



Dayspring Trust

Venerable Bede

CE Academy

Pupil Premium Strategy (20-21)



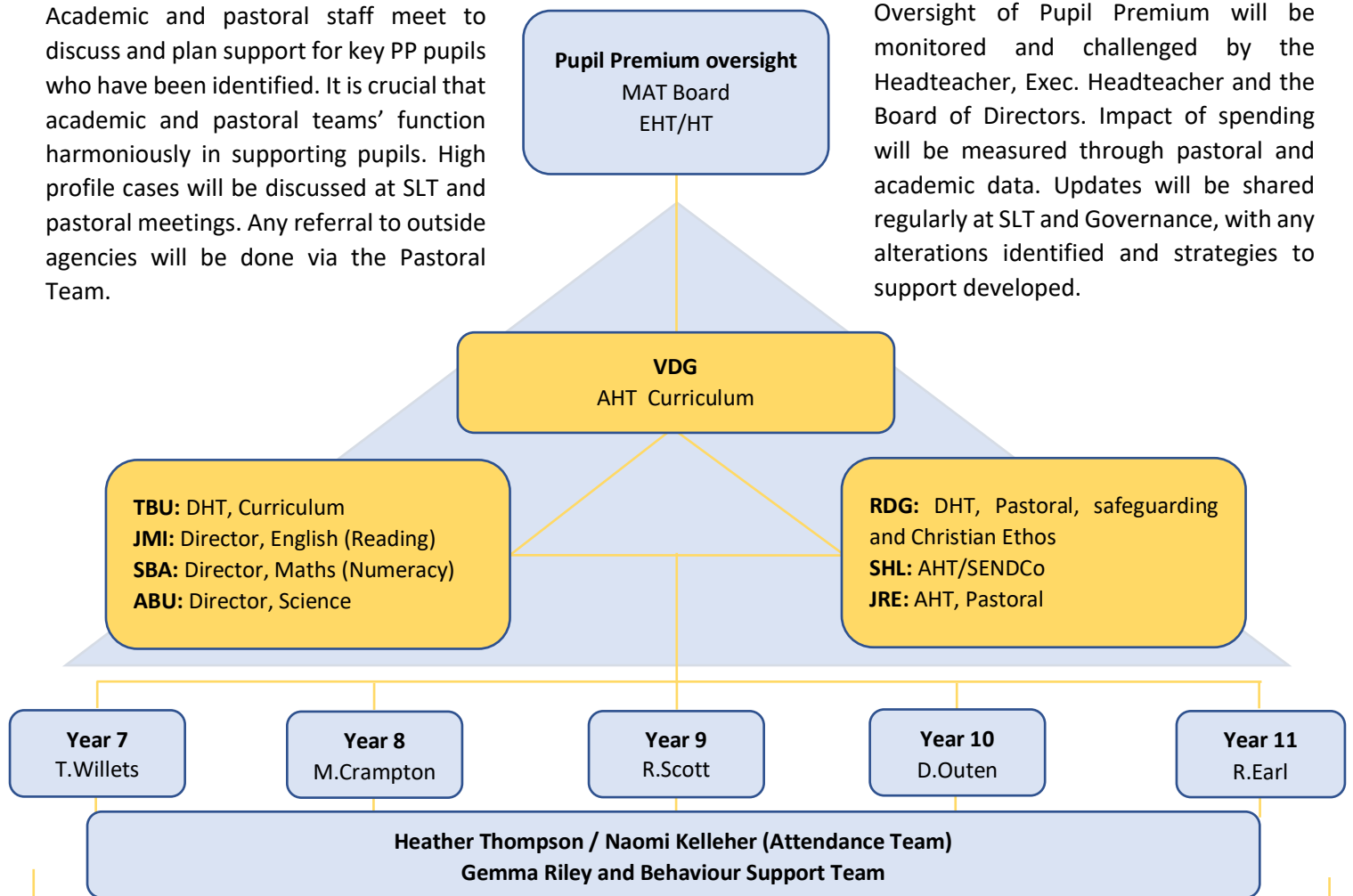
Train up a child in the way he should go; even when he is old, he will not depart from it'

- Proverbs 22:6

Venerable Bede CE Academy: Pupil Premium Structure

Academic and pastoral staff meet to discuss and plan support for key PP pupils who have been identified. It is crucial that academic and pastoral teams' function harmoniously in supporting pupils. High profile cases will be discussed at SLT and pastoral meetings. Any referral to outside agencies will be done via the Pastoral Team.

Oversight of Pupil Premium will be monitored and challenged by the Headteacher, Exec. Headteacher and the Board of Directors. Impact of spending will be measured through pastoral and academic data. Updates will be shared regularly at SLT and Governance, with any alterations identified and strategies to support developed.



Heads of Year will pick up PP pupils if departmental support has not remedied identified underperformance. There should be an evidence trail of support put in place at departmental level prior to pastoral interventions. Parental meetings and meetings with pupils during tutor time to discuss progress should take place.

Departmental Leadership Teams

HoD and departmental TLR post holders will work support PP pupils who have still not make progress after support at the classroom level. Departmental action should be put in place to identify areas of underperformance, provide intervention, and track impact. Clear direction and monitoring of interventions will take place here. Information and concerns to be shared with HOY.

