

3 Year Pupil Premium Strategy Plan

St Charles' Catholic Voluntary Academy

SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION 2022-2023					
Pupil Premium Lead	Bernadette Quirke	Governor Lead	Rachel Shaw	Trust Lead	Kate Mann
CURRENT PUPIL INFORMATION 2022-2023					
Total number of pupils in school.	180	Total pupil premium budget:	£58,527 <i>(No carry over from 2021-2022).</i>	Date of most recent PP Review:	October 2022
Number of pupils eligible for pupil premium:	47	Recovery Premium Funding (RPF) RPF Carried over funding from 2021-2022	£6,525 40% Tutoring Budget £4,428.00 <i>(No carry over from 2021-2022)</i>	Publish Date:	1 st December 2022
Proportion of disadvantaged pupils:	26%	Total PP and RPF budget	£65,052	Statement authorised by:	Bernadette Quirke

PUPIL PREMIUM ACTION PLAN: 2022-2023

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
Progress in Early Reading skills and fostering a love for reading. Phonics and being able to apply to early reading strategies across the curriculum.	1. To ensure all pupils make good progress in reading in Key Stage One and beyond. 2. Pupils are able to apply early reading strategies to decode and segment words. 3. All pupils pass the Phonics screening by the end of Key Stage One.	INSET Day 5 th December 2022 Refreshing teacher's knowledge and understanding of the Read, Write, Inc. Programme (including all Key Stage 2 staff). Phonics to be taught daily by trained staff in small groups. Embedding the school's approach to teaching Phonics through Read, Write, INC. and any	The Endowment Trust states this approach is well researched and evidence indicates this approach to teaching Phonics and reading has a strong impact on progress. 75% of all primary schools have chosen this approach. Research has shown instant feedback and same day interventions maximise outcomes for pupils. Ofsted Report November 2022 validated the school's approach to teaching early reading	By October 2022 New Phonics lead to complete 2 day Read, Write, Inc. training course in Stoke (approx. £600) By November 2022 All Key Stage 2 staff have received Phonic Tracker training. INSET Day 5 th December 2022 INSET Day to complete revisit and complete refresher training for all staff (approx. £1,500) Support given from St Ann's CVA in Buxton. Ongoing 2022-2023	SW –Key Stage 1 Phonics Lead RB Key Stage 2 Reading/English Lead	Termly Headteacher reports Dec, March July 2022-2023 Half termly pupil progress updates. Oct, Dec, Feb, April, June and July 2022-2023 October 2022 Year 2 Phonics Screening June 2023 Year 1

