

# Pupil premium strategy statement

## Updated for academic year 2025 - 2026

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	
Proportion (%) of pupil premium eligible pupils	35
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 – 208 – 20% 2024/2025 – 209 – 21% 2025-2026 – 204 - 17%
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	P Donnelly
Pupil premium lead	P Donnelly

### Funding overview

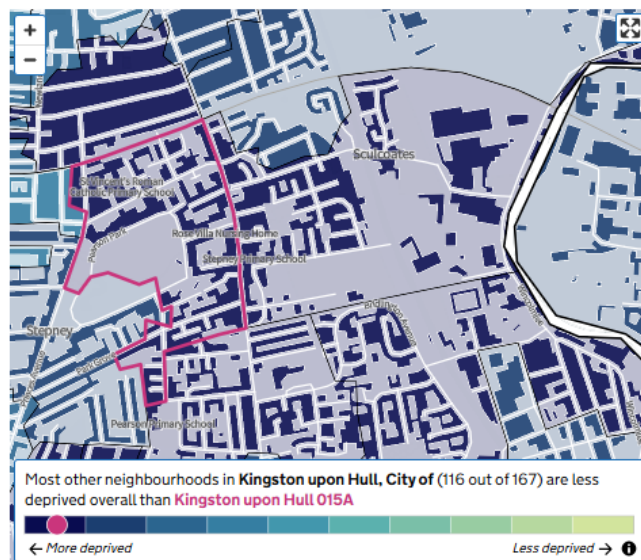
Detail	Amount
Pupil premium funding allocation this academic year	£ 53,025
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 53,025

# Part A: Pupil premium strategy plan

## Statement of intent

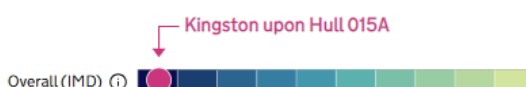
### Kingston upon Hull 015A is more deprived than most neighbourhoods within Kingston upon Hull, City of

The Kingston upon Hull, City of local authority district contains 167 other neighbourhoods. About two thirds of neighbourhoods in this area are less deprived than the neighbourhood you selected.



### There are different types of deprivation in Kingston upon Hull 015A

The neighbourhood you selected is most deprived in relation to crime. Only 2% of neighbourhoods in England are more deprived.



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 5% 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 residentials. 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 - plus in year transfers, 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 scores in KS2 Reading. Further diminish the gap between pupil premium pupils and their peers.
Progress in Writing	Achieve above national average in KS2 Writing. Further diminish the gap between pupil premium pupils and their peers.

Progress in Maths	Achieve above national progress scores in KS2 Mathematics. Further diminish the gap between pupil premium pupils and their peers.
Combined attainment	Achieve above national average 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: £ £12,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWInc Consultant development day &amp; access to RWI portal for online training</i> (£1500)	<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.  (Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively)	1, 2 and 3
<i>CPD for implementing KS2 Mastering Number – with Maths HUB X 6 days</i> (£1,500)  <i>Maths Lead Maths HUB CPD x 4 days</i> (£1250)	<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><i>SENDco time directly with high needs pupils in HUB and across school / coaching and support</i></p> <p>8,045</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>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWINc 1:1</i></p> <p><i>Supporting bottom 20% or those identified from regular AFL as needing support to progress</i></p> <p><i>TA to deliver x 4 sessions per week</i></p> <p><i>(£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>Stories for Talking</i></p> <p><i>Supporting Language Development in the Early Years</i></p> <p><i>Daily session</i></p> <p><i>TA L3 to deliver 20-30min session daily (£2,398.66)</i></p>	<p><i>Written by speech and language therapists to give targeted support and move pupils through assessment pathways accelerating progress. . EEF research on <a href="#">oral language interventions</a> desired impact +6 months.</i></p> <p><i>All pupils to access their targeted group – led by teacher / trained TA.</i></p>	
<p><i>EAL intervention</i></p> <p><i>TA x 2 hours three times per week.</i></p> <p><i>(£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</p>	

	impact +6 months. This will be addressed through specific EAL intervention following a programme of: Racing to English.
<i>IDL maths and literacy online programme.</i> (£1,500)	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.’
<i>TTRockstars and Numbots online maths programme.</i>  (£175)	<a href="#">EEF toolkit</a> – Individualised instruction ‘There is evidence that digital technology can be used effectively to provide individualised instruction.’  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.’