Class teachers: inceptive support

Inceptive support will be planned and implemented considering adaptations to learning which will support quality first teach using assessment information to inform planning and teaching; pupils' learning needs etc. Strategies must be monitored closely and regularly to ensure impact is evident between data entries.

Form Mentor: inceptive support

Inceptive support will be used to monitor and discuss absence on a day-to-day basis: reasons for absence; noticing patterns of absence etc. Check and monitor equipment and ensure pupils are prepared for the school day making sure HOY and the pupil welfare team are aware of concerns and pupil information is kept up to date.

Improving Access to the Curriculum: Intent

'Curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills...the curriculum has been designed and taught to that pupils read at an age appropriate level.'

- Ofsted EIF handbook, September 2019

'There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions.'

- SIAMS Evaluation Schedule, April 2018

Introduced in 2011, the **pupil premium** is a sum of money given to schools each year by the **Government to improve the attainment and progress of disadvantaged children**. The intention of Pupils Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates. At Venerable Bede CE Academy, we identify the specific barriers to progress that this cohort present and develop annual strategies to support all those in receipt of the funding to achieve their potential. As only **253 (27.8%)** of our **910** pupils are identified as 'Pupil Premium', yet our IDACI records are a truer reflection on the impact of poverty and austerity on our pupils. Almost **40%** of our pupils are in the **bottom 30%** of households nationally for the **Income Deprivation Factor** (source Income Deprivation Affecting Children Index **IDACI**). **26%** of our pupils are in the bottom **20%** of households. 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.

The intent of this strategy is to '**level the playing field**' for **all** pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility. The strategy and curricular offer for disadvantaged pupils, offers pupils a broad and balanced curriculum, providing support for **all** disadvantaged pupils regardless of prior attainment or current performance. Our curriculum intent focuses on providing **EQUITY** for disadvantaged pupils, so they have the same opportunities, experiences, support, and aspirations as non-PP.

Through our **DEEP** curriculum, we intend that every child will:

- **Develop** a love of learning, academic excellence, and **perseverance** in a Christian context.
- **Engage** in a wide range of opportunities in **joyful**, meaningful contexts to develop self-worth and **wisdom** through the mastery of knowledge and skills.
- **Encourage** themselves and others to be aspirational and make wise choices so that they are prepared for life.
- **Practise** equality of opportunity by valuing diversity, actively challenging prejudice, and demonstrating **forgiveness** and **hope**.

Supporting all learners

'As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically.'

- SIAMS Evaluation Schedule, April 2018

Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.'

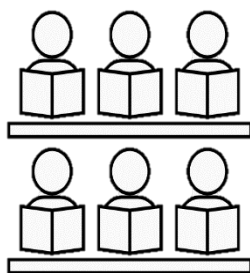
- Ofsted EIF handbook, September 2019

To be eligible for pupil premium the pupil must satisfy one of the following criteria:

- be currently in receipt of free school meals (FSM), have been in receipt of free school meals within the last 6 years (FSM Ever6)
- have been adopted from care (Post-LAC)
- children who are currently looked after.

There is also a service child premium for children with parents who are currently serving in the military. For each FSM and FSM Ever6 pupil the school receives £935 per academic year. For each LAC and Post-LAC pupil the school receives £2300 per academic year. For each service child we receive £300. Funding is paid termly to Academy's and on a retrospective basis. For example, in the Autumn term payment will be received for pupils on role during the spring term.

Pupil Premium Funding and Breakdown for the 2020-2021 Cohort



Year Group	No. PP Pupils	% of the cohort
Year 7	53	28.8
Year 8	52	28.8
Year 9	46	25.5
Year 10	58	31.5
Year 11	44	24.0
Total	253	910

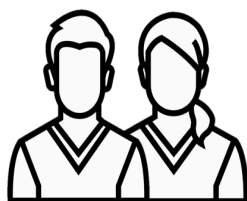
The number of pupils eligible for PP are those currently on role from Year 7-11. This will change throughout the year based on any pupil movement that takes place.



This equates to **27.8%** of the school population.



This will attract approximately **£219,650** of funding.



Year Group	No. PP male	No. PP female
Year 7	21	32
Year 8	20	31
Year 9	20	28
Year 10	27	31
Year 11	20	23
Total	108	145

Venerable Bede CE Academy - Pupil Premium statement 2020/2021

1. Pupil Premium Summary information									
Academic Year	2020/2021	Total PP budget	£219,650	Date of most recent internal PP Review			July 2020		
Total no. of pupils	910	No. of pupils eligible for PP	253	Date for next internal review of this strategy			December 2020		
Key Indicators (most recent Year 11)			Data Source:			Unvalidated		Validated	
			Pupils eligible for PP (57/177 pupils 32.2%)			Pupils not eligible for PP (120/177 pupils 67.8%)			
% Attaining 9-7 in English (Best) and Maths			As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 were cancelled. Under these circumstances, and in line with 2020 government accountability policies, the Dayspring Trust (Ian Ramsey CE Academy and Venerable Bede CE Academy) will not be publishing any school level educational performance data based on tests, assessments or exams for 2020.						
% Attaining 9-5 in English (Best) and Maths									
% Attaining 9-4 in English (Best) and Maths									
Progress 8 score average									
Progress 8 English									
Progress 8 Maths									
Progress 8 English Baccalaureate Element									
Progress 8 Open Element									
Progress 8 score average for Higher Ability Pupils									
Attainment 8 score average									
% Entering the English Baccalaureate									
% Attaining 9-5 in the English Baccalaureate									
% Attendance			86.97%			93.63%			
% Persistently Absent			12.43%			12.43%			

As a result of COVID-19, there are additional barriers which require strategies needed to support pupil's individual needs.

