

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 Vincent's VCA
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	23%
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	22/9/2021
Date on which it will be reviewed	July 2022
Statement authorised by	P Donnelly
Pupil premium lead	P Donnelly
Governor / Trustee lead	K Siedle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53 800
Recovery premium funding allocation this academic year	£ 6380
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	£ 60 180

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.*
- ✓ *For all disadvantaged pupils in school to make or exceed nationally expected progress rates.*
- ✓ *To support our children's health and wellbeing to enable them to access learning at an appropriate level.*

We aim to do this through

Ensuring that teaching and learning opportunities meet the needs of all the pupils ·

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed ·

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged · We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the considered for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support / small group work focussed on overcoming gaps in learning
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science – particularly in writing
2	Children arriving at school with no English language or limited English language (EAL and indigenous). Parental lack of English
3	Children arriving at school with low communication and language, limited quality early years experiences
4	Low levels of wellbeing and involvement in learning can inhibit their engagement in learning. This has been more significant following COVID-19 and restrictions during transitions.
5	Levels of attendance and punctuality issues.

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 above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Maths	Achieve above national average progress scores in KS2 Mathematics
Combined attainment	Achieve above national average progress scores in KS2 Combined attainment
Other	Improve attendance to be at 96%

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: £ £38,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWInc Coaching X 5 days (£6715.00)</i></p> <p><i>RWInc development days X 3 (£2,000)</i></p> <p><i>Maths HUB Cover for teachers X 6 days (£1,500)</i></p> <p><i>Early years support days – cover to work with SLE (£750)</i></p> <p><i>CPD for Mastering Maths – with Maths HUB X 6 days (£1,500)</i></p> <p><i>Developing talk in the classroom – CPD and support X 4 days (£1,000)</i></p> <p><i>SENDco time in HUB / Classrooms x 3 days To ensure our high needs SEND are receiving the high quality provision needed to support their progress the SENDco leads and teaches within the specialist provision. This also allows for direct coaching and CPD for less experienced members of staff (£25137.00)</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff. We have identified members of staff who will take on and develop this role.</p> <p>This will also involve some external support from the RWINc team and Maths HUB</p> <p>Gaps widened by the pandemic need to be addressed – a new prioritization curriculum from the NCETM has been implemented – staff will be supporting in ensuring that planning and delivery meets the needs and high quality teaching and learning expectations to address our pupils needs.</p> <p>To support pupils in developing their depth of understanding in early number – building strong foundations for maths – Rec and KS1 will be using the Mastering Maths Programme (developed by NCETM) delivered by the maths HUB – this will also be used as an intervention to support identified pupils in other year groups.</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £ 6380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWINc 1:1</i> <i>Supporting bottom 20% or those identified from regular AFL as needing support to progress</i> <i>TA (L2) pm X 4</i></p> <p><i>Tutoring Support</i></p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the Year 6 cohort need support to address gaps in writing and maths. Some gaps could be effectively addressed through intensive tuition –</p> <p>We have also identified the Year 3 cohort as needing support to address the gaps. These will be supported through the RWINc 1:1 support and TA intervention using the mastering maths programme daily</p>	<p>Challenge 1,2,3,4</p>
<p><i>EAL intervention</i> <i>TA X 2pm</i></p>	<p>Our pupils who are new to the country over the last 2 years have not made the accelerated progress that can be made when direct and needs appropriate intervention is in place. A TA will provide intervention 3x a week min to our pupils at Beginning English Level. EEF research on oral language interventions desired impact +6</p>	<p>Challenge 1,2,3,4</p>

	<p>Following the pandemic: Specific gaps for groups of our EAL pupils has grown in writing across all year groups.</p> <p>This will be addressed through specific EAL intervention following a programme of:</p> <p>IDL will provide identifies SEN pupils will a programme of additional support for reading and maths – also supported by a TA</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £15,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA lead (DSL)</i> <i>X 2 days (£9991.00)</i>	EEF Research: Social and emotional learning. With COVID home issues and Safeguarding being the most important drive in our school. The last year has seen the need to increase the amount of safeguarding support / wellbeing work. ELSA provision has proved to be effective in supporting transitions from home to school and varied identified wellbeing being needs across the school.	1+4
<i>Subsidised school trips and residential trip (£5,207)</i>	In order to support our children to know more do more and remember more we need to fill their memory with enriching experiences. We know the majority of our children don't get the opportunity to have wide ranging experience outside of school so we need to support them in having memorable experiences. Research and experience shows that children from lower economic households were less likely to visit culture-related sites or attend sporting events, these also had lower reading and mathematics scores compared to their counterparts. Taken from Family trips and Academic Achievement in Early Childhood	4

Total budgeted cost: £

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Elsa was implemented by DSL the need for this was enhanced because of the impact of COVID -19 on our pupil's emotional wellbeing. Attendance non Covid-19 related was significantly improved and rose to 97.7% and pp pupils attendance was 10% above national comparison. It did appear that the reduction in pupils' taking extended holidays improved the attendance. This will be carefully monitored over the coming year, rigorous systems will be in place to address this.

The monitoring cycle showed the impact on the quality teaching of early reading correlated to the outcomes of those pupils who attended school on site during lockdown. Outcomes for those accessing from home were affected due to the need for pupil:teacher interactions. Y2 phonics had been significantly impacted by Covid-19 the previous year and increased from 20% phonics screen Sept 2020 to 70% December 2020 to end with 88% in June. Those who have not yet passed have significant SEND and alternative provision.

The monitoring cycle showed the impact of the maths CPD that had taken place across the school. Those pupils attending the school site continued to make good progress. Quality first teaching was enhanced by 1:1 coaching and mentoring by the maths lead.

The high-quality teaching (SENDCo) working directly with the high/severe needs PP/SEND pupils directly has impacted on the quality of provision and the progress made this year. All pupils had onsite provision during the January lockdown. This made a significant difference to the progress they could make for their individual learning pathways and access to the wider curriculum areas.

Fast tracking Additional Dyslexia testing has allowed the school to ensure the bespoke provision for specific pp/SEN pupils

Maintaining the use of our sports coaches and using these to support the continuity of provision (staffing) during lockdown for our before and after school care had an impact on the wellbeing and drive for our pupils during this significant period.

Developing the provision for home reading / banded books has enhanced the quality and availability of books for pupils to take home / explore in school. Pupil voice and the reading review demonstrated that this has had a positive impact on the pupils' opinions about and love

for reading, and how the school values their development of reading/ interests in specific books.

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
TT rock stars	Maths Circle
IDL	IDL/Ascentis