

Pupil premium strategy statement (secondary)

1. Summary information					
School	Venerable Bede CE Academy				
Academic Year	2019/2020	Total PP budget	£209,000	Date of most recent PP Review	July 19
Total number of pupils	908	Number of pupils eligible for PP	206	Date for next internal review of this strategy	Jan 20

2. Key Indicators (most recent Year 11)	Data Source: SISRA/SIMS	Unvalidated	Y	Validated
2018/19: 49 Pupils in Class of 2019	Pupils eligible for PP (our school)	Pupils not eligible for PP (2019 SISRA collaboration data)		
Key Stage 2 Fine Point Level (Cohort size)	4.79	Pending		
% Attaining 9-7 in English (Best) and Maths	2%	Pending		
% Attaining 9-5 in English (Best) and Maths	22%	Pending		
% Attaining 9-4 in English (Best) and Maths	45%	Pending		
Progress 8 score average	Not currently available	Pending		
Progress 8 English	Not currently available	Pending		
Progress 8 Maths	Not currently available	Pending		
Progress 8 English Bacculaureate Slots	Not currently available	Pending		
Progress 8 Open Slots	Not currently available	Pending		
Attainment 8 score average	36.51	Pending		
% Entering the English Bacculaureate	33%	Pending		
% Attaining 9-5 in the English Bacculaureate	8%	Pending		
% Attendance	86%	Pending		
% Persistently Absent	47%	Pending		
% Staying in education or entering employment after Key Stage 4	Not currently available	Pending		

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills of pupils eligible for DP (Disadvantaged pupils) remains lower than their peers, which prevents them from making as good progress as Non-PP pupils in KS3 and beyond.	
B.	Gap at KS4 is significantly wider for DP pupils in the NE of England and particularly in Sunderland.	
C.	Low self-esteem and lack of aspiration presented in school tracking for DP with reluctance to engage in debate / discussion.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance is lower across the Academy for pupils eligible for PP, particularly in current Y11	
E.	Lack of parental involvement for PP pupils at school events, particularly parents' evenings and curriculum evenings.	
4. Desired outcomes (<i>desired outcomes and how and when they will be measured</i>)		Success Criteria
A.	Culture of reading visible throughout the school with identified programmes running – see individual programmes below. This will lead to improved progress across the curriculum and develop a joy of reading.	Y7 and Y8 Reading ages and spelling ages increase at a rapid rate, impacting on progress and narrowing the gap. Increase in English and Maths progress for identified pupils. PV shows impact of intervention. Closing of gap at GCSE outcomes.
B.	Confidence and ability to solve problems increases, particularly in maths and science. This will lead to improved progress across the curriculum and encourage hope and self-confidence in their own ability.	Y7 and Y8 Reading ages and numeracy skills increase at a rapid rate, impacting on progress and narrowing the gap. Increase in Maths and Science progress for identified pupils. PV shows impact of intervention. Closing of gap at GCSE outcomes.
C.	Increased attendance rates for all pupils eligible for PP, particularly those in current Y11 and for those who find it difficult to maintain relationships, developing their ability to demonstrate forgiveness .	Attendance increases to at least national averages for pupils eligible for PP, particularly boys.
D.	Improvement in attitudes to learning and higher self-esteem for pupils eligible for PP demonstrates improved perseverance .	Attitude to Learning analysis shows impact on self-esteem through regular rewards in Class Charts.

E.	Progress gap closes at KS4, particularly for English and Maths, and for the more able disadvantaged pupils, improving their wisdom .	English and Maths data shows narrowing of the gap so that DP pupils perform as well as their non-PP peers. The more able DP gap closes rapidly and interventions show that the gap closes for the number of EBacc pupils compared to other non-DP.
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5. Planned expenditure

Academic year	2019/2020 £ 209,000
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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.

