up to day device and wifi so that they can access learning remotely when needed and has part of the school's home learning (homework) schedule.
G.	More rapid uptake of English: oral language skills improve amongst PP children and other groups within EYFS. Later starting EAL / PP learners make more rapid progress.	Higher language related results at key points (EYFS, KS1, KS2) To narrow the gap at EYFS towards national To match national at KS1 To surpass national at KS2

5. Planned expenditure

Academic year

2020-2021

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A – Early identification of children's Social and Emotional Needs.	Collate information around the experiences of children during COVID-19 closures thorough: <ul style="list-style-type: none"> Pupil / parent voice Use Jigsaw recovery package to discuss COVID experiences and identify specific needs. 	In order to tailor the curriculum to the needs of the children following COVID-19 closure and ensure any significant issues/worries/experiences are taken into account with sensitivity.	Pupil Voice Monitoring of Jigsaw	SLT / EW £6170.00	Sept 2020
B – The difference between the PP and non-PP pupils in Reading, Writing and Maths to continue to diminish across school.	Implement the catch-up curriculum across the school.	Following COVID-19 closures, children have had very mixed experiences around: education, well-being, exposure to language, engagement with home-learning, safeguarding issues etc.	School and Trust Monitoring cycle	SLT with Core Team	Oct 2020
C – Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. G – More rapid uptake of English: oral language skills improve amongst PP children and other groups within EYFS.	Continue to develop teaching of reading within RWI through participation into the TLiF project.	There are new staff to school who have not recived RWInc training and those in school will be teaching different groups.	RWI coordinator to closely monitor delivery of RWI. To work with consultant and staff to provide CPD/individual feedback	BH £7920 Ruth Miskin £1700	Half Termly
	Continue to improve the in school and home reading provision through high quality texts and age appropriate texts. <ul style="list-style-type: none"> Age appropriate texts in classrooms 	Developing a love of reading and ability to access learning through reading is an essential part of our school's intent access to quality texts will support this.	Phase meetings Pupil/ teacher voice Environment	SLT £1000	Half Termly

<p>Later starting EAL / PP learners make more rapid progress.</p>	<ul style="list-style-type: none"> • High quality texts in school library • High quality texts in guided reading • Reading shed for outdoor reading experiences. 				
	<p>Maths Mastery of key skills and knowledge</p> <ul style="list-style-type: none"> • Use of whiterose / NCTEM for teaching of mastery maths in lessons • Use of times tables rock stars daily for KS2 • Use of Numbots for KS1 • Daily fast facts for all children 	<p>Especially following COVID-19 closures, children will need sharply focused revision of the key maths skills and knowledge.</p>	<p>Attainment Data Monitoring cycle</p>	<p>AF / SLT</p> <p>White Rose £100 Early Excellence £300</p>	<p>Oct 2020</p>
	<p>Continue to develop and build upon the use of 'Talk 4 Writing'</p> <ul style="list-style-type: none"> • Revisit Writing LTP to ensure progression and coverage • 1:1 support for teacher on teaching T4W 	<p>To develop more competent writers, research shows (e.g. Pie Corbett) that children's writing improves when given increased opportunities for quality oral rehearsal.</p>	<p>Staff voice Staff CPD</p>	<p>SW / JD</p> <p>£23400</p>	<p>Oct 2020 Dec 2020 Feb 2021 April 2021 June 2021</p>
	<p>Use of effective 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.</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>Monitoring Pupil voice</p>	<p>Phase leaders</p> <p>Middle leaders</p> <p>SLT</p> <p>Cost as Above</p>	<p>Half termly</p>

<p>G – More rapid uptake of English: oral language skills improve amongst PP children and other groups within EYFS.</p> <p>Later starting EAL / PP learners make more rapid progress.</p>	<p>Children assess using Bell Foundation assessment materials and then as part of the regular assessment cycle in school.</p>	<p>Research from Oxford university shows that proficiency in English can provide essential information about their likelihood to succeed in school and potential need for support.</p>	<p>SLT to quality assure assessments and support staff in these</p>	<p>SLT</p>	
Total Budget Cost					40590

ii. Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B – The difference between the PP and non-PP pupils in Reading, Writing and Maths to continue to diminish across school.</p> <p>C – Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths.</p>	<p>Small group intervention from experienced TAs in the afternoon to support small groups and 1 to 1 tutoring in Reading, Writing and Maths. Looking at expected and GD . Use early Autumn assessment to inform groups/gaps in light of lockdown</p> <ul style="list-style-type: none"> • Success @ arithmetic • First Class at arithmetic • RWInc 1:1 tuition 	<p>EEF Toolkit on small group intervention</p>	<p>Monitoring cycle.</p>	<p>BH AF SENDCo</p> <p>3 x L2 TA's 7.5hrs per wk £3000.00</p> <p>2 x L2 TA's 10hrs pr wk £3960.00</p>	<p>Half termly</p>
	<p>Daily, intensive readers led by experienced TA.</p>	<p>Children have very low reading miles and are EAL.</p>	<p>Monitoring cycle.</p>	<p>SLT</p>	<p>Half termly Weekly by class teachers</p>
<p>D – Disadvantaged pupils display good attitudes to learning and are happy, resilient learners. They have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.</p>	<p>Pastoral and Inclusion team developed with regular meetings for this to analyse CPOMS reports, review the needs of vulnerable children and develop a proactive approach to supporting families and vulnerable children.</p>	<p>Support from within the school helps reinforce positive views of the school through an open and supportive network.</p>	<p>Monitoring: Pupil voice Inclusion meeting notes.</p>	<p>EW/AF</p>	<p>Oct 2020 Dec 2020 Feb 2021 April 2021 June 2021</p>
	<p>Safeguarding and pastoral Manager role to:</p> <ul style="list-style-type: none"> • offer support to parents/carers who may have concerns about their child/children's emotional wellbeing. • support families emotional needs through external agencies such as Including HeadStart and Early Help 				
	<p>Train member of staff in ELSA to provide 1:1 and group sessions to be proactive with children.</p>	<p>Previous ELSA work demonstrates a positive impact and pupil voice is positive about ELSA work.</p>			