1. Barriers to future attainment

In-school barriers											
A.	Attendance is a specific area for pupils who are disadvantaged. The key barrier to progress at VBCEA is low attendance amongst disadvantaged pupils. Attendance rates (both persistent absence and overall attendance) are below that of other pupils in school. Overall attendance for this group (PP) is 89.8% against 94.8% for non PP and persistent absence for the group (PP) is 32.5% against 9.3% for non PP.										
B.	Reading and mathematical thinking for those who are eligible for PP – are lower than other pupils on entry in Year 7. A proportion of these pupils in each year group are also SEND. Overall 35% of pupil premium pupils are SEND. Vocabulary and particularly comprehension skills will be a contributory factor which prevents them from making as good progress as non-disadvantaged pupils. The application of numeracy and confidence in their own ability is affecting progress. Numeracy is not necessarily the issue for DA pupils. SEND PP pupils have significantly weaker numeracy skills.										
C.	Historical gap at KS4 in the North East of England and particularly in Sunderland. Regional context determines that our disadvantaged pupils are likely to be more long term disadvantaged than pupils nationally and, as such, have the potential to be affected by complex ingrained social, economic, and emotional issues common with long-term social deprivation. Overall figures on deprivation do not reflect the highly diverse and polarised nature of our intake.										
	2019 Results	Attainment 8	Progress 8	English element	Maths element	EBacc element	Open element	Basics 4+	Basics 5+	EBacc % entry	EBacc APS
	DP	36.13	-0.95	-0.62	-1.28	-1.01	-0.91	44%	21%	33.3%	3.10
	Non-DP	49.50	-0.19	0.11	-0.48	-0.22	-0.13	64%	48%	50.4%	4.46
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>											
D.	Aspirations and self-esteem of some disadvantaged pupils can be limited due to family experiences of education and this can impact on pupils’ desires to progress to further and higher education. Aspirations and self-esteem of some disadvantaged pupils can be limited due to family experiences of education and this can impact on pupils’ desires to engage and participate with learning opportunities and beyond.										
E.	Lack of parental involvement for PP pupils at school events, particularly parent evenings and curriculum evenings.										
2. Desired outcomes <i>(desired outcomes and how and when they will be measured)</i>							Success Criteria				
A.	Increased attendance rates for all pupils eligible for PP: Reduce the proportion of pupils who are PA and, as a result, the time in lessons lost will also be reduced. The gap in attendance between PP and non PP is currently 5% and gap for PA is 23.2%. Targeted challenge and support for those who find it difficult to maintain relationships, leading to reduced levels of absence, particularly those who are disadvantaged, developing their ability to demonstrate forgiveness .						<ul style="list-style-type: none">Regular analysis of attendance will show a narrowing of the gap in attendance between PP and non PP groupsCreation of a new attendance officer role linking to increasing home visits and attendance.PA for PP pupils will continue to reduce to be in line with PA for all pupils.				

B.	<p><u>Reading and Mathematical Thinking:</u> Focused programmes of support for identified pupils across the curriculum to address gaps in prior attainment to improve literacy and numeracy levels of disadvantaged pupils.</p> <p>A visible reading culture across the Academy will develop a joy of reading for all, particularly PP pupils. Confidence and ability to solve problems through reasoning will increase, particularly in maths and science, leading to improved progress across the curriculum and encourage hope and self-confidence in their own abilities.</p> <p>*SEE READING and NUMERACY STRATEGY for whole school approach.</p>	<ul style="list-style-type: none"> • Reading and spelling ages increase at a rapid rate, impacting on progress and narrowing the gap in Year 7 and 8. • Greater proportion of pupils targeted with interventions will show increased numbers making secure progress in all subjects, including English and Maths. • The progress gap between PP and non-PP pupils will continue narrow. • Increased engagement of pupils with reading activities and accessing specific packages of support. • Reciprocal reading research project and intervention with identified students in Year 7 to increase comprehension, decoding and reading ages.
C.	<p><u>Historical gap at KS4 closes,</u> particularly for Maths and English, and for the more able PP pupils, improving their wisdom.</p>	<ul style="list-style-type: none"> • English and Maths data to show narrowing of the gap so that PP pupils perform as well as their non PP peers. The more able PP gap closes rapidly and interventions show that the gap closes for a number of EBACC pupils in Maths, English, MFL, RE, Humanities compared to other non PP.
D.	<p><u>Aspirations and self-esteem:</u> Increased support for pupils in parents' evenings/options counselling/careers appointments/counselling and mentoring to ensure PP pupils are supported with mental health and wellbeing and to Post-16 education, employment, or training.</p> <p>Pupil's identified as having low self-esteem or needing support with well-being will be identified and directed to an appropriate form of support.</p>	<ul style="list-style-type: none"> • All pupils in receipt of Pupil Premium have swift and easy access to all external agency support. • Emotional, physical, and academic needs are met through networks of support and embedded strategies within school and the wider community. • NEET figure for PP pupils will remain low with a target of 0% for 2021.
E.	<p><u>Lack of parental involvement</u></p> <p>Increased parental support for pupils in parents' evenings/options counselling/careers appointments to ensure PP pupils are supported to Post-16 education, employment or training demonstrating their perseverance.</p>	<ul style="list-style-type: none"> • Attendance of parents of PP pupils at events is high ensuring understanding of their child's progress and future careers options. High percentage of PP parental involvement in parental surveys