RATIONALE for Venerable Bede CE Academy

As only 206 of our 908 pupils claim their FSM allowance, and yet over 40% are in the lowest IDAQI index, we have invested heavily in whole school approaches underpinned by specific intervention for identified groups rather than placing all of the finance in one area. We have developed our approach this year in light of successful interventions and where research has shown the greatest impact, for example, in developing our parental communication systems so that we can engage those parents who find it difficult themselves to come into school. We have also increased our spending on developing links with our community through specialist support staff, investing in Early Help workers who can visit our parents throughout the day and also into the evening. In addition, we have continued with programmes from 18-19 that have shown the most impact, both in terms of GCSE and internal data, as well as from pupil and parent voice.

i. Quality of teaching for all within a Christian Ethos

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve reading skills, particularly reading for meaning and vocabulary	1. Accelerated reader programme replaced with a bespoke “Literacy lesson” to focus on different aspects of literacy development dependent on	Review of PP strategy from last year showed that the Accelerated Reader programme had limited impact on many different groups of learners. Also time-consuming for staff	Programme designed by English department based on findings from last years’ PP strategy, EEF research and consultation with Diocesan consultant.	DHT and AHT Curriculum	Health check termly. Progress of pupils analysis as appropriate

	needs of individual pupil groups	without any significant benefits.			
	2. Phonics programme implemented for pupils who are not meeting age related expectations in Y7 and Y8	Phonics programme for weakest readers in Y7 and Y8 based on evidence from EEF research and past internal data.	Timetable constructed so that we have an additional group in one band of the timetable to enable targeted intervention for improving literacy. This group will be taught by the SENDCO in Y7	DHT and AHT Curriculum	Termly when progress data is captured.
	3. A bespoke intervention programme run by the SEND team / English HLTA to target those pupils across all year groups whose literacy skills are a barrier to progress	Individual / small group targeted intervention to break down barriers and promote accelerated literacy development	Ensure that appropriate importance is placed on the topic and specific time allocated during school timetable cycle	DHT and AHT Curriculum	Termly when progress data is captured.
	4. Literacy across the curriculum - cross curricular working groups to raise the profile of reading and teaching of reading / vocabulary.	EEF research - Improving Literacy in Secondary Schools	See outline and actions in School Development Plan , staff CPD programme and Action Research	DHT and AHT Curriculum	Through Quality of Education meetings , school QA cycle and Action Research Outcomes
Improve problem-solving skills, particularly in Maths and Science	5. A bespoke intervention programme run by the SENDCO/Maths HLTA to target those pupils across all year groups whose problem-solving skills are a barrier to progress. This will sit alongside the Understanding Maths.	Evidence from 18-19 internal data and improvement in GCSE Maths results. EEF research also supports this.	Ensure that appropriate importance is placed on the topic and specific time allocated during school timetable cycle. Monitored by HLTA and curriculum leads within their own subject area.	DHT and AHT Curriculum	Termly when progress data is captured
	6. Numeracy across the curriculum – staff cross curricular working groups to improve problem-solving skills	EEF research in maths and Science.	See outline and actions in School Development Plan , staff CPD programme and Action Research	DHT and AHT Curriculum	Through Quality of Education meetings , school QA cycle and Action Research outcomes

Improve outcomes at GCSE through targeted intervention	7.Ensure that all pupils who are not performing at or above their GCSE target are involved in bespoke intervention	Specific targeted intervention to fill the knowledge gaps improves lesson understanding and examination performance – see EEF and SISRA evidence from analysis of 2019 GCSE results.	Pupils who fall into this category identified by DHT curriculum. All HOD's will track performance of these pupils and identify those in need of intervention. Intervention will be managed such that each pupil and department have an individual timetable over a two weekly cycle	DHT Curriculum	Half termly and as data collection / mock exams identify knowledge gaps
Raising aspirations for all pupils	8. External speakers to broaden horizons of all pupils. Registers kept and monitored to ensure equality of access for all, including SEND and DP.	Pupil voice from the 18-19 pilot programme was very positive, leading to more pupils considering other destinations.	PP Champion will work alongside the AHT Curriculum to ensure that all key actions sit in line with development plan	AHT Curriculum	Evaluated in summer 2020
	9. Specific “aim higher” events and activities will be targeted at PP pupils who might otherwise not apply	Pupils exposed to and experiencing a rich diet of further and higher education events have their aspirations raised and are more likely to achieve their full potential.	Priority given to attendance at “aim high” events for PP pupils	AHT Curriculum	Evaluated in summer 2020
	10. CEIAG coordinator to work directly with Connexions Advisor to make sure that Y10 and Y11 pupils have targeted intervention to ensure that they have a clear careers plan.	Engaging pupils earlier in secondary school and spacing the careers programme throughout the year, ensures that they have clear career plans with high aspirations- see KS3 The Wasted Years and other research docs on EEF.	Service level agreement with Connexions to be extended to ensure all pupils have targeted intervention.	AHT Curriculum	Evaluated throughout year by CEIAG co-ordinator.
	11. Enhanced CEIAG provision will be put into place to ensure that all pupils in Y10 have an	1:1 targeted support by CEIAG coordinator or Regional Careers HUB school advisor and	CEIAG coordinator and Connexions advisor to work collaboratively to ensure that enough capacity is put into	AHT Curriculum	Pupil voice and records analysed Summer 2020. COMPASS analysis against Gatsby

