

# Pupil premium strategy statement

## Updated for academic year 2024 - 2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

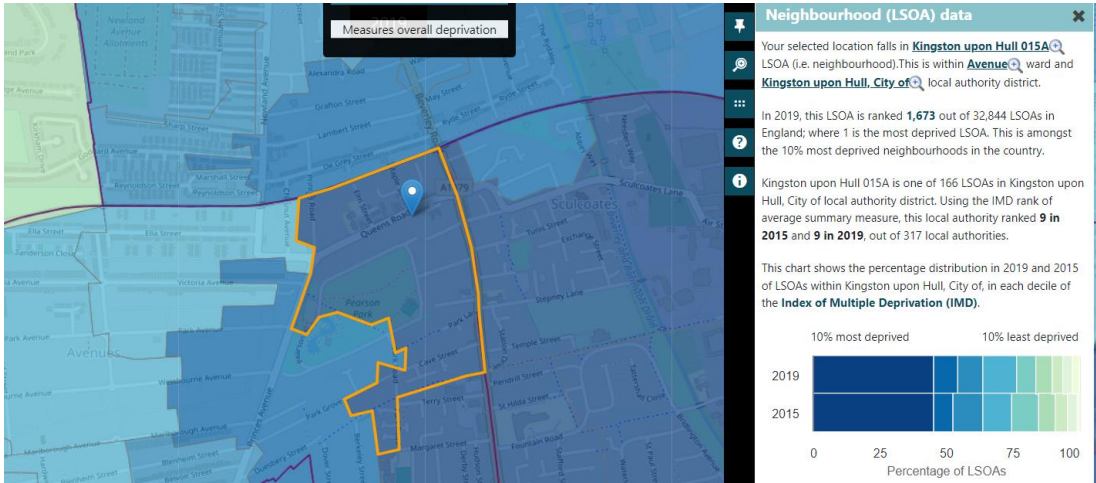
Detail	Data
School name	St Vincent's VCA
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/ 2023 – 207 – 18% 2023/2024 – 208 – 20% 2024/2025 – 209 – 21%
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	P Donnelly
Pupil premium lead	P Donnelly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,120
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 65,120

# Part A: Pupil premium strategy plan

## Statement of intent



The image shows a map of a neighbourhood in Kingston upon Hull, with a legend indicating 'Measures overall deprivation'. A data panel on the right provides the following information:

- Neighbourhood (LSOA) data**
- Your selected location falls in **Kingston upon Hull 015A** LSOA (i.e. neighbourhood). This is within **Avenue** ward and **Kingston upon Hull, City of** local authority district.
- In 2019, this LSOA is ranked **1,673** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country.
- Kingston upon Hull 015A is one of 166 LSOAs in Kingston upon Hull, City of local authority district. Using the IMD rank of average summary measure, this local authority ranked **9 in 2015** and **9 in 2019**, out of 317 local authorities.
- This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Kingston upon Hull, City of, in each decile of the **Index of Multiple Deprivation (IMD)**.

	10% most deprived	10% least deprived
2019	~25%	~75%
2015	~25%	~75%

Percentage of LSOAs

0 25 50 75 100

Our pupil premium strategy is informed by our extensive knowledge of the community we serve and the barriers that some of our children face. It is underpinned by trusted research.

Although the plan will never remove all barriers, we aim to alleviate the issues within our power, to ensure educational outcomes for disadvantaged and vulnerable children are improved.

Our teachers have sound understanding of our deprivation level and the barriers that some of our children face. These barriers are faced by some children who are not classified as pupil premium but who are, due to other factors, vulnerable.

Our school is ranked amongst the 10% most deprived areas in the country, and the income, employment, health, education and crime deprivation indicators are all very high. These factors combine to make a community faced with hardships, further impacted by the pandemic; this can also lead to some families having what is termed 'aspirational poverty'.

We are acutely aware that disadvantaged children often face barriers to their learning including:

- Underdeveloped language and communication skills
- Attendance and punctuality issues
- Complex family situations
- Emotional and behavioural difficulties
- Lack of readiness and confidence to learn

***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 maths.
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.
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. Further diminish the gap between pupil premium pupils and their peers.
Progress in Writing	Achieve above national average progress scores in KS2 Writing. Further diminish the gap between pupil premium pupils and their peers.
Progress in Maths	Achieve above national average progress scores in KS2 Mathematics. Further diminish the gap between pupil premium pupils and their peers.
Combined attainment	Achieve above national average progress scores in KS2 Combined attainment. Further diminish the gap between pupil premium pupils and their peers.
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: £ £28,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWInc Consultant development day &amp; access to RWI portal for online training</i> (£1500)</p>	<p><a href="#">EEF: Phonics</a> has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>(Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively)</p>	<p>1, 2 and 3</p>
<p><i>CPD for implementing KS2 Mastering Number – with Maths HUB X 6 days</i> (£1,500)</p> <p><i>Maths Lead Maths HUB CPD x 4 days</i> (£1250)</p>	<p><a href="#">Teaching for Mastery</a>: Professional development for maths lead and teachers in further developing our maths mastery approach to teaching maths across the school. Staff will be supported in ensuring that planning and delivery meets the needs and high quality teaching and learning expectations to address our pupils needs</p>	
<p><i>SENDco time in HUB / Classrooms x 3 days</i> (£24137.00)</p>	<p>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.</p> <p><a href="#">EEF</a>: Putting Evidence to Work – A School's Guide to Implementation</p>	

