

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	St Charles' VC Academy
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	21.9%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Woodmansey
Pupil premium lead	Sarah Woodmansey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,110
Recovery premium funding allocation this academic year	£ 5,510
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	£56,620

Part A: Pupil premium strategy plan

Statement of intent

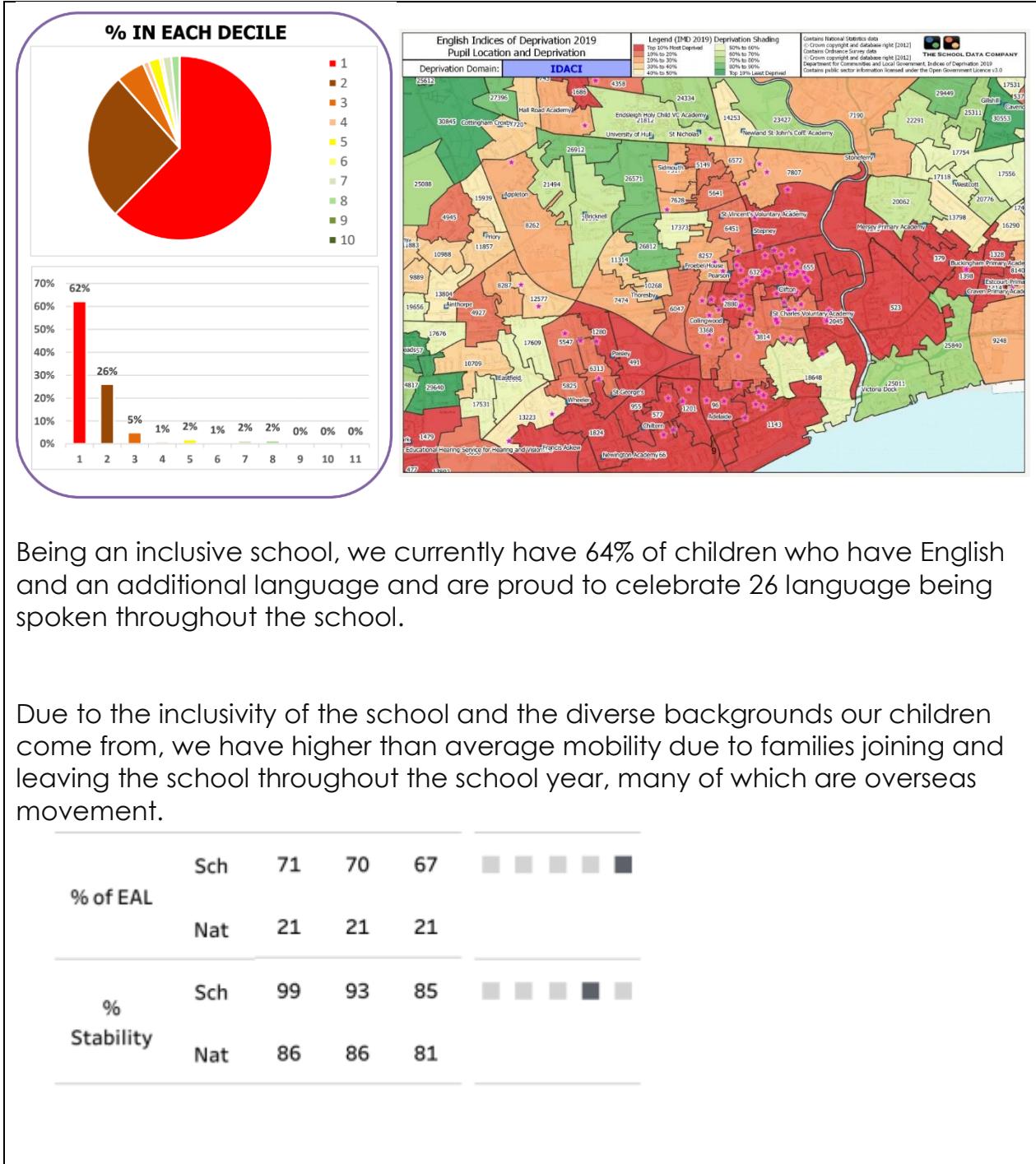
When making decisions about using Pupil Premium funding it is important to consider research and best practice, as well as the context of the school and the individual challenges they face. There can be common barriers to learning for disadvantaged pupils, such as; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Each school will also have their own more personalised or complex family situations that prevent children from reaching their true potential. Each child is an individual and the barriers and steps to success for one child may not meet the needs of another. However, at St Charles', we will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the individual needs of the pupils and are able to support them to flourish and meet their fullest potential.