	DSL and ELSA to support families who may have concerns about their child/children's emotional wellbeing. Support via external agencies if required – Headstart, Early Help, etc.	Pre-work with pupils with emotional intervention can impact positively on wellbeing and academic achievement.			
Total Budget Cost					6960.00

iii. Other Approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E – Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance.	Attendance incentives termly Target 100% and pupils improving attendance e.g. Termly prize draw	This worked previously in the short term but needs to be combined with a rigorous monitoring and support system.	SLT and Attendance Officer to closely monitor attendance and trends in line with Trust policies Weekly SLT agenda item.	EW / SLT £4995	Regular attendance review by DSL.
	DSL (attendance lead) to monitor pupils attendance and follow up quickly on absences. Implementation of policy and specific monitoring and action for vulnerable families.	In order to improve attainment and progress, attendance must be improved.			
F - Increase the number of Pupils who have access to digital technology and a high-quality remote learning platform.	Work with Primary Tech on Digital Transformation to ensure a high-quality online learning platform for children along with a high quality CPD programme for staff	If children need to isolate, they need to be able to access remote learning to ensure that they can still access their education whilst at home.	Monitored by SLT and Trust Core team and regular part of SLT meeting agenda.	SW and SLT £1350	Oct 2020 December 2020 February 2021 March 2021 April 2021 June 2021
	Ensure any DFE devices are set up promptly so that they can be access by children straight away				
	Secure additional devices and WIFI dongles through children's university charity and donations				
Total Budget Cost					£6345

6. Review of expenditure 2019-2020

Academic year: 2019-2020

Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned	Cost
<p>The difference between the PP and non-PP pupils in Reading, Writing and Maths to continue to diminish across school.</p> <p>Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths.</p> <p>.</p>	<p>Personalised intervention programmes (small groups) finely tuned to meet individual needs.</p> <p>Small group intervention in the afternoon to support small groups and 1 to 1 tutoring in Reading, Writing and Maths.</p>	<p>Due to COVID 19 pandemic a measure impact in relation to previous academic attainment and comparison to national figures could not be made.</p> <p>These aspects have been incorporated into the strategy for next academic year</p>	<p>No SATS due to COVID19 – the school continues to track the children internally. Focused interventions as children are identified and now more specific based upon baseline data.</p> <p>Due to no phonics screening (COVID closure) and very mixed experiences at home due to lockdown through Covid , phonics will be a huge priority this year.</p> <p>Consistent approach to maths across the school is needed.</p> <p>Teaching reading (phonics and KS2) revised and more sharply focused on the skills of reading. Chn more confident in their comprehension.</p> <p>The catch-up curriculum will ensure gaps are filled following COVID-19 closure and the LTP will ensure consistent coverage of key skills. Further training can be provided in-house.</p>	<p>£24135</p>

<p>Improved attainment and progress rates of PP pupils involved in intervention relating to their behaviour and to their social, emotional, mental health.</p>	<p>Inclusion Manager – to offer support to parents/carers who may have concerns about their child/children’s emotional wellbeing. To support family’s emotional needs Including HeadStart and Early Help</p>	<p>Home visits conducted regularly to support families’ social and emotional needs.</p>	<p>Increasing numbers of pastoral incidents have been recorded on CPOMS and more families relied upon the school for support during the National Lockdown (March 2020-July 2020). The school provided the support in the delivery of food parcels, weekly check ins, FSM voucher support as well other support.</p> <p>The ELSA needs have increased the school and HLTA is planned to be given ELSA training to aid current ELSA (DSL) in this.</p> <p>These aspects have been incorporated into the strategy for next academic year.</p>	<p>£20730</p>
<p>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</p>	<p>DSL (attendance lead) to monitor pupils attendance and follow up quickly on absences. Implementation of policy and specific monitoring and action for vulnerable families.</p>	<p>In order to improve attainment and progress, attendance must be improved. Trust-wide attendance policy has been implemented with rigorous monitoring to improve attendance.</p> <p>Pre-Covid – attendance figures began to show increase including that of all groups of children across school.</p>	<p>Greater tracking of engagement of PP families</p> <p>Attendance procedures for the Trust are followed. The impact of strategies within the school could not be fully embedded due to the pandemic.</p> <p>PA children will continue to be supported by the DSL for the school.</p> <p>Attendance and punctuality is a city-wide issue that has been discussed at Hull heads. As well as adopting Trust and school strategies, we will be following any city-wide strategies.</p> <p>These aspects have been incorporated into the strategy for next academic year.</p>	<p>£9255</p>