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

Budgeted cost: £ 12,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWINc 1:1 Supporting bottom 20% or those identified from regular AFL as needing support to progress TA to deliver x 4 sessions per week (£7,184)</i></p>	<p><a href="#">One to one tuition</a> is identified by the EEF as very effective in improving pupil outcomes.</p>	<p>Challenge 1,2,3,4</p>
<p><i>EAL intervention TA x 2 hours three times per week. (£3,598)</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 <a href="#">oral language interventions</a> desired impact +6 months. This will be addressed through specific EAL intervention following a programme of: Racing to English.</p>	
<p><i>IDL maths and literacy online programme. (£1,500)</i></p>	<p>IDL will provide identified SEN pupils with a programme of additional support for reading and maths – also supported by a TA <a href="#">EEF toolkit</a> – Individualised instruction ‘There is evidence that digital technology can be used effectively to provide individualised instruction.’</p>	
<p><i>TTRockstars and Numbots online maths programme. (£175)</i></p>	<p><a href="#">EEF toolkit</a> – Individualised instruction ‘There is evidence that digital technology can be used effectively to provide individualised instruction.’</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>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £24,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA lead (DSL)</i> X 3 days (£11,991.00)	EEF Research: <a href="#">Social and emotional learning</a> . Safeguarding is the most important driver 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 and 4
<i>Attendance Lead (DSL) x 1 day</i> (£3,997)	EEF: <a href="#">Supporting school attendance</a> Building a holistic understanding of pupils and families to diagnose specific needs that may be impacting on attendance at school. Relationships between home and school are key. Effective communication and face to face home visits to further strengthen relationships and the sense of belonging to the school community.	1, 4 and 5
<i>Subsidised school trips and residential trip</i> (£5,407)	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 EEF – <a href="#">Outdoor and adventure learning</a>	4
<i>Subsidised breakfast club provision</i> (£2,000)	Widespread research details how those who go to school hungry struggle to be successful in the classroom. The school funds free breakfast for disadvantaged pupils. <a href="#">Research – The impact of breakfast on learning in children.</a>	1 and 4
<i>Music tuition</i> (£1,500)	The school fund free music tuition for disadvantaged pupils. The EEF report on ' <a href="#">arts participation</a> ' highlights how approaches can have a 'positive impact on academic outcomes in other areas of the curriculum' whilst also allowing disadvantaged students to learn a skill they may otherwise not have been able to access.	4

**Total budgeted cost: £ 65,739**

## Part B: Review of outcomes in the previous academic year

### 2023-2024 Review:

#### ***Challenge 1: Narrowing the attainment gap across Reading, Writing, Maths and Science – particularly in writing***

Monitoring of RWI teaching demonstrates a good quality of teaching in Early Reading. In collaboration with our RWI consultant, planning of 1:1 interventions has resulted in 50% of 8 Y1 pupils eligible for Pupil Premium achieving the expected standard in the phonics screening check. At the start of the year, 56% of Y1 children were on track for EXS in phonics and 70% passed at the end of Y1.

Mastery in number has been embedded across F2 and KS1. Evidence of the impact can be seen in Y2 progress data where the children have progressed from 46% on track for EXS in maths in the Autumn term, to 75.9% working at EXS and above in maths at the end of Y2.

Outcomes at the end of KS2 increased in reading, writing and maths in comparison to the previous year. Combined for RWM increased from 50% to 61% at the end of 2023-2024.

The effective and experienced teacher (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. This made a significant difference to the progress they could make for their individual learning pathways and access to the wider curriculum areas. 3 of these pupils are now accessing learning either fully within the mainstream classroom, or with a blended approach.

#### ***Challenge 2: Children arriving at school with no English language or limited English language (EAL and indigenous). Parental lack of English.***

Pupils new to English or with limited English language have secured survival language and been able to access learning within the classroom.

#### ***Challenge 3: Children arriving at school with low communication and language, limited quality early years experiences***

The percentage of FS2 children achieving GLD increased from 16.6% on entry to 48.3% at the end of the summer term. In Communication and Language, pupils increased from 44% to 66% at the end of the year. 76% of pupils achieved expected in Listening, Attention and Understanding.

#### ***Challenge 4: Low levels of wellbeing and involvement in learning can inhibit their engagement in learning***

14 pupils were supported through the ELSA programme delivered by our DSL. The need for this has increased over time, particularly for our most vulnerable pupils and those experiencing the impact of DA.

Pupil voice and book looks demonstrated the impact of all pupils being able to access residential and trips in support of curriculum learning. The high quality experiences have had a positive impact on pupils wellbeing, confidence, resilience, ability to make cross curricular links within context, ability to remember more and a demonstrate a richer knowledge understanding of their locality.

#### ***Challenge 5: Levels of attendance and punctuality issues.***

Attendance for the academic year 2023-2024 was above the National Average at 93.4%. The national average for attendance was 92.8%



## 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*

<b>Programme</b>	<b>Provider</b>
TT rock stars	Maths Circle
IDL	IDL/Ascentis