	appropriate work placement, working more collaboratively with Connexions and Regional Careers Hub to ensure provision.	connexions advisor will ensure that PP pupils are supported in getting an appropriate work placement.	the system to support work placements.		Benchmarks Summer 2020.
Improve attendance for identified pupils	12. AHT Pastoral and Pastoral team to liaise with EH workers to liaise with families to identify barriers to learning and success.	Once barriers have been identified, priority will be given to tackling these barriers to enable appropriate outcomes for PP pupils	Attendance team to monitor. Regular feedback to Directors and Academy Council via the HT report and safeguarding agenda.	HT	Weekly updates to senior team and half-termly reports to EHT / HT
Improve consistency by introducing PIVOTAL Positive behaviour management strategies as a whole school approach	13. In light of changes in our cohort and the increase in anxiety in young people, and particularly to engage our most vulnerable learners, we feel that developing a school wide system of positive behaviour management with clear and consistent application would be of benefit. We have chosen Pivotal after researching it for a year. It simplifies our expectations into 3 broad areas which is easier for our most vulnerable pupils to understand. "By changing the adult, we can change the child."	This is a nationally acclaimed approach which has been shown to have a positive impact for all learners	Key staff have been trained as Pivotal trainers. Other key staff who are invested in this approach will form the Pivotal team who can support other colleagues. CPD planned throughout 2019/20. Build in as part of learning walks for visible consistency.	DHT Pastoral	Monitoring of internal records by pastoral team to HT. Then reported to EHT, MAT board and AC through HT report. Weekly updates analysed for patterns by pastoral team.
Improve communication with all parents by introducing Class Charts digital monitoring system	14. Investment into new communication system as a result of parent voice. This links with the introduction of PIVOTAL so that all teachers can accentuate the positive and	Pilot at Ian Ramsey showed that parents / carers appreciate immediate access to pupil records. Evidence shows can have a positive impact on how pupils perceive their	Training to be led by DHT and AHT Pastoral. Parental and pupil voice throughout the year.		Ongoing for first year pilot. Full analysis in summer term.

	have instant feedback for all pupils / parents.	learning achievements if praised at the point of action. Information cascaded to parents instantly to share successes of individual pupils.			
Total budgeted cost					£134,000
ii. Targeted support (PP Specific) within a Christian ethos					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates for all pupils eligible for PP	<p>15. Continue to utilise 0.6 days of EH worker who worked with our families last year. Further Increase staffing and resources to enable community and family engagement:</p> <p>EH worker employed for additional 5 days a week to focus on improving communication and engagement with families of pupils who have poor attendance.</p> <p>VB Attendance and Welfare car to be leased to raise awareness of the importance of good attendance at VB.</p> <p>See attendance action plan for further details.</p>	<p>Attendance at school is essential if pupils are going to reach their full potential.</p> <p>EEF research into attendance and impact on outcomes. Safeguarding implications for pupils who do not attend school are well documented – see KCSIE Sept 19 and other relevant DFE research documents.</p> <p>PP review 2019 showed that attendance officer / early help support for families had a positive impact in halting the decline in attendance of key families. It was found that a number of these families were</p>	<p>Attendance action plan, supported by external consultant who will provide additional CPD for all staff and specialist training for attendance team.</p> <p>Pivotal programme to support this – see CPD programme.</p> <p>Importance of attendance raised at staff INSET and support given to staff to enable them to develop stronger relationships with pupils and manage behaviours.</p>	DHT and AHT Pastoral	Weekly focus with monthly visits from external consultant to provide additional specialist training.