i. Quality of teaching for all (£122,462)

A. ATTENDANCE

Chosen approach and rationale	How will you ensure it is implemented well?	Evidence (by when?/who?)
<p>Targeted analysis of PP pupils' attendance to track and monitor PA weekly.</p> <p>Attendance at school is essential if pupils are going to reach their full potential.</p>	<p>Daily tracking of attendance and first day phone calls to discuss pupils' absence.</p> <p>Regular analysis of attendance data followed by staged intervention (phone calls home, letters, home visits, offer of support from Early Health , CAMHS, counselling, referral to Academy Council , Referral to LA attendance team.)</p>	<p>Tracking sheets - daily</p> <p>Attendance reviews- half termly</p> <p>Minutes of Local Academy Council –half termly</p> <p>Analysis of data and intervention tracking -half termly</p> <p>ONGOING</p> <p>AHT Pastoral/ Pupil Welfare Team</p>
<p>Attendance Officers (one further role created for 20/21) to monitor absence of pupils and carry out home visits. Pupils Welfare Team to liaise with alt. education providers to address barriers for learning.</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 20 and other relevant DFE research document.</p>	<p>Clearly defined job descriptions and key tasks have been set up by AHT Pastoral.</p> <p>All home visits are minuted with key actions</p> <p>Staff are well versed in local authority offer for external support.</p> <p>Attendance officers work closely with pupil welfare team.</p> <p>AHT pastoral and Attendance Officer meet once per fortnight and review key actions for pupils. Pupils are banded and appropriate interventions actioned.</p>	<p>Minutes of meetings-fortnightly</p> <p>Whole school attendance TRACKING</p> <p>Attendance summit- half termly</p> <p>Attendance report to directors- half termly</p> <p>Attendance review- half termly</p> <p>CPD- AHT pastoral</p> <p>ONGOING</p> <p>AHT Pastoral/ Pupil Welfare Team</p>
<p>Stepped approach to attendance interventions to target absence at all levels and target absence before it becomes PA.</p>	<p>Attendance regularly tracked and interventions actioned as per staged approach.</p> <p>AHT pastoral and Attendance Officer meet regularly to plan interventions.</p> <p>Fortnightly letters to be sent out to pupils with <95% attendance to highlight pupils' absence compared to the average of their non-PP peers</p> <p>Rewards for 100% attendance and certificates for improved attendance.</p>	<p>Minutes of meetings -fortnightly</p> <p>Whole school attendance TRACKING</p> <p>Attendance summit- half termly</p> <p>Attendance report to directors</p> <p>Attendance review- half termly</p> <p>ONGOING</p> <p>AHT Pastoral/ Pupil Welfare Team</p>

<p>B. READING AND NUMERACY</p> <p>ALSO SEE READING and NUMERACY STRATEGIES</p>		
Chosen approach and rationale	How will you ensure it is implemented well?	Evidence (by when?/who (Lead)?)
<p>Bespoke Literacy Lesson for pupils in Year 7 and 8, to focus on different aspects of literacy development dependant on needs of individual groups.</p> <p>PP pupils, on intake, are statistically more likely to have gaps in literacy skills. The literacy lessons have been built to improve core skills including reciprocal reading, vocabulary and general literacy skills.</p>	<p>Programme designed by English department based on current research and training around Reciprocal Reading, EEF research and consultation with Diocesan consultant.</p>	<p>Improved reading ages Literacy planning and resources Reading Tests – twice yearly (AT and SU) Monitoring by 2ND in English (walk though and monitoring)</p>
<p>Reading programme (Lexia) to be implemented for pupils in Year 7 and Year 8 with the lowest reading ages.</p> <p>Pupils work individually on a bespoke and adaptive reading programme to break down barriers and improve their reading ability.</p> <p>Individual pupils are identified, who may need further support with the development of their vocabulary, numeracy, spelling and/or reading skills.</p> <p>Pupils need to be proficient in these skills in order to access the wider curriculum and be successful beyond school.</p>	<p>Identified pupils are timetabled into the SEND group with a smaller class size and are taught by SENDCO.</p> <p>Higher levels of adult support through use of LSAs.</p> <p>Pupils with be identified through a variety of means e.g. previously identified SEND needs, EHCP, teacher referral and lower attaining pupils.</p> <p>Use of online packages which can be used as part of a collaborative approach between home and school.</p>	<p>Tracking of progress via ‘Lexia’ software Improved reading ages Log of parental contact</p> <p>AHT SENDCO/HOD of English/AHT curriculum</p>
<p>A bespoke intervention programme run by the English HLTA linked to the FFT Literacy Reciprocal Research Programme to target selected pupils identified in Yr 7 who need support with decoding when reading.</p>	<p>Project to be run by Second in English and intervention delivered by English HTLA.</p> <p>Training for Staff through FFT Literacy</p> <p>Tracking of progress through NGRT reading tests Autumn and Summer Terms.</p>	<p>Reading age data from NGRT (AT/SU) Intervention planning and resources (Ongoing) Research Project findings</p>