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

Budgeted cost: £ £25,875.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA lead (DSL)</i> <i>X 3 days</i> (£10,782.17)	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.  To support families with: concerns / worries • emotional needs • external agencies such as HeadStart and Early Help	1 and 4

<p><i>Further develop the inclusion and pastoral team: Attendance lead to work with DSL to analyse attendance and contact low attenders / persistent absenteeism. Inclusion team – £6185.83</i></p>	<p>EEF: <a href="#">Supporting school attendance</a></p> <p>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.</p> <p>Attendance data suggests disadvantaged pupils require support to help them attend better. Previous work dedicated to these areas saw a drop in persistent absentees and an improvement in disadvantaged attendance. According to Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'</p>	1, 4 and 5
<p><i>Subsidised school trips and residential trip (£5,407)</i></p>	<p>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</p> <p>EEF – <a href="#">Outdoor and adventure learning</a></p>	4
<p><i>Subsidised breakfast club provision (£2,000)</i></p>	<p>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.</p> <p><a href="#">Research – The impact of breakfast on learning in children.</a></p>	1 and 4
<p><i>Music tuition (£1,500)</i></p>	<p>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.</p>	4

**Total budgeted cost: £ 53,025**



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

### 2024–2025 Pupil Premium Review

#### Challenge 1: Narrowing the attainment gap in Reading, Writing, Mathematics and Science – with a particular focus on Writing

##### Early Reading and Phonics

Monitoring undertaken by the school's English lead and the English Hub confirms that the quality of early reading and phonics teaching is consistently strong. High pupil mobility in Reception led only 43% of pupils to be on track for the Expected Standard (EXS) in phonics at the start of Year 1. By the end of Year 1, 76% of pupils passed the phonics screening check, significantly narrowing the gap between school and national outcomes.

The school has prioritised securing a strong start in EYFS, alongside rapid induction and targeted support for pupils who join mid-year. This has been particularly effective for pupils eligible for Pupil Premium. For example, one Year 1 pupil eligible for Pupil Premium received bespoke, targeted phonics intervention and made secure small-step progress across the year as part of an individualised learning pathway.

By the end of Year 2, 76% of the stable cohort (those with the school from EY – Y2) met age-related expectations in reading, demonstrating sustained impact beyond the phonics screening check.

##### Impact of High Mobility

With the school's pupil mobility at 73%, significantly above national averages, high-quality phonics provision across all year groups remains essential. Whole-school phonics teaching continues to support pupils entering the school at different points, ensuring consistency and continuity of approach. School assessment data demonstrates strong progress through phonics groups, supported by regular monitoring from school leadership and English Hub outreach. This has ensured that gaps in early reading are identified quickly and addressed effectively, including for pupils in KS2 who require continued phonics support.

##### Key Stage 2 Outcomes

Reading outcomes for the stable cohort of 14 pupils in Year 6 demonstrate strong progress from low starting points, with 70% of pupils entering the school significantly below age-related expectations. The school holds detailed case studies evidencing progress over time. Of these pupils, 8 were eligible for Pupil Premium of which 5 pupils were also SEND; 50% of these pupils met the expected standard in reading by the end of KS2. All pupils made good progress from their starting points.

In mathematics, outcomes were similarly positive. 75% of the stable cohort of pupils eligible for Pupil Premium met the national standard, reflecting the impact of high-quality teaching, targeted intervention and the gradual embedding of mastery approaches.

##### Mathematics – Mastery in Number

Mastery in Number is now well embedded across Reception and KS1 and is beginning to embed within KS2. Evidence of impact is clear in Year 2 outcomes, where 76% of the stable cohort met age-related expectations in mathematics, with an increasing proportion working at EXS and above.

##### End of KS2 Contextualised Outcomes

Although end of KS2 outcomes for this cohort remain below national averages, they reflect strong progress from exceptionally low starting points and significant contextual barriers. The school maintains high expectations for all pupils and targets all pupils to meet the expected standard, whilst appropriately adapting provision to support individual learning pathways.

Only 14 pupils in the Year 6 cohort were stable from EYFS to the end of KS2. Of these pupils:

- Only one pupil entered the school working at age-related expectations
- 67% entered well below expectations
- 8/14 pupils were identified with SEND, including one pupil with an EHCP

Over the course of their time in school, this cohort experienced a turnover of approximately 30 pupils. Despite this, pupils made strong progress on individualised pathways, supported through high-quality teaching, targeted and adaptive interventions, continuous access to phonics teaching for new arrivals, and ELSA and wellbeing support.

### **SEND and Pupil Premium Impact**

The deployment of an experienced teacher and SENDCo working directly with pupils with high and complex SEND needs who are also eligible for Pupil Premium has significantly improved the quality of provision and progress outcomes. This approach, alongside coaching and upskilling of support staff, has enabled pupils to access learning more successfully and engage with the wider curriculum.