		asking for help from tier 1 universal services. The expertise of a TFC “Early help” worker will be able to directly support these families in accessing appropriate provision to meet their needs which will have a positive impact on the whole family.			
	16. Governor attendance meetings to support parent/carers as well as pupils.	EEF documentation. Governance CPD programmes. Parental feedback from families who have previously attended such meetings in 18/19.	Regular meetings and strong communication between school and governance – whether MAT or Academy Council. Parental voice. Monitor the number of external family visits made by the attendance and welfare team and its impact. Utilising a recognised key specialist in the field of promoting good attendance to carry out an audit and ensure that action plan 2019/20 is robust.	HT	Termly – shared in HT report at AC and MAT board meetings.
Increase confidence of most vulnerable new Y7 pupils at start of year.	17. Ensure that the more vulnerable PP learners who might be at risk of poor transition to secondary school are able to access a free summer school to focus on building the bridge between primary and secondary school.	PP pupils could be more at risk of a poor transition to secondary school. Giving them extra time to get to know their new school and some key staff whom they will be able to maintain that link with in September is essential. Equally, to meet other pupils and start making new friendships	Head of Year and AHT pastoral will implement the programme with key staffing from school who will be able to support the pupils when they join in September	AHT Pastoral	At end of summer school – celebration and presentation for parents. Success analysed.

		before their first school day in secondary will be of benefit.			
Increase confidence in identified groups of pupils and enable them to understand their emotional triggers.	18. Introduce the BU programme for identified disadvantaged pupils, including LAC	Evidence from other colleagues re the success of this programme. EEF research in well-being	External trainer programme initially – cascaded to identified staff to ensure that it continues. Resources bought and licence purchased. Parents informed and encouraged to be on board.	DHT Pastoral	At end of first module and then throughout the year.
Total budgeted cost					£50,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast Club	19. Continue to provide a <u>free</u> breakfast service so that no pupil will need to attend school without eating food	Evidence suggests that PP pupils families might be struggling to provide enough food for their children. Having a free breakfast club open to all and free to all means that there is no stigma surrounding attendance.	VB Caterers to provide service. VB staff to implement. Provision will be available to all each school day.	AHT Pastoral	Records of attendance analysed. Staff, parent and pupil voice.
To improve the wellbeing of our young people and encourage resilience.	20. Following the change of provider for counselling, increase the SLA from 1 to 3 days FTE per week to manage the increasing demand for this therapeutic service	An increasing number of PP pupils continue to present as having wellbeing / mental health issues. Parents are requesting support from school to fill the gap for level 1 services which seem to be lacking in the locality.	SLA increased to 3 days per week to ensure that we are able to meet demand in PP pupils being prioritised as required to access this service. AHT SENDCO and AHT Pastoral to act as gate keepers to access the service.	AHT SENDCo and AHT Pastoral	Review level of demand in Spring term 2020 to ensure that the right service level can be implemented for 2020/2021
For pupils to live healthy lives and	21. Engage with the newly commissioned school	A good early relationship has been forged with the	Ensure that there is an advocate on the staff who	Pastoral AHT	Summer term

to know how to access support if needed	nursing team to review the current links and provision in school. This should ensure that PP pupils have access to appropriate health care professional advice. This should enable PP pupils to manage their own “staying safe and healthy” agenda. Programme to complement PD curriculum and relevant subject curricula (eg PE, Food)	new nursing services. This needs to be developed to ensure that all pupils, including the PP, are able to access these services as needed.	liaise directly and regularly to develop the relationship between the two services. Review developments by canvassing views of school nursing service directly. Pupil voice sought to look at emerging health needs assessment.		
Total budgeted cost					£25000

6. Review of expenditure			
Previous Academic Year (2018/2019)		2018/19 Total: £205,233	
i. Quality of teaching for all within a Christian Ethos			
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost: £134,048
Whole school focus on improving literacy	<p>1. Accelerated reader programme implemented for all pupils in Y7+Y8</p> <p>2. Appropriate phonics programme implemented for pupils at the lowest end of reading ability in Y7 and Y8</p>	<p>Success criteria met in part. Phonics programme shows tangible gains for those pupils who have such a poor grasp on literacy that they cannot access the curriculum.</p> <p>Accelerated reader - outcomes not as positive for all pupils. Noticeable gains in literacy not able to be evidenced as easily. This aspect has been reviewed and modified in the English Department for next year to get value for money and to determine which programme we invest in. New programme to be ready for Sept 19.</p>	
Literacy intervention programme	A bespoke intervention programme run by the SENDCO/English HLTA to target those pupils across all year groups whose literacy skills are a barrier to progress	Due to absence of HLTA and resignation of SENDCO to take up another post, this programme was more streamlined and slimmed down to fewer pupils than anticipated. However, for these pupils gains in literacy were noted.	