		Second in English/English HTLA/AHT Curriculum
Targeted strategies to embed reading across the curriculum with specific CPD on effective teaching of reading and vocabulary. EEF research on Improving Literacy in Secondary Schools. Examination results, in some subjects, show extended writing and the use of vocabulary in extended writing is an issue for some pupils.	Cross curricular working groups to raise the profile of reading and teaching of reading / vocabulary through Action Research. See outline and actions in School Development Plan, staff CPD programme and Action Research	Action Research findings- SU 2021 CPD programme SOL Monitoring- half termly ONGOING DHT/AHT Curriculum
A bespoke intervention programme run by Maths HTLA to target those pupils across all year groups whose problem solving skills are a barrier to progress. Evidence from 18-19 improvement in Maths results and EEF research which supports this.	Ensure that appropriate importance is placed on the topic and specific time allocated during school timetable cycle. Monitored by HLTA and HOD.	Improvement in numeracy skills Intervention planning and resources ONGOING Maths HTLA/HOD/AHT Curriculum
Targeted strategies to embed numeracy across the curriculum with specific CPD on effective teaching of problem solving and reasoning. EEF research in maths and science.	Cross curricular working groups to raise the profile of numeracy and problem solving through Action Research. See outline and actions in School Development Plan, staff CPD programme and Action Research Numeracy vocabulary poster created for each classroom	Action Research findings – SU 2021 CPD programme SOL Monitoring- half termly ONGOING DHT/AHT Curriculum
C. IMPROVE OUTCOMES AT GCSE		
Chosen approach and rationale	How will you ensure it is implemented well?	Evidence (by when?/who (Lead)?)
Ensure that all pupils who are not performing at or above their GCSE target are involved in bespoke interventions. 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	Intervention plan and timetables Intervention tracking and registers AT2-SU1 DHT Curriculum

<p>Create a tiered approach to home learning. A bank of resources that mirror the learning taking place in lessons available to pupils through FOLDR. Not only is this a requirement for the current COVID19 situation but also an excellent resource for pupils to revisit the lesson for consolidation, intervention and revision. DFE guidance and EFF research indicates blended learning with strong teaching and learning benefits pupils when learning from home.</p>	<p>Regular updating of the student resources for all subjects. HOD monitoring for Quality Assurance Updated review of ICT facilities for PP students. Staff CPD on the use of TEAMS for delivering live / pre-recorded lessons and the use of visualizers Foldr Monitored by HOD and resources updated weekly to reflect work covered in class ensuring pupils can maintain quality learning whilst working from home. Key Tasks are set which pupils email to teacher for marking and feedback.</p>	<p>Remote learning documentation School website Resources - weekly CPD schedule Marking and feedback of KEY TASKS to monitor pupil progress</p> <p>ONGOING DHT/AHT Curriculum</p>
<p>Tailored lessons within the PD curriculum linked to how to revise. Increasingly important for PP pupils to know how to revise as they may not receive this support at home. This is interleaved within the curriculum but the bespoke lessons give pupils chance to explore these methods further.</p>	<p>Delivered by tutors in a mixed ability/subject environment as a supplement to the revision skills taught in all year groups as part of SOL. Timely planning within the curriculum/exams calendar for maximum impact Parent revision guidance and evening – phone calls to be made for PP pupils.</p>	<p>Planning and resources Pupil voice</p> <p>AT2/SP1 HOD PD/ AHT Curriculum</p>
li Targeted support (£56,690)		
D. Raising the aspirations and self-esteem of PP pupils.		
Chosen approach and rationale	How will you ensure it is implemented well?	Evidence (by when?/who?)
<p>External speakers to broaden horizons of PP pupils. Pupil voice from the 18-19 pilot programme and further pupil voice from AT 19-20 was very positive, leading to more PP pupils considering other destinations. Focused PP pupil voice group to feedback on speakers and ensure PP engagement.</p>	<p>CEIAG programme of events produced by CEIAG coordinator, including a variety of virtual speakers. CEIAG coordinator to run PP pupil voice group half termly. Careers calendar and SOL identifies external speakers.</p>	<p>CEIAG calendar Pupil voice School website Careers news-letter – termly</p> <p>ONGOING CEIAG coordinator/AHT Curriculum</p>