As a result:

- Four pupils from Y6 transitioned from our SEND HUB to accessing learning fully within the mainstream classroom or through a blended approach
- One of the most vulnerable pupils achieved within one scaled score of greater depth in reading from a starting point of well below. There are several examples of strong progress from very low starting points for the most vulnerable pupils.
- All SEND and vulnerable pupils had targeted transition support
- 4 of our most vulnerable SEND pupils from Y6 accessed the HOST programme to support further with transition to secondary school – this has high success with great feedback from the secondary school and parents.

This demonstrates the strong impact of targeted, inclusive practice and high-quality adult support on outcomes for the school's most vulnerable learners.

### **Challenge 2: Pupils arriving at school with no English or limited English proficiency (EAL and Indigenous Languages), alongside parental lack of English**

A significant proportion of pupils join the school with little or no spoken English, often compounded by limited parental English proficiency. This presents an immediate barrier to curriculum access, communication, and engagement with learning.

Targeted induction, high-quality classroom strategies, and structured language support have enabled pupils who are new to English to rapidly acquire essential 'survival language'. As a result, pupils are increasingly able to access classroom routines, engage with peers, and participate meaningfully in learning across the curriculum.

The refinement of the school's reading offer has further strengthened outcomes for pupils with EAL. Consistent approaches to phonics, explicit vocabulary instruction, and increased exposure to high-quality texts have led to improved engagement in reading, particularly for pupils at early stages of language

acquisition. Assessment evidence and classroom observations demonstrate increasing confidence, participation, and sustained engagement in reading activities over time.

The school continues to prioritise language-rich environments and close collaboration with families, ensuring that pupils with EAL are supported holistically to overcome barriers to learning.

### **Challenge 3: Pupils arriving at school with low communication and language skills and limited high-quality early years experiences**

Many pupils enter the school with significant delays in communication and language development, often linked to limited early language exposure and reduced access to high-quality early years experiences. This has historically impacted readiness for learning and progress across the curriculum.

Targeted early intervention and a strong focus on high-quality adult–child interactions have led to notable improvements in outcomes in EYFS. The percentage of pupils achieving a Good Level of Development (GLD) increased from **16.6% on entry to 48.3% by the end of the summer term**, representing substantial progress from low starting points.

In Communication and Language, outcomes improved significantly:

- The proportion of pupils working at age-related expectations increased from **44% to 66%** by the end of the year
- **76% of pupils achieved the expected standard in Listening, Attention and Understanding**

The implementation of evidence-based approaches, including *Stories for Talking* and a consistent focus on purposeful talk and high-quality interactions, has strengthened pupils' oral language, confidence, and ability to articulate ideas. These approaches have supported pupils to move from targeted language intervention into more independent classroom communication.

**(Data to be finalised: X% of pupils entered *Stories for Talking* at Tier 3, with X% successfully transitioning to Tier 2 or universal provision by the end of the programme.)**

### **Challenge 4: Low levels of wellbeing and involvement in learning inhibiting engagement and progress**

Low wellbeing, emotional regulation difficulties, and external pressures—particularly for pupils experiencing domestic adversity—can significantly inhibit engagement in learning. This remains a key barrier for a number of pupils eligible for Pupil Premium.

During the year, 20 pupils were supported through targeted Emotional Literacy Support Assistant (ELSA) interventions delivered by the school's Designated Safeguarding Lead (DSL). Demand for this support has increased, reflecting rising levels of need among the school's most vulnerable pupils.

The DSL, alongside the wider school team, has played a pivotal role in supporting pupils who are school-avoidant due to a range of external factors. Through sustained, relational work with pupils and families, and close collaboration with external agencies, the school has successfully re-engaged pupils in education and reduced persistent absence. These personalised approaches have resulted in improved attendance, emotional regulation, and readiness to learn.

The impact of this work is further evidenced through pupil voice, learning walks and book scrutiny, which demonstrate increased confidence, engagement, and pride in learning. Pupils report feeling safe, supported and listened to, which in turn has contributed to improved participation and progress across the curriculum.

### **Challenge 5: Attendance and punctuality barriers impacting learning**

Attendance and punctuality remain a key focus in supporting improved outcomes for pupils eligible for Pupil Premium. For the academic year **2024–2025**, whole-school attendance was 93.4% below national. Although attendance was below the target earlier in the year, **significant improvement was seen in the summer term** as the school's attendance framework became more securely embedded. Attendance increased to **96.5% during this period**, reflecting the impact of strengthened systems, identification of concerns, and proactive engagement with families.

Clear processes and consistent expectations, underpinned by a strong safeguarding culture, have supported improvements in both attendance and punctuality. These systems have since been further refined to ensure that good practice is sustained and that pupils most at risk of persistent absence receive timely, targeted support. Early evidence indicates that these approaches are having a positive impact on attendance trends and pupils' engagement with learning.

## 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