

Pupil premium strategy statement: St Vincent's VC Academy



1. Summary information					
School	St Vincent's VC Academy				
Academic Year	2020/21	Total PP budget	£33,660	Date of most recent PP Review	n/a
Total number of pupils	July 2020 196	Number of pupils eligible for PP	40	Reviewed July 2020 Date for next internal review of this strategy	
2. Current attainment					
Attainment for: 2020-2021 Whole school			<i>Pupils eligible for PP (your school) Nurseries</i>	<i>Pupils not eligible for PP (your school/2019 national Y6) Predicted Teacher Assessment 2020</i>	
% achieving expected standard or above in reading, writing and maths			100%	59/ 65	net
% achieving expected standard or above in reading			100%	85 / 73	net
% achieving expected standard or above in writing			100%	74 / 78	net
% achieving expected standard or above in maths			100%	81 / 79	net
3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2020-2021					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	COVID-19 – with guidance being updated regularly surrounding safety measures/shielding/bubbles this may affect the logistics and practicalities.				
B.	Children arriving at school with no English language or limited English language (EAL and indigenous). nb Parental lack of English				

C.	Children arriving at school with low communication and language, limited quality early years experiences
D.	Low levels of wellbeing and involvement in learning when starting school can inhibit their involvement and engagement in learning
E.	Lack of facilities for extra-curricular activities, physical wellbeing opportunities (limited space/resources)

External barriers (*issues which also require action outside school, such as low attendance rates*) 2020- 2021

A.	Poor parental engagement / parental illiteracy etc (specific families) Investigate IDACI data in relation to PP pupils
B.	Families with no ICT access
C	Poor attendance – fluctuates throughout the year. Particularly low before and after holidays
D	COVID-19 Pandemic. Following school closure for the majority of pupils from 23.03.20 – 07.09.20, families will need support prior to and during the return to school.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Rapid catch-up following COVID-19 closures with focus on pupil well-being/rebuilding social and emotional health and stamina.	Children 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	Rapid catch-up following COVID-19 closures with focus on key academic skills missed from previous year group.	Children rapidly catch-up academically and are on track to achieve ARE by summer 2021. PP children are on track to achieve in line with non-PP peers by summer 2021
C.	More rapid uptake of English: oral language skills improve amongst PP children and other groups within EYFS. Catch up following COVID-19 closures. Later EAL starters and 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
D.	More lower attainers at EYFS and KS1 making national standards at KS2, higher proportion of PP children achieving combined	PP pupils to match other children for progress and attainment
E.	Higher numbers of pp pupils attending out of school clubs/accessing music teaching (once able due to COVID-19)	School activity register to show 50% pupils attend at least one club and are benefiting from peri music provision

F.	School to achieve increased numbers in uptake for clubs	To see an increase throughout the year in pp children attending clubs
G.	Increase proportions of pupils making accelerated progress AND achieving higher levels of attainment	To narrow the gap at EYFS to 70% To match national at KS1 To surpass national at KS2
H.	Increase proportion of pupils meeting maths and reading ARE	To narrow the gap at EYFS towards national To match national at KS1 To surpass national at KS2
I	Reduce obesity figures	Reduction in obesity figures on leaving Y6
J	Improve attendance	Attendance will match or beat national
K.	Improved numbers of PP SEND pupils reaching ARE at the end of KS2 in reading, writing and maths	Diminish the difference between SEND and ALL pupils

5. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they 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?
AB	Collate information around the experiences of children during COVID-19 closures.	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.	SLT develop a questionnaire for children and adults to be sent home prior to September.	PD	Sept 2020

AB	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. Children will need to be reintroduced to school carefully to ensure well-being is priority and to allow sharply focused catch-up before new year group learning commences.	Trust-wide approach to catching up on the missed education from the previous year group within the first half term will allow all children the same opportunity revise and revisit core skills and knowledge upon their return. All staff provided with copies of the curriculum and training provided by SLT. Context of whole-school topic for the whole school to return to.	PD/LW	Oct 2020
CDK	Specific trained staffing of SEN/PPM	14/40 have SEN – To ensure progress / improved levels of wellbeing and involvement, these children need specific and accurate assessments of need / intervention / adaptation of provision specific to their needs.	Plan for a phased return for targeted SEN children following COVID-19 closure. SEN team in HUB to work closely with SENCO to ensure they are aware of challenges faced by SEN/PPM chn and how best to support their progress.	PD/RB	Dec 2020
CD	Continue to develop teaching of reading within RWI.	Following the successful revision of the RWI session last year staff have received CPD around this. However, following COVID-19 closures, this will need to be revisited to ensure high quality of teaching for all.	RWI coordinator to closely monitor delivery of RWI and what this will look like in COVID-safe bubbles. To work with staff to provide CPD/individual feedback to ensure highest level of teaching of reading for all learners.	SB	Oct 2020
CD	Continue to improve the home reading provision and quality of books to share at home	Developing a love of reading and ability to access learning through reading is an essential part of our school's intent. Giving access to quality texts and appropriately matched books will support this.	Further books to be ordered ready for new term in September, with a focus on the non-fiction/topic specific books. Catch-up curriculum is designed around 2 sessions per day: comprehension and fluency. SLT to ensure these are being delivered and assessed consistently through the school.	LW/SB	Dec 2020