	<p>2. Pupils are exposed to high quality text which engages and stimulates reading for all pupils (including reluctant readers)</p> <p>3. Pupil engagement is strong and pupils reading is supported at home</p> <p>4. Pupil voice and feedback</p>	<p>other additional Phonics support.</p> <p>Staff to be trained in using Phonics tracker. Identified PP pupils will receive 'pre learning' and 'over learning' one-to-one or small group interventions, which will be delivered by TA's.</p> <p>TA support for PP pupils who do not read at home. (These pupils will be heard read every day).</p> <p>Purchase Project X Reading Scheme, to stimulate reading where pupils are reluctant to read in lower Key Stage 2. To continue to expose pupils to a wide range of quality text. The school's approach to teaching Guided</p>	<p>and stated it was effective.</p> <p>Research shows that pupils need positive role models for reading and are given the opportunity to hear stories being read to them, Pupils need repeated and over exposure to quality text, vocabulary, and a variety of reading strategies to embed, word recognition, fluency and comprehension.</p> <p>(This approach will continue to be embedded as part of the 3 Year Pupil Premium Strategy).</p>	<p>Facilitating daily small Phonic groups with extra staff (£11,500)</p> <p>By December 2022 To purchase and refresh all Read, Write, Inc. resources, including refreshing equipment and posters. (approx. £1000)</p> <p>By the end of the Lent term 2023. Access to the Accelerated Reading Programme extended to more able Year 2 pupils. (This will continue and be reviewed).</p> <p>By September 2022 Home/School diaries to be purchased and distributed to all families. Daily monitoring of reading by TA's and teachers. Pupils are expected to read daily and to develop an ongoing dialogue in the use of the diaries. Termly parent meetings are</p>	<p>Phonics Screening</p> <p>Ongoing monitoring of Phonics teaching (to be reviewed termly).</p>
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	<p>indicate pupils love for reading.</p>	<p>Reading through DERIC and ERIC is fully embedded. (approx. £1000)</p> <p>Disadvantaged pupils will continue to receive daily reading or one-to-one reading support (approx. £1,908.790 cost for TA).Renewal of the Accelerated Reader Programme ((approx. £2,000).</p> <p>Parent Reading workshops to be delivered in the Lent term. To explain the school's approach to reading and to explain to parents how they can help.</p> <p>To continue to build up non-fiction library resources, and to align the system for selecting books to the accelerated reading programme.</p>	<p>This judgement was validated by Ofsted November 2022 and will continue to become embedded.</p>	<p>also shared, where high expectations are reinforced and the importance of working in partnership between home and school.</p> <p>Parent Workshops to be delivered by February 2023.</p> <p>Pupil voice and feedback to be collected termly as part of Pupil Progress meetings.</p> <p>Lunchtime Reading Buddy firmly established each lunchtime, led by Year 6 pupils to continue,</p> <p>Pupil led ownership of the school library. Monitors ensuring books are respected and the library areas are well maintained.</p> <p>Daily, all pupils are read to by adults and adults hear pupils read. (Through a variety of learning experiences).</p>		
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		(See Reading Action Plan 2022-2023 for further detail).		<p>Termly Assessment information collected and analysed (By December, March and July 2022-2023)</p> <p>Key Stage 2 Accelerated Reader Star tests assessments. Key Stage 1 benchmarking is robust, ensuring procedures to monitor the frequency and quality of reading is ambitious. The school has strategies to move pupils reading onto the next level and the breadth and quality of the reading experience continues to be enhanced. (To be further embedded).</p>		
Progress in Writing.	<p>1. Pupils are exposed to high quality texts which stimulates high quality writing.</p> <p>2. Writing has a strong stimulus and a purpose supported by the</p>	<p>Collaboration and moderation with other trust schools.</p> <p>English lead to deliver CPD for all staff in delivering high quality writing.</p> <p>Continuing with 'Wow' days to stimulate and</p>	<p>Endowment Trust- well researched and evidence indicates this approach to teaching writing has a strong impact on progress.</p> <p>Strong curriculum design ensures long term memory changes and</p>	<p>Half termly review of curriculum design and evaluation of real and meaningful writing opportunities.</p> <p>Small group TA support to support 'writers'.</p> <p>Monitoring will include learning walks, book</p>	English Lead RB	<p>December 2022</p> <p>March 2023</p> <p>June 2023</p>

	<p>curriculum design.</p> <p>3. Disadvantaged boys are engaged in writing and attainment is in line with non dis pupils. (To embed further and refine).</p>	<p>engage reluctant writers. (To embed further (approx. £800).For example the Manchester Jewish Museum in January 2023 for all Key Stage 2 pupils.</p> <p>External Literacy Consultant to support school in improving writing outcomes (approx. £1300).</p>	<p>learning is embedded. Pupils 'keep up' rather than 'catch up'.</p>	<p>looks and lesson observations to ensure pupil's needs are being met and progress for all is being made.</p> <p>Literacy Consultancy support visits October 2022 and April 2023.</p>		
Progress in Maths	<p>1. Maths at the end of KS 1 and KS2 is inline or above national averages for PP pupils.(To be embedded)</p> <p>2. PP pupils meet their maths FFT targets by July 2023.</p> <p>3. The School's Tutoring Programme will ensure standards in maths raise in line or above national averages. (40% funded from this</p>	<p>Maths lead to continue working with the North West Maths hub. The lead will continue to embed teaching for mastery across all year groups, and to monitor its impact. (Time to be released from class approx. £1000).</p> <p>To purchase Sum dog (to reinforce maths learning and to be used as a diagnostic tool to identify learning gaps in pupils</p>	<p>Endowment Trust- well researched and evidence of this approach to maths mastery has a strong impact on progress.</p> <p>Maths attainment at the end of 2022 was in line with national averages. Attainment in Writing and Reading was stronger across the school.</p>	<p>Monitoring by learning walks, book looks and lesson observations to ensure pupil's needs are being met and progress for all is being made.</p> <p>AFL strategies to be used in daily lessons termly teacher assessments and annual NFER assessments to be used.</p> <p>Extra lunchtime maths clubs will be timetabled throughout the year, for each year group).</p>	<p>Maths Lead IB</p>	<p>Ongoing involvement with the North West Maths Hub</p> <p>December 2022</p> <p>March 2023</p> <p>July 2023</p>