<p>Specific “aim higher” events and activities will be targeted at PP pupils who might otherwise not apply.</p> <p>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</p>	<p>Priority given to attendance at “aim high” events for PP pupils</p>	<p>Event log and registers</p> <p>ONGOING</p> <p>CEIAG coordinator/AHT Curriculum</p>
<p>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. PP pupil appointments will be prioritised earlier in the year so that there is scope for a second appointment.</p> <p>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</p>	<p>Service level agreement with provider to be extended to ensure all pupils have targeted intervention.</p> <p>PP pupils are prioritised for early interviews (AT)so there is the opportunity for a second interview (SP).</p> <p>Careers advisor to attend parents’ evenings</p>	<p>Planning and Documentation from Careers Interview –HALF TERMLY</p> <p>Pupil voice</p>
<p>Enhanced CEIAG provision will be put into place to ensure that all pupils in Y10 have an appropriate work placement, working more collaboratively with Connexions and Regional Careers Hub to ensure provision.</p> <p>1:1 targeted support by CEIAG coordinator or Regional Careers HUB school advisor and connexions advisor will ensure that PP pupils are supported in getting an appropriate work placement</p>	<p>CEIAG coordinator and Connexions advisor to work collaboratively to ensure that enough capacity is put into the system to support work placements.</p> <p>CEIAG coordinator to attend Regional Careers network meetings</p>	<p>Work experience planning and tracking</p> <p>AT2-SU2</p> <p>CEIAG Coordinator/AHT Curriculum</p>
<p>Specific access for PP pupils to explore CEIAG via web/ICT facilities within school.</p> <p>PP pupils often need further guidance when using CEIAG and therefore by accessing within the</p>	<p>CEIAG coordinator to source a CEIAG set of tablets for use within the CEIAG lessons and beyond.</p> <p>Tutors to deliver the CEIAG programme through PD lessons</p>	<p>Academy Website</p> <p>Virtual Careers Fair- AT2</p> <p>CEIAG coordinator/AHT Curriculum</p>

<p>lesson tutors can offer required support. Many of the careers events for 20-21 will be virtual eg careers fair.</p>	<p>Speakers and many careers events will be virtual during 20-21 and having a class set of tablets will enhance this programme making it accessible for all</p>	
<p>FE and HE visits to ensure all pupils, particularly PP, can experience post-16 provision to support their ambition to progress further. Effective careers education and guidance can give young people access to information to support their progression and social mobility. It allows specialists to provide them with skills and knowledge to successfully navigate their way through career choices and changes</p>	<p>Regular updates disseminated through tutors re FE/HE open evenings/virtual online events. FE/HE virtual tours or videos delivered to pupils in tutorial CEIAG Coordinator to plan FE/HE visits as part of careers calendar</p>	<p>Careers Calendar Remote materials ONGOING CEIAG coordinator/AHT Curriculum</p>
<p>Continue to improve consistency by further developing PIVOTAL Positive behaviour management strategies as a whole school approach It simplifies our expectations into 3 broad areas which is easier for our most vulnerable pupils to understand; Ready, Respectful, Safe. 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. This is a nationally acclaimed approach which has been shown to have a positive impact for all learners</p>	<p>Key staff have been trained as Pivotal trainers and will undergo further training in 20-21. Other key staff who are invested in this approach will form the Pivotal team who can support other colleagues. Further CPD planned throughout 2020/21 for all staff. Build in as part of learning walks for visible consistency.</p>	<p>CPD programme Monitoring Half Termly DHT/AHT Pastoral</p>
E.INCREASED PARENTAL INVOLVEMENT		
Chosen approach and rationale	How will you ensure it is implemented well?	Evidence (by when?/who?)

<p>Improve communication with PP parents and tangibly reward pupils for positive ATL.</p> <p>Improve communication with continued development of Class Charts digital monitoring system.</p> <p>Teachers can accentuate the positive and have instant feedback for all pupils / parents linking to positive rewards via the class charts reward shop. Pilot at a school within the Trust showed that parents/carers appreciate immediate access to pupil records. Evidence shows can have a positive impact on how pupils perceive their learning achievements if praised at the point of action. Information cascaded to parents instantly to share successes of individual pupils.</p>	<p>More in depth Training to be led by DHT and AHT Pastoral. Parental and pupil voice throughout the year.</p> <p>Reward shop to be set up</p> <p>Analysis of pupils and parents who have not accessed Class charts.</p> <p>Tutors speak to tutees and any further support needed will be actioned.</p> <p>Follow up letters to parents with reminder login</p>	<p>CPD Programme</p> <p>Pupil and Parent voice</p> <p>Analysis of Class charts usage- half termly</p> <p>ONGOING</p> <p>AHT/DHT Pastoral</p>
<p>Improved PP parental attendance and involvement, throughout the year to support greater engagement.</p> <p>Targeted support to engage PP parents in pupils' career prospects will ensure their engagement and higher aspirations</p>	<p>Support given to PP parents to attend events leading to increased engagement around PP ambitions.</p>	<p>Parental events register</p> <p>Parental surveys</p> <p>DHT Curriculum</p>
iii OTHER APPROACHES (£41,257)		
Chosen approach and rationale	How will you ensure it is implemented well?	Evidence (by when?/who?)
<p><u>Breakfast Club</u></p> <p>Continue to provide a <u>free</u> breakfast service so that no pupil will need to attend school without eating food.</p> <p>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.</p>	<p>VB Caterers to provide service. VB staff to implement.</p> <p>Provision will be available to all each school day.</p> <p>Regular advertisement of Breakfast Club to parents/carers</p>	<p>Pupil attendance to breakfast club-daily</p> <p>Advertisement to parents -termly</p>