BCDH	Maths Mastery of key skills and knowledge	Especially following COVID-19 closures, children will need sharply focused revision of the key maths skills and knowledge.	SLT and maths lead to collaborate on a whole school approach to thoroughly embed these key skills across the school – Daily number sessions. Combined with the catch-up curriculum should help children to make rapid progress and narrow the gap to ARE.	ET	Oct 2020
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BG	Continue to develop and build upon the use of 'Talk 4 Writing'	To develop more competent writers, research shows (e.g. Pie Corbett) that children's writing improves when given increased opportunities for quality oral rehearsal. Following the COVID-19 closures, many children will need to make rapid progress to catch up and reignite their use of language.	Staff voice to pinpoint areas of development for T4W CPD Staff CPD to refresh key elements. Staff CPD – how to use T4W in partnership with the catch-up curriculum to reignite chn's love for writing.	PD/LW	Oct 2020
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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?
J	Attendance incentives termly Target 100% and pupils improving attendance Termly prize draw Combined with working party working closely with children and families. There will be weekly inclusion meetings to monitor tracking, support and impact	This worked in the short term but need to be combined with a rigorous monitoring and support system. We need to ensure pupils are in school and that the gap between PP and non PP is diminished.	SLT and Attendance Officer to closely monitor attendance in line with Trust policies following return to school after COVID-19. Closely monitor the gap between PP and non-PP – is it being diminished? Weekly inclusion meetings	JB	October 2020

ABJ	Continue with curriculum development across the school developing provision to meet the schools aims and intent. Offering wider opportunities for all pupils, increasing engagement at school	Children who are engaged in their learning and enjoy coming to school should have good attendance. Engagement and enjoyment in learning is central to the curriculum's intent.	CPD for middle leaders to continue to encourage leadership on all levels and empower them to drive school improvement. Curriculum is a set item on the agenda for SLT/Staff development to ensure a constant cycle of review, plan, action, revisit Pupil voice/book scrutiny half termly in all subjects to assess levels of engagement and impact on progress	PD	throughout
EFIJ	Continue to provide increased range and number of activities and subsidise when needed	Target pupils who have been attending more clubs/activities have had positive experiences. It has helped to raise confidence, develop social relationships and develop talents.	Review with staff which pupils would benefit from certain activities etc. Continue to encourage targeted children to attend activities and subsidise where needed. Plan – what do clubs etc look like in COVID-safe school?	PD/SG	Dec 2020
K	Continue to develop the SEN HUB provision to ensure all learners are making rapid progress against their individual targets.	Following the success of establishing the SEN HUB last year, there will be an increased number of pupils accessing the provision. The staff team will also be changing slightly. Support and collaboration is needed to ensure the school continues to build upon the successes of last year and provide the best possible provision for the SEN children.	SENCO to work closely with the SEN HUB team to ensure curriculum is planned and delivered to best meet the needs of the pupils who are accessing the provision.	RB	Dec 2020
K	Continue targeted SEND Assessments e.g. Dyslexia	SEND pupils in need for earlier identification and response to need. All chn identified for testing last year had diagnosis confirmed. This was extremely beneficial for the chn and their families.	SENCO to organise further testing for the next round of children. Class teachers to identify children in need of testing. Schedule a SEN clinic in staff development time in the Autumn Term.	RB	Nov 2020
	Offer parental lessons in CORE subjects with/without pupils?	During COVID-19 closure, adult feedback has indicated that many have struggled to know how to best support their child with learning at home.	Due to COVID-19, this may have to be virtual/filmed. Needed for: Reading Phonics T4W/GPS Maths Wider Curriculum	PD/LW	Dec 2020
	LEAP groups Targeted groups to support Y6 pupils 1hr per pupil x8	The HOS DHT and Y6 teacher provide afterschool support to pupils with their progress / attainment. Gap analysis allows for targeted work however this is	Following initial assessments of Y6 in Sept. Conduct GAP analysis to see where focused support is needed.	ET/PD/LW	Dec 2020