	year's Pupil Premium allocation £4,428.00. See Tutoring Action Plan 2022-2023)	knowledge (approx. £800) To enrol the EYFS Lead onto the North West		Extra Chrome books will be supplied to pupils to access online homework. Extra maths support will also be available in after school club for pupils too.		
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TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
SEND and disadvantaged pupils' needs continue to be effectively met.	<p>1. All PP/SEND pupils make good progress from their starting point.</p> <p>2. Pre learning and over learning interventions are having an impact for highlighted groups. (This will continue to be embedded further).</p> <p>3. To ensure support for PP/SEND pupils enables them to</p>	<p>Targeted support TA support in KS1 and KS2.</p> <p>(extra TA support 0.5 approx. £11, 500)</p> <p>Precision Teaching training to be delivered by the Educational Psychologist (November 2023) and the approach to be embedded across the school. Release time for TA's to train up in using interventions supported by SEND. Lead</p>	<p>Endowment trust research shows that 'proven interventions' such as the '5 minute boxes' and 'Nessy' alongside high first quality teaching, have a positive impact on pupils learning.</p> <p>Research shows that 'regular pre learning, over learning and precision teaching approaches delivered by repetition can improve short term memory and enable</p>	<p>Regular monitoring and review of pupils IEP's shared with parents.</p> <p>Half termly pupil progress meetings of PP/SEN and vulnerable pupils.</p> <p>Monitoring by learning walks, book looks and lesson observations to ensure pupils needs are being met</p>	SENDCo Lead SW	<p>December 2022</p> <p>March 2022</p> <p>June 2023</p> <p>SLT to ensure all actions are achieved. The Pupil Premium link governor to complete termly Link governor monitoring visits.</p>

	'keep up' rather than to 'catch up.'	(approx. £1,500 per annum for Class cover) The SEND Lead to identify support required from external providers and submit referrals wherever needed (approx. £1500 for the SEND Lead to be released from teaching).	SEND pupils to retain learning. Deployment of TA's will support this approach (approx. £11,500).			
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WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
<p>To provide support for the emotional, social and mental well-being of PP pupils.</p> <p>To ensure no pupils are disadvantaged because the</p>	<p>Pupils are happy and confident learners, keen to come to school and show resilience to tackle a range of activities.</p> <p>There will be a reduction in negative</p>	<p>Pupil voice and analysis GL assessments indicate all pupils are happy and are confident learners. To be administered in the Pentecost Term.</p> <p>Using Commando Joe and developing pupil's character</p>	<p>Endowment trust and International Forest Schools research indicates that this approach has a positive impact on mental well-being, encourages outdoor learning and promotes positive learning behaviours.</p>	<p>Forest Schools/Outdoor learning is well researched and established in the school. (EP is the school's Forest School lead and will review its effectiveness).</p> <p>Gather evidence of parent voice</p>	<p>HT</p> <p>Forest Schools lead by EP.</p>	<p>December 2022</p> <p>April 2023</p> <p>June 2023</p>

school receives pupil premium funding.	<p>behaviour incidents.</p> <p>School trips to be subsidised for all disadvantaged pupils (approx. £2,000).</p> <p>Wrap around care for Breakfast and After school club will be subsidised (approx. £9000)</p> <p>Music lessons for SEND/Pupil Premium lessons paid for (approx. £500)</p>	<p>traits, which are rewarded and recognised (£2,000).</p> <p>Small nurture and one-to-one consultations will continue and pupil's mental health is well supported. Nurture support includes, Jungle Club, Lego Therapy and extra-curricular activities.</p> <p>All pupils will receive Forest School sessions timetabled throughout the year.</p>		<p>and pupil voice (via use of Ms to forms gather feedback)</p> <p>Pupil voice indicates pupils are happy and ready to learn. Pupil's mental health and well-being is supported.</p> <p>Link governor visits validate this judgement.</p>		
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Estimated Spend: £65,449.00

ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	The strategy review was shared with governors and all staff in the Advent term 2.
How do you know staff understand the strategy and apply correctly?	Staff have been involved in identifying pupils and planning opportunities to support all PP pupils and in the monitoring process. PP provision is reviewed termly in all pupil progress meetings and all tracking systems clearly identify PP pupils.

