

Pupil premium strategy statement:



1. Summary information					
School	St Vincent's VC Academy				
Academic Year	2019/20	Total PP budget	£24,417.41	Date of most recent PP Review	n/a
Total number of pupils	Oct 2019 201	Number of pupils eligible for PP	35	Reviewed October 2019 Date for next internal review of this strategy	Next Review Feb 2020:

2. Current attainment		
Attainment for: 2018-2019 Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	43%	57 / 65 net
% achieving expected standard or above in reading	71%	73 / 73 net
% achieving expected standard or above in writing	85.7%	77 / 78 net
% achieving expected standard or above in maths	57%	77 / 79 net

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2019-2020	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Children arriving at school with no English language or limited English language (EAL and indigenous). nb Parental lack of English
B.	Children arriving at school with low communication and language, limited quality early years experiences
C.	Low levels of wellbeing and involvement in learning when starting school can inhibit their involvement and engagement in learning
D.	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*) 2019- 2020

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. Low before and after holidays

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	More rapid uptake of English: oral language skills improve amongst PP children and other groups within EYFS 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
B.	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
C.	Higher numbers of pp pupils attending out of school clubs	School activity register to show 50% pupils attend at least on club
D.	School to achieve increased numbers in uptake for clubs	To see an increase throughout the year in pp children attending clubs
E.	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
F.	Increase proportion of pupils making maths and reading ARE	To narrow the gap at EYFS towards national To match national at KS1 To surpass national at KS2
G.	Reduce obesity figures	Reduction in obesity figures on leaving Y6
H.	Improve attendance	Attendance will match or beat national
I.	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

2019/20

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?
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.	Provision mapping, accurate specific assessments of needs, interventions, collaborative practice with class teachers + other professionals	RB	Half termly – Pupil progress and SEND checks
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	Rigorous monitoring Targeted Interventions Progress check through five weekly RWI testing and evaluation	SB	Pupil Progress mtgs
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	CPD to be provided for: RWINC and KS2 text time CPD on sequencing of lessons and targeted provision	SB +JS	

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.	Books researched and invested in. Project launched with parents Parent workshops to be made available	SB+JS	
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!	Staff meeting and meetings half termly Short inputs in staff meetings weekly Part of whole school monitoring and reflections focusing of pupils' progress. Pupil progress meetings – triangulation	ET	Pupil Progress mtgs
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	Head of School and lit Co to oversee and lead EYFS specific training KS2 specific training KS1 specific training	JS /PD	Pupil Progress mtgs / monitoring

		children's writing improves when given increased opportunities for quality oral rehearsal.			reviews
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	Follow up Initial launch with further CPD sessions for all staff	PD / JB SLT	Half term
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	Recognition boards to celebrate positive behaviour Postcards and phone calls home Hot chocolate Monday	All staff PD / JS	Pupil / parent voice

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?
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 is diminished.	High profile advertisement in newsletters, texts, tweets, assembly	JS	Weekly (SLT) and half termly
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.	DSL / attendance lead has clear policies and procedures to follow to support families Attendance lead with follow up with reminders / collaborate with LA / safeguarding when needed to take further.	JS / PD	Daily / weekly / Half termly
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'.	Ensure a wide range of extra curricular activities are accessible to all Ensure that curriculum opportunities are engaging and wide ranging to increase levels of interest and engagement CPD for staff Coaching support for staff Specific planning time	PD	Half termly
C D G	Provide increased range and number of activities and subsidise when needed	Targeted pupils haven't engaged in any extra-curricular activities.	Behaviour logs Attendance data Club registers	PD CD	Weekly attendance report

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.	Behaviour logs Attendance data Club registers	PD JB Teachers	Half-termly PP mtg
A B G I	Establish social and emotional friendship groups	Obvious need to support pupils with additional social needs / improve attendance punctuality etc	Monitor attendance	PD JB CD	Weekly attendance report

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.	SENCO to monitor all those on SEN register	RB	Half-termly PP mtg
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	SENCO to ensure report actions are implemented	RB	Half-termly PP mtg
AB I	Targeted SEND Assessments e.g. Dyslexia	SEND pupils in need for earlier identification and response to need.	SENCO to monitor all those on SEN register	RB	Half termly
C D I	Offer parental lessons in CORE subjects with/without pupils?	Target key families to engage more positively/ Available also in other languages	Monitor uptake and check register	PD	Review monthly
C D	Create additional ICT opportunities for target pupils	Disadvantaged pupils have increased access to complete CORE tasks	Teachers to monitor and share homework club responsibilities	Teachers PD	Half-termly PP mtg
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.	Pupils progress is measured at the beginning, at key points and the end – to measure impact and adapt provision to support and reflect their needs. Pupil progress meeting discussions with the class teacher will be key.	JS (to oversee)	PP half termly
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	Registers will be taken for health and safety and to monitor the take up of the initiative Children who access the provision will be tracked through benchmarking and reading progress to measure the impact.	JS / PD	Pupil progress meetgs