		provided through fun and enjoyable sessions raising levels of engagement and wellbeing whilst aiming high.	SLT to work with Y6 teacher to ensure sessions are planned to best benefit pupil progress.		
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6. Review of expenditure					
Previous Academic Year		2019-20	£		
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
A B	Specific trained staffing of SEN – PM	14/32 have SEN – To ensure progress / improved levels of wellbeing and involvement, these children need specific and accurate assessments of need / intervention / adaptation of provision specific to their needs.	SEN provision has been a big focus this year under the leadership of the SENCO and SLT, the SEN HUB is now established and having a positive impact on those SEN children as well as the rest of the school. Staff understanding of how to best support SEN in the classroom is also improving. This will need to continue to be a priority.	£6140.47 KR additional costs (Overtime and Increased hours)	
A B	Revision reading provision Increase the breadth of provision for Read, Write Inc	Clear evidence of improved phonics understanding through systematic approach Progress made in phonics since new Phonics lead has reviewed and adapted the programme to suit the needs of the children at St Vincent's – Increased to 89% against national 85% 100%and higher average score of 34 Develop guided reading within RWInc	Due to no phonics screening (COVID closure) and very mixed experiences at home, phonics will be a huge priority this year and resources will need to be purchased to ensure home-school reading.	£2330.90 (RWI resources)	
AB	Provide reading CPD across the school	Pupils demonstrate ability to decode but need to develop fluency and understanding in early reading. CPD for staff to develop quality teaching and learning for reading across the school from EYFS to Y6	Teaching reading (phonics and KS2) revised and more sharply focused on the skills of reading. Chn more confident in their comprehension. 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.	RWI training cost?	
AB	Improve the home reading provision and quality of books to share at home	Developing a love of reading and ability to access learning through reading is an essential part of our school's intent. Giving access to quality texts and appropriately matched books will support this.	Classroom libraries were beneficial in giving children ownership of their chosen reading book. Timetables story time to ensure children have modelled expressive reading and time to just enjoy a book together. Book fairs to encourage reading of new, exciting texts at home. This will remain a priority on school following mixed reading experiences for children during COVID-19 closures.	What did we spend on books?	
AB	Maths Mastery	Raising expectations and instilling this in the children themselves – supports their development of aspiration and drive to achieve. Small steps and 5 big ideas used across the whole school. Supporting all children to succeed, engage and apply their learning to a variety of contexts. Making learning meaningful!	Consistent approach to maths across the school. Catch-up curriculum is designed to fill gaps created by COVID-19 closure.	Maths no problem books?	

E F	Continue to develop and build upon the use of 'Talk 4 Writing'	To develop more competent writers, research shows (e.g. Pie Corbett) that children's writing improves when given increased opportunities for quality oral rehearsal.	T4W is fast becoming a strength of the school, with all children receiving the provision in English lessons. The enjoyment of writing has improved and the quality of language has also improved. Further CPD is needed this year due to new staffing/catch-up curriculum/changing needs of the children following COVID-19.	£165.74 (T4W training SCRCAT)
E F	Behaviour strategy development and implementation- Paul Dix approach	Research and data progress demonstrate that children's attitudes to learning, engagement and involvement impact on progress Research and Training from Paul Dix demonstrates the impact of adults behaviour and expectations impacts on children's attitudes to learning	This approach was taken on board by all staff, resulting in a dramatic decrease of behaviour issues being dealt with by SLT. There is still more work to do to develop this further to ensure consistencies in the language used around behaviour (the script).	
E F	Recognition Boards / awards	Research and training from Paul Dix Demonstrates that by increasing the profile of positive behaviour and putting less emphasis on the negative.	This approach was taken on board by all staff, resulting in a dramatic decrease of behaviour issues being dealt with by SLT. There is still more work to do to develop this further to ensure consistencies in the language used around behaviour (the script).	Pippa's training?
C D G	Ensure all FSM / PP pupils are given the opportunities all other pupils have, with regards excellence and enjoyment (including residential trips)	Some pupils are 'excluded' and low self- esteem can cause reduced engagement.	Prior to COVID-19 closures, all children had equal opportunities to enjoy the wide range of trips/experiences on offer within the curriculum. Offering financial help/classes undertaking fund-raising was key to this, however some children still felt that they did not want to take part for other reasons... In a COVID-safe school, trips/visits will be limited initially therefore staff are planning other ways to engage chn.	£200 towards London trip for FSM pupils £1000 subsidised on other school visits Joe Duffy breakfast club coaching? FSM children get BC for free..
A B G I	Establish social and emotional friendship groups	Obvious need to support pupils with additional social needs / improve attendance punctuality etc	The well-being lead provided a wide range of emotional/social support for children in school, both herself and also facilitating outside agencies (time to listen etc). This was invaluable to the well-being of target children and families and must continue and develop further next year. The need will be even greater following COVID-19 pandemic.	Rainbows resources? ELSA?

i. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
H	Attendance incentives termly Target 100% and pupils improving attendance Termly prize draw	Persistent absence has increased. We need to ensure pupils are in school and that the gap between PP and non PP in diminished.	The profile of attendance was raised through the prizes/incentives. This will continue next academic year when all children are expected back in school.	Cost of prizes etc?
H	New attendance lead to ensure rigorous systems are followed to support families in maintaining good attendance	Attendance fluctuates throughout the year. Particularly before and after holidays. Pupils are losing considerable amounts of learning time and therefore the school needs to support families in understanding the children's right and entitlement to be in school.	Prior to COVID-19, attendance was being monitored sharply and policies/procedures followed rigorously. Attendance must be a priority as school re-opens in Sept and the expectation resumes that all children and staff will be in school. Target families will need support with this.	Jo B?
B C D F H	Continue with curriculum development across the school developing provision to meet the schools aims and intent. Offering wider opportunities for all pupils, increasing engagement at school	Pupils who are engaged and involved in learning will achieve more 'Ferre Leavers'.	Curriculum development is much further along the journey, however the action plan has been delayed by COVID-19 closures. The catch-up curriculum and the whole school focus of 'Working Together' have been designed to best support the children and staff upon their return to school following COVID-19 closures. Subject leaders have been reviewing and refining their long term plans to ensure the best quality, bespoke learning experiences for all children and what these may look like in the COVID-safe school model in Sept 2020.	NIL
C D G	Provide increased range and number of activities and subsidise when needed	Targeted pupils haven't engaged in any extra-curricular activities.	The variety and quality of clubs and activities is a strength of the school and in general, the attendance is strong. 6 targeted children are now accessing clubs and receiving music lessons (costs subsidised). This has helped to boost their confidence and widen their experiences and aspirations. Plans are currently being put in place regarding how best to offer a range of clubs/activities in a COVID-safe school from September.	Cost of subsidising music lessons
A B I	Targeted SEND support in afternoons	SEND pupils at risk of not making sufficient progress. Need for earlier identification and response to need.	Where this was able to happen, it was highly beneficial for the progress and well-being of the SEN children. Staffing issues and COVID-19 closures limited the regularity of this, however in the new academic year it will be planned as a regular item on the timetable.	Dawn?
A B I	Targeted SEND expertise: Use SEN consultant Staff training for SEND	Increased numbers of SEND pupils (100% increase in eighteen months) Staff to be more aware of strategies to cope with increased SEND numbers	This was very useful for our SENCO as CPD. This would be highly beneficial to have again following COVID-19 closures and changing SEN needs across the school.	£214 Hilary Bohl
AB I	Targeted SEND Assessments e.g. Dyslexia	SEND pupils in need for earlier identification and response to need.	This was a highly valuable use of resources. Testing was focused and efficient and showed the vast majority of concerns to be correct. For the children who received a diagnosis, they also received a comprehensive report highlighting strengths and weaknesses as well as best support strategies for at home and school. This report will entitle children to	£800 Anne Gillespie

			25% extra time in all examinations. We will need to continue this for the 'next round' of children – with Y6 as a priority.	
C D I	Offer parental lessons in CORE subjects with/without pupils?	Target key families to engage more positively/ Available also in other languages	This was not completed to the extent hoped, due to COVID-19. This will therefore be a priority next academic year.	NIL
C D	Create additional ICT opportunities for target pupils	Disadvantaged pupils have increased access to complete CORE tasks	Limited resources in school as well as COVID-19 prohibited this. However, with new computing equipment arriving for Sept 2020, this will be a positive action for disadvantaged chn.	NIL
E F I	Leap groups Targeted groups to support Y6 pupils 1hr per pupil x8	The HOS AHT and X 3 teachers provide afterschool support to pupils with their progress / attainment. Gap analysis allows for targeted work however this is provided through fun and enjoyable sessions raising levels of engagement and wellbeing whilst aiming high.	COVID-19 meant that these groups could not happen this year, however in previous years, they have proved successful. Therefore they will be launched anew for 2020-2021.	NIL
EF	Read steady Read! These will be session for KS1 pupils to attend early bird reading sessions every morning before school.	To support parental engagement and involvement in supporting the children in reading Increasing the children's opportunities to read and therefore aiming to increase their future life chances Developing strong links with parents in-order to work together for children's progress and wellbeing	There was poor parental engagement with this, with the same few families taking advantage of the time each day. However, reading continues to be a priority, especially following COVID-19 closures. Being COVID-safe will also mean that parents cannot be invited into the school building. Therefore, this will not go ahead initially, however other initiatives for encouraging home-school reading will be priority.	TAs?

7. Additional detail