		Programme needs to be extended for next year and extended.	
Numeracy Intervention programme	A bespoke intervention programme run by the SENDCO/Maths HLTA to target those pupils across all year groups whose literacy skills are a barrier to progress	Success experienced in the delivery of the “Understanding Maths” programme. This will be implemented again next year. Due to resignation of SENDCO numeracy intervention focussed on most needy and success was seen. Impact seen in increase of Maths and Science GCSE results this year but not as effective for all pupils. Next year this will be extended.	
Literacy across the curriculum development	2 nd English to build links across the curriculum to look at how literacy can be developed in a curriculum specific context in all subjects	Successful training and CPD carried out by 2nds in English with whole staff workforce. Feedback from external consultant very positive. NQT feedback very positive. Departments working to ensure that they dovetail with Literacy strategy.	
Numeracy across the curriculum development	2 nd Maths to build links across the curriculum to look at how numeracy can be developed in a curriculum specific context in all subjects	Subject specific CPD successful. Area for development identified for next year, focused on weakest area as evidenced in GCSE results. Cross curricular links to be developed with a key focus on problem solving, particularly in maths and science.	
Y11 targeted intervention	Ensure that all PP pupils who are not performing at or above their GCSE target are involved in bespoke intervention	Intervention programme changed and successfully implemented. No duplication of subjects each evening. Pupils’ attendance at intervention sessions was very good (data available) and attitude toward intervention was noted to be successful across all department areas. Pupil voice very good – see Y11 videos. Successful programme continue next year. Increase in GCSE basics attainment for 3 rd year running.	
Improve CEIAG advice for PP pupils	Employ PP advocate who will particularly focus on the CEIAG guidance for PP pupils. External speakers will be brought in to broaden horizons of pp pupils. Specific “aim higher” events and activities will be targeted at PP pupils who might otherwise not apply.	Pilot very successful. Programme established and guest speakers from across all spectrum of employment are now a regular feature in school. Pupil voice feedback very strong and pupils are better informed regarding their options. Director of MAT as link for the programme across the trust. Still have a task to ensure that PP pupils take up the provision as there was not always as many PP participants	

	Direct links with further education providers such as Sunderland College will be exploited and prioritised to ensure that PP pupils have appropriate pathway post 16. Enhanced CEIAG provision will be put into place to ensure that all PP pupils in Y10 have an appropriate work placement	showing interest in the sectors (Full programme available for analysis together with attendance lists). This can be done through the new communication system and website. Y10 works experience was executed successfully (statistics about sectors entered and numbers of pupils available). To continue to develop this aspect next year.	
PP Barriers to learning research	PP advocate will work on an individual basis with PP pupils and their families to identify barriers to learning and success	New funding was directed into an Early Help worker to focus on improving communication with hard to reach families. Very successful pilot from January. See case studies	

ii. Targeted support (PP Specific) within a Christian ethos

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Cost: £28, 015
Increased attendance rates for all pupils eligible for PP	HOY to target PP pupils who attendance is not at expected 95% - see attendance action plan Employ external attendance officer Governor attendance meetings to support parent/carers as well as pupils Ensure that Attendance to school is promoted across academy Employ additional staffing in the schools learning zone to increase capacity for learning Zone to support more of our most vulnerable learners and to manage exclusions so that PP pupils maintain their engagement in education and increase	Pupil attendance still a major focus. See action plan review and minutes of meetings. This should be considered an action priority area for academic year 19/20. Major investment is needed in staffing and systems. However, impact of the EH worker and new system has been very successful with the identified families of PA pupils and those with SEND.	

iii. Other approaches within a Christian ethos

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Cost: £43,170
Improve and enhance counselling services to tackle wellbeing in PP pupils	Explore the development of existing counsellor services to be more bespoke to the needs of PP pupils	Great success. Demand for these services is extremely high. Parents and pupils report that this therapeutic intervention helps. Funding to be directed to enable this to continue next year.	

<p>Extend and develop current relationships with school nursing services</p>	<p>Engage with the school nursing services in a more focused way to look at how the service can provide PP pupils with the tools to manage their own “staying safe and healthy” agenda</p>	<p>Weekly nursing service with confidential room for one to one discussions. Very popular with pupils, particularly those who may not have regular access to medical advice at home.</p> <p>Service to continue next year.</p>	
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