

# Pupil premium strategy statement – St Charles’ VC Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022/2023 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Woodmansey
Pupil premium lead	Sarah Woodmansey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,475
Recovery premium funding allocation this academic year	£6,525
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,000

## Part A: Pupil premium strategy plan

### Statement of intent

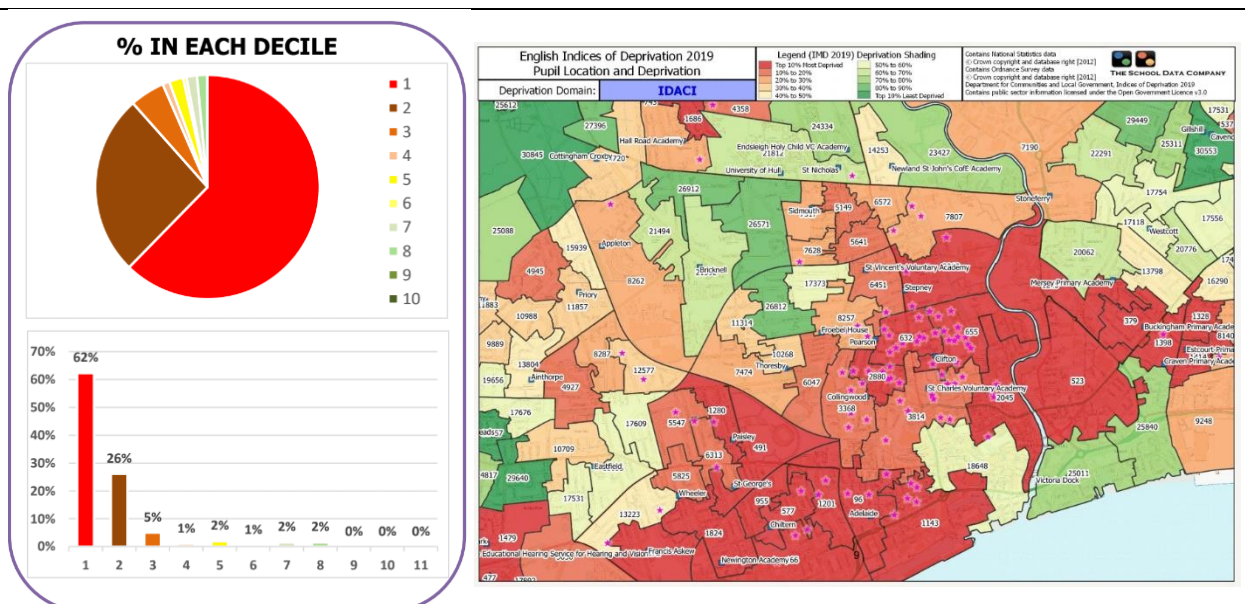
When making decisions about using Pupil Premium funding it is important to consider research and best practice, as well as the context of the school and the individual challenges they face. There can be common barriers to learning for disadvantage pupils, such as; less support at home, weak language 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).



Being an inclusive school, we currently have 69% of children who have English and an additional language and are proud to celebrate 29 language being spoken throughout the school.

Due to the inclusivity of the school and the diverse backgrounds our children come from, we have higher than average mobility due to families joining and leaving the school throughout the school year, many of which are overseas movement.

% of EAL	Sch	71	70	67					
	Nat	21	21	21					
% Stability	Sch	99	93	85					
	Nat	86	86	81					

•

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

## 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: £ 23,763.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Further embed the use of retrieval practice through the use of the Trust's Teaching and Learning Principles, to consolidate learning, building on prior learning to allow children to know more, remember more and do more.</p> <p><i>(Staff Meeting time – no additional costs)</i></p>	<p>Rosenshein's Principles of Instruction explains the benefit of building on prior learning and revisiting previous learning.</p> <p>Bjork and Bjork 2011 in Sutton Trust's 'What makes great teaching' 2014 highlights how retrieving information leads to better long her recall.</p>	2, 3 & 5
<p>Continue to develop the teaching of reading with a focus on early reading through RWINC – This will include training new staff. Engage in work with the English Hub to support this.</p> <p><i>(Lead teacher to support and coach – £4178.45)</i> <i>Beth – ½ day per fortnight</i> <i>6 days over year</i></p>	<p>The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base.</p> <p>RWInc is a validated DFE approved SSP programme</p>	2, 3 & 5
<p>Use of effective feedback – Refresher training of feedback policy to staff to ensure that the feedback provided to all pupils is instant and effective.</p> <p><i>(Staff Meeting time – no additional costs)</i> <i>SLT time to monitor £12795.74)</i> <i>Aly 1 hour a week</i> <i>Mark 1 hour a week</i> <i>Gary 1 hour a week</i></p>	<p>EEF Toolkit – Feedback</p> <p><b>Feedback</b> - Feedback studies tend to show high effects on learning</p>	2, 3 & 5
<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>	<p>EEF Toolkit – Reading Comprehension and Mentoring</p> <p><b>Reading Comprehension -</b> The average impact of reading comprehension strategies is an</p>	2, 3 & 5