<p>To improve the emotional wellbeing and mental health of our young people.</p> <p>In the current climate there is a growing need for increased specialised provision.</p>	<p>Staff made aware of how to signpost pupils to KOOTH online counselling and to our Lead Practitioner for mental health.</p> <p>Heads of Year trained to identify which pupils would benefit from a school counselling referral and which required a higher level of support from NHS mental health services.</p> <p>School Counsellor SLA of 1.5 days a week in Term 1 to address increased need following the return to school after lockdown. For Term 2 and 3 SLA for 1 day per week.</p> <p>Pastoral staff to utilise CAMHS services more complex needs.</p>	<p>Log for school counsellor</p> <p>Log for CAMHS referrals</p> <p>Staff CPD</p> <p>Pupil voice questionnaire</p>
<p>Use of Class Charts for teachers to reward pupils for positive behaviour. The development of the Class Charts reward shop allows pupils to redeem these points for tangible rewards increasing pupil aspiration and engagement and supporting PP pupils.</p>	<p>Regular communication with parents and pupils to ensure that they understand how to access and log onto Class Charts.</p> <p>Half Termly analysis of class chart points and interventions actioned</p> <p>Development of the tutor role to manage the Class charts reward shop for their tutor group</p> <p>Half termly celebration of pupils with the highest Class charts points</p>	<p>Half termly Analysis</p> <p>Class Charts programme</p> <p>ONGOING</p> <p>DHT/AHT Pastoral</p>

6. Review of expenditure

Previous Academic Year (2019/2020)

2019/20 Total: ££209,000

i. Quality of teaching for all within a Christian Ethos

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
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 needs of individual pupil groups	Programme designed by English department based on findings from last years' PP strategy, EEF research and consultation with Diocesan consultant.	The implementation of the Literacy lesson has been a success and will be continued into 20/21. Robust tailored resources have been created to support the delivery of Literacy encompassing different aspects of development. Teachers delivering literacy have had bespoke training on reciprocal reading strategies. Monitoring showed pupil engagement. As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 were cancelled. Under these circumstances, owing to school closure from March 2020 it has been difficult to measure direct impact. (*1)
	2. Phonics programme implemented for pupils who are not meeting age related expectations in Y7 and Y8	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	Success criteria met in part. Phonics programme delivered in Autumn Term shows tangible gains for those pupils who have such a poor grasp on literacy that they cannot access the curriculum. The phonics programme was delivered was heavily paper based and therefore we plan to move to use of 'Lexia' for 20-21. (*1)
	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	Ensure that appropriate importance is placed on the topic and specific time allocated during school timetable cycle	HTLA in English targeted pupils for intervention across year groups, with a key focus on Year 11. (*1)
	4. Literacy across the curriculum - cross curricular working groups to raise the profile of reading and	See outline and actions in School Development Plan, staff CPD programme and Action Research	Staff took part in Literacy across the curriculum CPD with a focus on reciprocal reading training. Action research was launched in line with barriers and school development plan. Staff began to work in cross curricular working groups which was then postponed owing to school closures in line with government

	teaching of reading / vocabulary.		guidance. This valuable research will continue in 20/21 with adaptations to staffing.
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.	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.	Maths HTLA ran intervention programme to target pupils across Years 8-11 whose problem solving skills were a barrier to progress. Understanding Maths intervention targeted Year 7 pupils. Although informal assessment showed initial progress, owing to school closure from March 2020 it has been difficult to measure direct impact overtime.
	6. Numeracy across the curriculum – staff cross curricular working groups to improve problem-solving skills	See outline and actions in School Development Plan , staff CPD programme and Action Research	Staff took part in numeracy across the curriculum CPD with a focus on problem. Action research was launched in line with barriers and school development plan. Staff began to work in cross curricular working groups which was then postponed owing to school closures in line with government guidance. This valuable research will continue in 20/21 with adaptations to staffing.
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	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	Pupils were identified by DHT Curriculum and tracked by HODs. The Intervention programme ran, over a two-week timetable, in AT2/SP1 before school closure in March 2020. (*1)
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.	PP Champion will work alongside the AHT Curriculum to ensure that all key actions sit in line with development plan	Our 19-20 speakers programme was cut short owing to school closure in March 2020. In Autumn Term Year 11 pupils received talks from 12 Post 16 providers. Year 7 were delivered a session by NELEP based on speaker expectations. Year 8 received a performance based on Careers I the NHS. Year 10 have worked with NERAP (North East Raising Aspirations Partnership) and completed an

