

1. Summary information					
School	St Richard's VC Academy				
Academic Year	2020/2021	Total PP budget	182,160	Date of most recent PP Review (EXTERNAL)	May 2018
Total number of pupils	325	Number of pupils eligible for PP	113	Date for next internal review of this strategy	July 2020

2. Current attainment		
Previous year data due to Covid 19 impact.	<i>Pupils eligible for PP (your school)</i>	<i>Pupil Premium Disadvantage National Average</i>
53% achieving ARE in Reading, Writing & Maths	17 children in Y6.	
achieving ARE in Reading	47.1%	62%
achieving ARE in Writing	52.9%	68%
achieving ARE in Maths	64.7%	67%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Lower than average oral and vocabulary skills, restricting achievement across the curriculum, particularly in reading, writing and SPAG.
B.	Lower than expected levels of speech, language and vocabulary when entering FS.
C.	Lower than average levels of confidence which can affect attitudes to learning, social skills and behaviour. (Barrier for smaller groups of pupils)
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Lack of parental confidence to support children with learning and behaviour.
D.	Disadvantaged pupils are less punctual to school than their peers in all year groups.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
a.	An increase in the percentage of disadvantaged pupils achieving the combined nationally expected standard at the end of KS2, with a specific focus on increasing attainment for girls maths and boys literacy.	Increase of combined ARE - Girls reading gap to narrow so there is no in school gap in reading and writing.
b.	The % of disadvantaged pupils achieving age related expectations in all subjects is increasing more rapidly than the national, with a specific focus on whole school literacy and early reading.	In all core subjects, the disadvantage gap is closing more rapidly than nationally. Eradicate the disadvantaged phonics gap to national at year 1.
c.	High needs (multiple barriers) disadvantaged pupils are making at least good progress because they are accessing provision that meets their needs.	100% high needs disadvantage pupils are making good progress.
d.	Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.	Families work in partnership with the school to support and challenge children in their social and academic learning.
e.	Disadvantaged pupils access a higher percentage of teaching and learning because they are punctual to school.	Close the in-school punctuality gap between disadvantaged pupils and their peers.

5. Planned expenditure					
Academic year		2019/2020			
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	Review Comments
a. An increase in the percentage of disadvantaged pupils achieving the combined nationally expected standard at the end of KS2, with a specific focus on increasing attainment for girls maths/boys literacy.	Assign two TAs to work full time in year 6 to run targeted SDI work. Run after school booster lessons for all pupils. Parents are invited to attend these sessions. Revision sessions will use CPG KS2 Revision Guides. (analysis for the first four weeks shows, on average, 15/20 parents attended).	Standards for disadvantaged children whilst increasing, the gap is not closing. The gap is narrowest in Maths (3% difference) however internal data shows current girls Maths needs intervention. Disadvantaged boys performed least well in Reading & Writing (37.5% in Reading and Writing) compared to 75% in Maths. In school, non-disadvantaged girls are twice as likely to meet the nationally expected standards in reading and writing compared to the boys.	Monitoring cycle: <ul style="list-style-type: none"> • Learning walks • Pupil voice • Book scrutinies • Lesson observations • Data analysis 	D Ransley E.Cook	Review: Parent sessions well attended up until lockdown. Children identified to reach ARE were in target prior to lockdown. Good progress made in target group (see internal data)

<p>b. The % of disadvantaged pupils achieving age related expectations in all subjects is increasing more rapidly than the national, with a specific focus on whole school literacy and early reading.</p>	<p>Ensure systems for identification of pupils eligible for funding and therefore additional provision.</p> <p>Improve quality of teaching for disadvantaged pupils by developing quality feedback and the use of metacognitive strategies through a newly implemented learning and teaching policy. Secure</p> <p>SLE support to develop learning and teaching in line with new policy. . Implement a KS1 daily reading intervention.</p> <p>Develop quality whole class reading, with a focus on the progressive teaching of the content domains.</p> <p>Weekly Active Learning sessions</p> <p>Develop outdoor and continuous provision so children can test out their basic skills with a focus on early literacy and numeracy development</p>	<p>The percentage of disadvantaged pupils achieving are related expectations is lower than their peers in reading, writing and maths in all areas of school and broadly in line in year 6.</p> <p>Speech and language information for disadvantaged shows that 50% of disadvantaged pupils entering the school have lower levels of communication and language skills in comparison to their peers, which is impacting on their early reading ability.</p>	<p>Use best practice advice from EEF publications</p> <p>External support and validation Trust partners.</p>	<p>C.Codham K.Merkel</p>	<p>Review: Use of CPD and SLEs developed staff skills. Reading Long term plan and development in the teaching of whole class reading sessions was implemented and showing positive improvements; 2 terms worth of data and evidence reflected positive impact; this will have been affected by lockdown . Target to be refined and carried over to next year.</p>
Total budgeted cost					£42,798.17
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	Review Comments