<ul style="list-style-type: none"> <li>• Age appropriate texts in classrooms</li> <li>• High quality texts in school library</li> <li>• High quality texts in guided reading</li> <li>• Reading shed for outdoor reading experiences.</li> <li>• Revisit Reading LTP to ensure progression and coverage and provide training for staff</li> <li>• 1:1 support for teacher on teaching reading</li> </ul> <p>£ 500 per term</p>	<p>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>	
<p>Staff CPD</p> <p>Subject leader release time £6000</p>	<p>High quality staff CPD is essential to follow EEF principles.</p>	<p>2, 3 &amp; 5</p>

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

Budgeted cost: £ 26,527

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"> <li>• Success @ arithmetic</li> <li>• First Class at arithmetic</li> <li>• RWInc 1:1 tuition</li> <li>• IDL for RWM</li> <li>• Personalised Targeted support</li> </ul>	<p>EEF Toolkit on small group intervention, individualised instruction and 1:1 tuition</p> <p><b>Individualised instruction</b> - On average, individualised instruction approaches have an impact of 4 months' additional progress</p> <p><b>1:1 Tuition</b> - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>2, 3 &amp; 5</p>

<p>Staff to deliver sessions - - £12793.20 SENDCO time £3905 Subscriptions: £1000</p> <p>Total = £17878.20</p>	<p>The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base.</p>	
<p>Daily, intensive readers led by experienced TA.</p> <p>Support Staff £8648.80</p>	<p>EEF Toolkit on small group intervention and 1:1 tuition</p>	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: £24124.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral and Inclusion team developed with a focus on:</i></p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Wellbeing</li> <li>SEND Needs</li> <li>External support needed</li> <li>Behaviour needs</li> </ul> <p>Inclusion team - £7888.80</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</p>	1 & 4

<p>1 hour a week AB/SW/ML</p> <p>ML 1 hr a day</p> <p>SW 1 hr dy</p>	<p>pupils than schools with otherwise similar characteristics'</p>	
<p><i>DSL/ ELSA to support families with:</i></p> <ul style="list-style-type: none"> <li>• concerns / worries</li> <li>• emotional needs</li> <li>• external agencies such as HeadStart and Early Help</li> </ul> <p>£1372.5</p> <p><i>DSL – 2 hours each day</i></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>	<p>1 &amp; 4</p>
<p><i>Trained staff member in ELSA to provide 1:1 and group sessions to be proactive with children.</i></p> <p><i>ELSA staff £6862.80</i></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>	<p>1 &amp; 4</p>
<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>
<p>High Quality Resources and experiences from external agencies to allow the children to have first-hand experiences to develop their knowledge. This also includes musical in</p>	<p>It is essential for our pupils to experience a range of different areas before they are expected to understand and learn about it.</p> <p>Pupils have the right to experience musical instruments and wider curriculum clubs/sports.</p>	



<p>instrument lessons and teaching.</p> <p>Providing a breadth of experiences (opening eyes to wider opportunities) Continual review of the curriculum to ensure it is balanced, carefully sequenced and accessible for all pupils, with carefully planned rich experiences and opportunities</p> <p><i>£8,000 (including focus days, instrumental lessons and other extra-curricular opportunities)</i></p>	<p>EEF Toolkit – Arts Participation</p> <p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>	
--	---	--

**Total budgeted cost: £ 74,414.96 ( £2415 from school budget)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- Impact of focus on Phonics and the teaching of reading was positive with strong scores in the Year 1 phonics screening. On leaving Year 1, 82% of children met the expected standard for phonics.
- 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 an increase in the number of pupils that could articulate their learning and next steps (57% in Autumn, increased to 75% at the end of summer term 2023).  
Children know more and remember more.
- 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. Evidence of this impact is also beginning to be seen across other subject areas. Next steps for 2023/2024 – Refresher training to enhance provision further and ensure new to school staff demonstrate consistency.
- Attendance of pupils eligible for PP has increased from Spring Term to Summer Term which is diminishing the difference with other pupils. This is measured through regular tracking, individual pupil case studies and SLT meetings. There has also been a reduction in numbers of PA PP pupils. Policy applied consistently, high profile retained. Next steps – It is important to keep these strategies in place to continue an upward trend in future years.
- Internal morning has shown a positive impact from the extra curricular sessions and days. Pupil voice clearly indicated an increase in pupil engagement and participation in learning.
- Internal monitoring of registers and records shows a positive impact of children accessing emotional wellbeing check etc. There has been a reduction in the number of children who need regular sessions and for those children who still need regular check ins, their frequency has reduced.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
RWINc Phonics	Ruth Miskin
Times Table Rockstars	TT Rockstars
Numbots	TT Rockstars

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*