Principles of our strategy

- We ensure that Quality First Teaching is accessed by all children and that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged or that not all disadvantaged pupils will qualify for free school meals.

Demography and school context

St Charles' Voluntary Catholic Academy is a thriving, happy school at the centre of its multicultural inner-city community, located close to the centre of Hull. We are a one-form entry school with a PAN of 30. We also have two, smaller, age-determined nursery classes. We draw our pupils from one of the most deprived catchments in England. 62% of our pupils are drawn from wards in the bottom 10% of England's wards (IDACI English Indices of Deprivation 2019).



Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem, confidence and resilience levels
2	Growing need of children with additional needs
3	Weak language and communication skills.
4	Low attendance rates
5	Low attainment on entry to EYFS

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
Progress in Reading	<ul style="list-style-type: none">Achieve about national average in progress scores in KS1 and KS2 Reading
Progress in Writing	<ul style="list-style-type: none">Achieve about national average in progress scores in KS1 and KS2 Writing
Progress in Maths	<ul style="list-style-type: none">Achieve about national average in progress scores in KS1 and KS2 Maths
Phonics	<ul style="list-style-type: none">Achieve above national average expected standard in PSC
Improved attendance	<ul style="list-style-type: none">Ensure attendance of disadvantaged pupils is in line with National
Improve pupil well-being	<ul style="list-style-type: none">Children will feel happy and safe in school and with thrive from the school's routine.Children are able to engage with learning due to good levels of well-being and emotional health.
Reduce the gap between PP and non PP pupils	<ul style="list-style-type: none">Attainment gap between PP and non PP pupils is diminished

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: £ 29,099.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed the use of retrieval practice to consolidate learning, building on prior learning to allow children to know more, remember more and do more. <i>(Staff Meeting time – no additional costs)</i>	Rosenshein's Principles of Instruction explains the benefit of building on prior learning and revisiting previous learning. Bjork and Bjork 2011 in Sutton Trust's 'What makes great teaching' 2014 highlights how retrieving information leads to better long term recall.	2, 3 & 5
Secure firm foundations in the development of good number sense – focus on Reception and KS1 through accessing and implementing the 'Mastering Number' programme through the NCTEM. <i>(Cover for teachers training - 3xTeachers (£777.33)</i>	NCTEM – 'Mastering Number' programme through NCTEM and Local Maths hub.	2, 3 & 5
Continue to develop the teaching of reading with a focus on early reading through RWInc – This will include training new staff. <i>(Lead teacher to support and coach – £5757)</i>	The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base. RWInc is a validated DFE approved SSP programme	2, 3 & 5
Use of effective feedback – a new feedback policy will be introduced and training provided to staff to ensure that the	EEF Toolkit – Feedback Feedback - Feedback studies tend to show high effects on learning	2, 3 & 5

<p>feedback provided to all pupils is instant and effective.</p> <p>(Staff Meeting time – no additional costs SLT time to monitor £5289.60)</p>		
<p>Continue to improve the in school and home reading provision through high quality texts and age appropriate texts and High quality guide reading teaching.</p> <ul style="list-style-type: none"> • Age appropriate texts in classrooms • High quality texts in school library • High quality texts in guided reading • Reading shed for outdoor reading experiences. • Revisit Reading LTP to ensure progression and coverage and provide training for staff • 1:1 support for teacher on teaching reading <p>£5289.60</p>	<p>EEF Toolkit – Reading Comprehension and Mentoring</p> <p>Reading Comprehension - The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Mentoring – To support other colleagues in the delivery of QFT of reading.</p>	2, 3 & 5
<p>Staff CPD</p> <p>Subject leader release time £6000</p>	<p>High quality staff CPD is essential to follow EEF principles.</p>	2, 3 & 5