<p>c. High needs (multiple barriers) disadvantaged pupils are making at least good progress because they are accessing provision that meets their needs.</p>	<p>CPD for the inclusion and pastoral team of three full time staff to support the academic, social and emotional learning of high needs disadvantaged pupils.</p> <p>Develop a 'hub' provision ran by SENDco and a TA to support high needs pupils as required.</p> <p>Provide ELSA training and implement an assessment procedure for children who have social, emotional and behavioural difficulties (Boxhall screening)</p>	<p>Disadvantaged pupils with social, emotional and behavioural difficulties are rapidly falling behind their peers because of poor attitudes to learning and poor attendance in class.</p>	<p>Newly developed provision will be supported by professional training and support.</p> <p>Staff that are part of the inclusion and pastoral team will receive high quality training and will part of the appraisal cycle.</p> <p>Timetable for ELSA support</p> <p>Timetable for additional session in HUB for identified pupils with additional needs</p>	<p>K Merckel</p>	<p>Review: Target families and children received support from the pastoral team and impact could be seen across the 2 terms prior to lockdown. Pastoral support was crucial during the lockdown with PP families monitored carefully via the team and regular contact in place. PP children with SEN successfully supported within the Hub provision- progress seen in personal, social and emotional</p>
<p>b. The % of disadvantaged pupils achieving age related expectations in all subjects is increasing more rapidly than the national, with a specific focus on whole school literacy and early reading.</p>	<p>Redeploy additional adults in school regularly to meet emerging needs and direct them to support targeted disadvantaged children.</p> <p>Provide training for TAs in line with EEF 'good practice' recommendations.</p>	<p>The percentage of disadvantaged pupils achieving age related expectations is lower than their peers in reading, writing and maths in all areas of school.</p>	<p>Use best practice advice from EEF publications</p> <p>Pupil progress meetings</p>	<p>K Merckel</p>	<p>Review: 2 terms worth of data and evidence reflected small steps of progress for target children; however this will have been impacted due to lockdown. Target to be refined and carried over to next year.</p>
<p>Total budgeted cost</p>					<p>£106,298.51</p>
<p>iii. Other approaches:</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Comments
<p>e. Disadvantaged pupils access a higher percentage of teaching and learning because they are punctual to school.</p>	<p>Provide a breakfast club that hosts activities to support the homework policy.</p> <p>Implement a high needs breakfast club with supported transitions in to the classroom.</p> <p>Full time EWO to prioritise disadvantaged pupil's punctuality through tracking and auctioning support plans.</p> <p>Establish a free walking bus system for disadvantaged families.</p>	<p>73% of pupils recorded as late to school in Summer term 2019 were eligible for disadvantaged funding.</p> <p>December analysis shows that disadvantaged children are repeatedly late for school on more than one occasion.</p>	<p>Regular monitoring of breakfast club provision.</p> <p>Weekly SLT agenda item.</p>	<p>S.Gawthorpe E.Griffin</p>	<p>Review: Punctuality for target PP children did improve prior to lockdown. Post COVID area is attendance as staggered starts mean punctuality may no longer an issue but will be closely monitored</p>

<p>d. Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour.</p>	<p>Increase links with parents: Staff available on the drive before and after school. Community Café Showcase events Topic Linked homework</p> <p>Develop a homework policy with a specific focus on families supporting the acquisition of basic skills.</p> <p>Subsidise visits for family trips - Home visits the EYFS lead and SENDCo in the summer term to build an early link with families of the children starting EYFS in September</p>	<p>Parents and carers overwhelmingly want to help their children to be successful but are unaware of the best strategies to help and support.</p> <p>Attendance for disadvantaged parents at family learning events and parent’s evenings is well below others.</p>	<p>Led and modelled by SLT through a procedure for family engagement.</p>	<p>K Merkel</p>	<p>In Ofsted Feb 2020 Behaviour and Attitudes were judged as good and Personal Development was also judged as good.</p> <p>“Pupils’ attitudes in lessons are positive. As pupils progress through the school, they become even more eager to learn. They enjoy opportunities to act as play-makers, buddies, Mini Vinnies and school councillors. Leaders provide a wide range of opportunities for pupils to develop.”</p> <p>Showcases were well attended Parental voice from parents was very positive. . From September 2020 the school needs to look at new COVID friendly ways to engage parents in their child’s learning</p>
<p>Total budgeted cost</p>					<p>£27,746.63</p>

a. Additional detail

Review of 2019/2020

These outcomes have been impacted by Covid 19.