6. Review of expenditure				
Previous Academic Year		2018-19	£39,600	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
AB	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.	Specific testing has supported targeted teaching and interventions to support children with diminishing the difference. Specific interventions have supported pupils with progress towards their specific targets, raised self esteem resilience and self-awareness.	£10,696
A B	EAL interventions throughout KS1 and KS2	Children new to English need support as soon as they enter school. Ensuring that wellbeing is high for these pupil will also help them access learning and school life with increased ease. EAL pupils continue to need increased support until upper KS2. Late 'arrivals' ie Y34 EAL require much higher levels of help.	Maintain and increase specific EAL provision with a teacher-led set of interventions. EAL provision to have greater protection from day to day staffing requirements.	16,435
A B	Continuation of 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 – Increase to beat national 81% pp school 89% and higher average score of 35	SB experience lead for RWI has helped support the ongoing improvement in RWI provision . The extended RWI training for key staff (coaching in place) has enabled staff to build skills and confidence).High impact of targeted interventions – reviewed regularly. This year end of year review demonstrated a need now to extend this provision to support the fluency of early readers, building confidence and a love of reading.	£300
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 schildren to succeed, enagage and apply their learning to a variety of contexts. Making learning meaningful!	Across the school we are beginning to see pupil approach to reasoning develop. A strong focus on vocabulary and language for mastery is developing pupils access to mathematical thinking and understanding. A number of pupil in KS2 had a specific weakness in maths but in year progress was significant.	NIL
	Introduction of progress indicators	Raising expectations and instilling this in the children themselves – supports their development of aspiration and drive to achieve.	Writing has increased by 11% in KS2 and across the school we are beginning to see the impact of T4W in children's in year progress. The school will continue to develop the use of this approach. This is the 3 rd year results have increased in writing. Progress also improved this year for pp to 0.27	NIL

A B	Purchase and delivery of intervention packages eg Mathletics / Big Maths online/ Learning Village	Online products offer EAL and weaker learners additional opportunities in and out of school.	There is a strong correlation between regular use of online packages and success. Use earlier and more regular school-based sessions and target FSM6 pupils throughout school. Identify pupils without good internet access. ALL staff to monitor use of Mathletics. SLT to investigate attitudes to learning within white/British FSM6	£1009.00 £900 Learning Village
E F	Develop use of 'Talk 4 Writing'	To develop more competent writers, research shows (e.g. Pie Corbett) that	Writing has increased by 11% in KS2 and across the school we are beginning to see the impact of T4W in children's in year progress. The school will continue to develop the use of this approach. This is the 3 rd year results have increased in writing.	£1000
ii. 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

C D	Provide increased range and number of activities and subsidise when needed	Some targeted pupils engaged in any extra- curricular activities.	We have developed a timetable so that desired clubs don't clash. Children can access some clubs for free at lunch time, increasing opportunities to work with coaches	£2000
C D	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. Enabling pp children the wider opportunities has build self-esteem and engagement in school life / learning.	Maintaining strategic support of specific pupils has enabled targeted pupil wider opportunities and increased their engagement in school	£3120
A B	Establish social and emotional friendship groups	Higher levels of wellbeing improved levels of engagement in lessons. Children with friendship difficulties needed less support towards the end of the year after building strategies. The need to support pupils with additional social needs has improved attendance punctuality	The support from these groups had an impact particularly on PM engagement after lunch. Next year include Wellbeing officer in lunch time provision.	Nil
A B	Increased targeted SEND support in afternoons	SEND pupils at risk of not making sufficient progress. Need for earlier identification and response to need.	Targeted support has begun to diminish the difference between them and all pupils. Specific records of progress are now being mapped more accurately.	Nil
A B	Increased targeted SEND expertise: Use SEN consultant	Continue SEN consultant input. 12 annual sessions in budget. Offer SEN training sessions and meeting access for key SEN parents. Review need for IEPs for all SEND (maintain for higher need	SEN expertise allowed the school to continue to develop its provision, supporting SENCO and TA in their accuracy of reports / referrals in order to seek support from external agencies. SEN consultant also supported with the setting up of a SEN clinic to develop teachers CPD and enable them to give tailored support.	£ 2140
B E F	Leap groups Targeted groups to support Y6 pupils 1 hr per pupil x8	X 3 teachers provided afterschool support to these pupils to help support their progress / attainment	In year data demonstrated all pupils made good / better progress. 3 pupils not track to reach Exp in reading met expected. In maths 2 pupils not on track at the beginning of the year met exp.	NIL
B E F	Targeted teacher support to enable pupils to diminish the difference towards year group / key stage expectations	1 teacher provided 1:1 targeted support for pupils with specific difficulties.	End of year attainment showed improved outcomes and accelerated progress in the targeted areas. It was also noted how pupils self esteem and reliance improved across all areas.	£4000
	Targeted phonics support 3 pms per week. PP children all received this X2 sessions per week	X1 TA interventions 3 afternoons per week. Targeted phonics support for pp children x2 sessions per week. With only 20% on track at the beginning of the year 80% pp met the standard.	Internal data progress and final Data shows the impact of these interventions The quality of these is supported	NiL

C D	Staff training for SEND	Increased numbers of SEND pupils (100% increase in eighteen months)	Staff have improved their awareness of SEND within their own classes and beyond. Further specific training is needed and will be delivered this academic year.	NIL
C D	Staff to be more aware of strategies to cope with increased SEND numbers	Staff have improved their awareness of SEND within their own classes and beyond. They are actively seeking support as needed and have provision plans in place for all pupils.	Invite target pupils in a formal manner. Identify ALL pupils who don't have internet access at home. Mathematics usage to be more carefully monitored: low users to be invited to attend Homework Clubs. Staff rota for ICT sessions to be established OR Use one lunchtime supervisor to supervise ICT and library area.	NIL
A	Offer parental lessons in CORE subjects with/without pupils?	Target key families to engage more positively Mathletics cost (£1000) is less than one amount of Pupil Premium (£1320). Pupils spent 3000 hours on Mathletics in 201617. There are usage pupils: there is a clear correlation between i) high use (time) ii) high number of log-ins iii) high activity completion. Increased home Learning Village cost (£1000) is less than one amount of Pupil Premium (£1320). Learning Village was used every day in school during 201819.	Free programme now in place – city wide SOLIHULL approach – information has been shared with all parents. Other parenting support is given readily through wellbeing worker, teachers, staff	NIL

7. Additional detail