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

Budgeted cost: £ 19,568.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention from experienced staff 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</p> <ul style="list-style-type: none"> • Success @ arithmetic • First Class at arithmetic • RWInc 1:1 tuition • IDL for RWM • Personalised Targeted support <p>Staff to deliver sessions - £12362.35</p> <p>SENDCO time £1211.44</p>	<p>EEF Toolkit on small group intervention, individualised instruction and 1:1 tuition</p> <p>Individualised instruction - On average, individualised instruction approaches have an impact of 4 months' additional progress</p> <p>1:1 Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base.</p>	2, 3 & 5
<p>Daily, intensive readers led by experienced TA.</p> <p>Support Staff £5705.70</p>	EEF Toolkit on small group intervention and 1:1 tuition	2, 3 & 5
<p>Timetable Rockstars / Numbots subscription to support small groups and individuals with maths basic skills</p> <p>£289.40</p>	<p>EEF Toolkit on small group intervention, individualised instruction and 1:1 tuition</p> <p>Shine Trust research – 'The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.'</p>	2, 3 & 5

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

Budgeted cost: £ 8668.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral and Inclusion team developed with a focus on:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing • SEND Needs • External support needed • Behaviour needs <p>Inclusion team - £4911.12</p>	<p>Attendance data suggests disadvantaged pupils require support to help them attend better. Previous work dedicated to these areas saw a drop in persistent absentees and an improvement in disadvantaged attendance.</p> <p>According to Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</p>	1 & 4
<p>DSL/ ELSA to support families with:</p> <ul style="list-style-type: none"> • concerns / worries • emotional needs • external agencies such as HeadStart and Early Help <p>£582.54</p>	<p>EEF Toolkit – Parental Engagement</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Support from within the school helps reinforce positive views of the school through an open and supportive network.</p> <p>Previous ELSA work demonstrates a positive impact and pupil voice is positive about ELSA work.</p>	1 & 4
<p>Train member of staff in ELSA to provide 1:1 and group sessions to be proactive with children.</p> <p>ELSA staff £3174.90</p>	<p>EEF Toolkit – Social and Emotional learning</p> <p>Support from within the school helps reinforce positive views of the school through an open and supportive network.</p> <p>Previous ELSA work demonstrates a positive impact and pupil voice is positive about ELSA work.</p>	1 & 4

<p><i>Attendance incentives termly Target 100% and pupils improving attendance e.g. Termly prize draw</i></p>	<p>This worked previously in the short term but needs to be combined with a rigorous monitoring and support system.</p>	<p>4</p>
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Total budgeted cost: £ 57,336.74

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.

- Training for marking and feedback has allowed the pupils to reflect upon their learning and be aware of their next steps – Pupil voice has shown that pupils are now able to articulate their learning and next steps.
- Due to COVID-19 restrictions, ELSA training did not take place – This will be included in next years plan.
- Training for phonics and RWInc resulted in a higher proportion of children within the EYFS attaining age related expectations again the phonic trackers. This was the impact of the personalised CPD from leader phonics teacher that was delivered and working with external consultants.
- Pupil voice indicated that there was a reduction in pupils anxiety and worries around returning to school due to the COVID-19 pandemic. This was the impact of the Pastoral team working with targeted children as well as whole class PSHE through the Jigsaw programme.
- The monitoring cycle showed impact in the confidence of teachers with their mathematical subject knowledge. These developments will carry on into the new academic year.
- The impact of 1:1 T4W training has resulted in increased teacher subject knowledge and children's books evidence a progressive sequence of writing development.
- The use of Bell Foundation assessment ensured that teachers knew the next steps of EAL learners in order to address their individual language development needs. This resulted in pupils who become confident with conversational English, allowing the children to access the Curriculum in an appropriate way.
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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
RWINc Phonics	Ruth Miskin
Times Table Rockstars	TT Rockstars
Numbots	TT Rockstars

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)