Review of 2019/2020

These outcomes have been impacted by Covid 19. Teacher assessment was used to inform judgements, as well as mock SATS test and ongoing assessment data in KS2.

KS2 Outcomes:

Teacher assessment in 2020 showed an upward trend in maths data (77% achieving EXS) from the previous year. The gap between PP and non PP in 2018/19 data was -5%. This upward trend is largely due to the deployment of two full time teaching assistants in year 6 which are deployed in a morning to do SDI. The same two teaching assistants then use the afternoon to support target PP children further with any gaps in their learning. As a school we have developed a Mastery maths approach, with a focus on shared reasoning opportunities to support all children in accessing reasoning and problem-solving opportunities. After completion of Mastery Maths, staff have adopted a 'ping pong' style approach to develop children's mathematical understanding. The questions that are used in the 'ping pong' are similar to those that the children will be completing independently.

Moving forward, Reading was a school improvement priority for 2019/2020. We are amended our Reading approach alongside our curriculum to allow children to develop a love of Reading through school. Internal tracking shows that parental engagement with reading is low – this is for non-pupil premium children as well as pupil premium and so therefore was a whole school focus. Despite, communication with parents, and other incentives in school, children are not reading at home. Last year we put in place Early Bird Reading to combat this, which targeted PP children that do not read at home as a priority. During this time TA's are deployed to year groups to hear the children read. The reading lead ensured first quality intervention at this point by providing the TA's with scripts to support this early morning reading and monitors through drop ins. The premise is to ensure that every child is heard to read once a week, with a higher focus on PP children. Furthermore, the lowest 20% in each year group is to be heard as many times as possible.

In January 2019, we relaunched RWI as we secured TLI Funding to allow this to happen. All members of staff have been retrained; we receive monthly support from our RWI Trainer and our RWI Lead does not have a group to teach. This structure allows the RWI Lead to coach alongside staff. The children are assessed half-termly and there is a detail pupil progression grid that is completed and analysed. This allowed STR to achieve 82% (72% PP) in 2019 By ensuring that children are able to read phonetically from the day they start at STR will only increase our Reading outcomes, overtime. Although these plans have been affected by COVID on return to school the RWI Lead has developed new ways to ensure rapid progress takes place in phonics through daily sessions, catch up sessions and 1:1 tutoring which any target Pupil premium children will be involved in. There is also a Remote Learning Contingency Plan in place to ensure that any barriers to this progress are eliminated at much as possible.

Attendance:

Breakfast club is well attended with 40% PP. Over the year, parents asked if we could change the start time from 8am to 7.40am, to allow working parents to get to work. This is something that the school has supported. Our average attendance is approximately 75 children. Hull Catering provide the breakfast and the school heavily subsidises this as we only charge £1 per breakfast. Over a four year period, approximately 1096 attended breakfast club and over half of these children are PP children. Basic skills were picked up during this time by TA's and Rockstar maths was done on laptops to support the children's timetable knowledge.

Pastoral and Inclusion Team:

Over this academic year (2019/2020) the Pastoral & Inclusion team worked hard and made a positive impact on the school community. The team have helped to support the reduction in behaviour incidents (see CPOMs data) and supported the identified SEMH children to integrate back into the classroom successfully. Due to the success of this targeted action the pastoral team are now exclusively classroom based and therefore able to offer support to a greater percentage of children.

Working alongside the pastoral and behaviour team, the SEN Hub team- has worked to establish effective provision for the high needs SEMH targeted children alongside the specific SEN high needs children to create targeted and effective interventions that have had a positive impact not only on the individuals but also the whole school. In addition to this we have refined and developed the SEN Hub to support children both on a part time and full time basis according to the individual need. This has given the school community wider access to targeted interventions. We have created a 3 tier system of support. **Bespoke: (75% PP)** This is a package that meets the needs of the individual which extends the curriculum to support the child holistically. Mainstream education cannot deliver this within a pure class setting. This is long term support. **Modified: (83%PP)** This is developed for the children who are working well below their peers. Differentiated activities in the classroom would not support these children effectively and would not be able to facilitate the rapid progress they gain through working in targeted small group setting. The curriculum is stripped to manageable basic skills, set at an appropriate level for each child/group. The modified curriculum package will be long term support as these pupils are identified as needing support throughout mainstream education. **Booster: (50% PP)** This is targeted support that will deliver structured packages that will accommodate for lost opportunities in learning through numerous reasons. The aim of this support is to reintegrate pupils quickly back into the classroom. This is a catch-up provision. If it becomes apparent that greater support is needed, the child will move to the modified support tier