			interactive budgeting session with a focus on student finance. Pupil voice was very positive and pupils enjoyed the opportunity to consider a life beyond school having a positive impact on career aspirations.
	9. Specific “aim higher” events and activities will be targeted at PP pupils who might otherwise not apply	Priority given to attendance at “aim high” events for PP pupils	Year 10 attended a trip to Birdoswald Bunkhouse, focus was on Oxbridge. The offer was targeted to PP pupils and in total six pupils attended. Pupil and staff voice indicated this was extremely positive.
	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.	Service level agreement with Connexions to be extended to ensure all pupils have targeted intervention.	All pupils had a one to one careers interview. Most interviews took place face to face in AT1/2/SP1 but owing to school closure (Covid-19) in March 2020 some pupils’ interviews or follow up interviews were conducted via telephone by our Careers Advisor. Our careers advisor has continued to work with Year 11 leavers after results day and into AT1 2020.
	11. Enhanced CEIAG provision will be put into place to ensure that all pupils in Y10 have an appropriate work placement, working more collaboratively with Connexions and Regional Careers Hub to ensure provision.	CEIAG coordinator and Connexions advisor to work collaboratively to ensure that enough capacity is put into the system to support work placements.	Planning and support for work experience for pupils from CEIAG coordinator and through careers lesson in PD SOL. Work experience placements were unable to go ahead owing to government restrictions to combat the spread of Coronavirus. In response to this, the CEIAG coordinator devised a CEIAG activity that encouraged pupils to practise work experience related skills within the home environment. This was sent out to pupils via Parent mail.
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.	Attendance team to monitor. Regular feedback to Directors and Academy Council via the HT report and safeguarding agenda.	Improvements in attendance for the first time in 4 years in all areas with the exception of SEND. PP pupils showed a 0.9% increase in in school attendance from the previous year to date (End of Feb 2020 owing to lockdown). PA from PP pupils improved by 4.2 % to date. See attendance records.
Improve consistency by introducing	13. In light of changes in our cohort and the increase in anxiety in young people, and	Key staff have been trained as Pivotal trainers. Other key staff who are invested in this	Key staff have been trained and the 3 expectations delivered to pupils. All staff have attended a programme of in house CPD delivered by key staff (AHT/DHT pastoral)

PIVOTAL Positive behaviour management strategies as a whole school approach	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."	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.	It is difficult to measure the consistent impact that this has had on behaviour as a result of school closure in March 2020.
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 have instant feedback for all pupils / parents.	Training to be led by DHT and AHT Pastoral. Parental and pupil voice throughout the year.	Staff received training Class charts was rolled out across the school As the year went on their was an increased percentage of pupils and staff accessing class charts
Total budgeted cost			£134,000
ii. Targeted support (PP Specific) within a Christian ethos			
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
Increased attendance rates for all pupils eligible for PP	15. Continue to utilise 0.6 days of EH worker who worked with our families last year. Further Increase staffing and resources to enable	Attendance action plan, supported by external consultant who will provide additional CPD for all staff and	In Autumn Term there was clear impact of the EH worker and new system has been very successful with the identified families of PA pupils and those with SEND. 66 families contacted and offer early help support, 51 families declined

	<p>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>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>	<p>the service never the less 35 families (68% showed sustained improvement in attendance following referral contact.</p> <p>The success of the work of the EH worker with our young people and families has led to the creation of a new role for a further attendance officer for 20-21.</p>
	<p>16. Governor attendance meetings to support parent/carers as well as pupils.</p>	<p>Regular meetings and strong communication between school and governance – whether MAT or Academy Council.</p> <p>Parental voice.</p> <p>Monitor the number of external family visits made by the attendance and welfare team and its impact.</p> <p>Utilising a recognised key specialist in the field of promoting good attendance to carry out an audit and ensure</p>	<p>These meetings took place half termly and were minuted. Out of all of those who attended a Governor attendance meeting, the attendance of most pupils improved to date, for example in AT2 8/ 8 pupils showed an improvement in attendance after Governor attendance meeting.</p>

		that action plan 2019/20 is robust.	
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.	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	As a result of Covid-19 an adapted transition programme was put in place and all pupils were still given the opportunity to come into school as part of their tutor group for a morning or afternoon. This was in line with an increased online transition programme where pupils and parents could access a range of transition information and a resources significant time and effort was put into place by the Pupil welfare team liaising with each primary school to ascertain the needs of all pupils (Particularly the most vulnerable). This led to 100% attendance of Year 7 pupils on the first day of the school Term.
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	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.	Training of key staff to deliver the BU programme. The programme had limited success owing to pupil absence when sessions were timetabled and also closure of school in March 2020.
Total budgeted cost			£50,000
iii.Other approaches			
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Evaluation of impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
Breakfast Club	19. Continue to provide a <u>free</u> breakfast service so that no pupil will need to attend school without eating food	VB Caterers to provide service. VB staff to implement. Provision will be available to all each school day.	Breakfast club continues to be a popular resources accessed by a range of pupils across the year.
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	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.	The level of demand was reviewed in Summer term 2020 to ensure that the right service level can be implemented for 2020/2021.

	the increasing demand for this therapeutic service	AHT SENDCO and AHT Pastoral to act as gate keepers to access the service.	
For pupils to live healthy lives and to know how to access support if needed	21. Engage with the newly commissioned school 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)	<p>Ensure that there is an advocate on the staff who liaise directly and regularly to develop the relationship between the two services.</p> <p>Review developments by canvassing views of school nursing service directly. Pupil voice sought to look at emerging health needs assessment.</p>	Nurses offered drop in service twice a week up until March 2020 (Lockdown – owing to COVID 19) which was accessed by a variety of pupils but owing to confidentiality further details are not available - attendance log. Monitoring of the service showed regular pupil engagement.
Total budgeted cost			£25000

