

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Venerable Bede CE Academy				
Academic Year	2018/2019	Total PP budget	205,000	Date of most recent PP Review	Sept 2018
Total number of pupils	905	Number of pupils eligible for PP	212	Date for next internal review of this strategy	Jan 2019

2. Key Indicators (most recent Year 11)	Data Source: SISRA/SIMS	Unvalidated	Y	Validated
2017/18: 41 Pupils in Year 11	Pupils eligible for PP (our school)	Pupils not eligible for PP (2017 national average)		
Key Stage 2 Fine Point Level (Cohort size)	4.68	Not published		
% Attaining 9-7 in English (Best) and Maths	7.3%	Not published		
% Attaining 9-5 in English (Best) and Maths	19.5%	49%		
% Attaining 9-4 in English (Best) and Maths	34.1%	Not published		
Progress 8 score average	-0.98	+0.11		
Progress 8 English	-0.66	+0.11		
Progress 8 Maths	-1.10	+0.11		
Progress 8 English Baccalaureate Slots	-0.93	+0.13		
Progress 8 Open Slots	-1.16	+0.09		
Attainment 8 score average	35.01	49.76		
% Entering the English Baccalaureate	29.3%	43%		
% Attaining 9-5 in the English Baccalaureate	17.1%	26%		
% Attendance	90.0%	94.8%		
% Persistently Absent	29.2%	12.8%		
% Staying in education or entering employment after Key Stage 4	Not yet released for 2017/18	96%		

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Literacy skills of pupils eligible for PP 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 PP boys compared to Non-PP boys.	
C.	Low self-esteem and lack of aspiration presented in school tracking for pupils eligible for PP with reluctance to engage in debate / discussion.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance is lower for pupils eligible for PP, particularly for KS4 girls and those who joined the academy later than Year 7. This has had an impact on academic outcomes. Attendance is lower at intervention classes or in holidays.	
E.	Lack of parental involvement for PP pupils at school events, particularly parents' evenings and curriculum evenings.	
4. Desired outcomes (desired outcomes and how and when they will be measured)		Success Criteria
A.	High levels of progress in literacy for Year 7 and 8 pupils eligible for PP, as well as other year groups across the curriculum	Reading ages and spelling ages increase at a rapid rate, impacting on progress and narrowing the gap.
B.	Increased attendance rates for all pupils eligible for PP, particularly KS4 girls and those who joined the academy later than Y7.	Attendance increases to at least national averages for pupils eligible for PP, particularly boys.
C.	Improvement in attitudes to learning and higher self-esteem for pupils eligible for PP	Attitude to Learning analysis shows impact on self-esteem through regular rewards.
D.	Progress gap closes at KS4, particularly for English and Maths, and for the more able pupils eligible for PP	English and Maths data shows narrowing of the gap so that pupils eligible for PP perform as well as their non-PP peers. The more able pupils gap closes rapidly and interventions show that the gap closes for the number of EBacc pupils compared to other non-PP pupils.

5. Planned expenditure					
Academic year	2018/2019 £				
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.					
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?
Whole school focus on improving literacy	1. Accelerated reader programme implemented for <b>all</b> pupils in Y7+Y8	Evidence from national statistics shows that pupils accessing this programme are able to close the gap to ensure that reading age matches chronological age	Each class to have two members of staff – Librarian and HLTA, under the supervision of the 2 <sup>nd</sup> English to steer and oversee the programme	VHA/JMI	Health check termly. Progress of pupils analysis as appropriate
	2. Appropriate phonics programme implemented for pupils at the lowest end of reading ability in Y7 and Y8	Phonics programme taught to the most vulnerable learners in Y7 and Y8 so that their reading ability can be brought up to an age where they can access the secondary curriculum	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 SNEDCO in Y7 so that	JMI/SRI	Termly when progress data is captured
Literacy intervention programme	A bespoke intervention programme run by the SENDCO/English HLTA to target those pupils across all year	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	SRI/ISU	Termly when progress data is captured

	groups whose literacy skills are a barrier to progress				
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	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	SRI/JMA	Termly when progress data is captured
Literacy across the curriculum development	2 <sup>nd</sup> English to build links across the curriculum to look at how literacy can be developed in a curriculum specific context in all subjects	Promotion of subject specific literacy understanding improves performance in lessons and subsequently examination performance is improved	Appropriate time to be given to literacy leads in ML meetings and CPD	VHA/JMI	Summer term 2019
Numeracy across the curriculum development	2 <sup>nd</sup> Maths to build links across the curriculum to look at how literacy can be developed in a curriculum specific context in all subjects	Promotion of subject specific numeracy understanding improves performance in lessons and subsequently examination performance is improved	Appropriate time to be given to numeracy leads in ML meetings and CPD	JDE/SBA	Summer Term 2019
Y11 targeted intervention	Ensure that all PP pupils who are not performing at or above their GCSE	Specific targeted intervention to fill the knowledge gaps improves lesson understanding and examination performance	PP pupils who fall into this category identified by DHT curriculum. All HOD's will track performance of these	TBU/HOD's	Half termly and as data collection / mock exams identify knowledge gaps

	target are involved in bespoke intervention		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		
Improve CEIAG advice for PP pupils	<p>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.</p> <p>Specific “aim higher” events and activities will be targeted at PP pupils who might otherwise not apply</p> <p>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</p>	<p>A singular focus on raising the aspirations for PP pupils by bringing in role models from a similar background who have made a success in their chosen vocation / business.</p> <p>PP pupils are exposed to and experience a rich diet of further and higher education events which will raise their aspirations to achieve their full potential.</p> <p>Ensuring that PP pupils do not become NEET is an essential way to improve their life outcomes. Engaging them early on and directly in work with college will promote this collaborative work.</p>	<p>PP advocate will work alongside the AHT T+L to ensure that all key actions sit in line with development plan</p> <p>Priority given to attendance at “aim high” events for PP pupils</p> <p>Existing links with Sunderland College will be built upon by CEIAG coordinator and PP advocate.</p>	GKI / JFO	Action plan will be fully evaluated in summer 2019

	Enhanced CEIAG provision will be put into place to ensure that all PP pupils in Y10 have an appropriate work placement	1:1 targeted support by PP advocate will ensure that PP pupils are supported in getting an appropriate work placement	PP advocate will work alongside the CEIAG coordinator to ensure that enough capacity is put into the system to support work placements.		
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	Once barriers have been identified, priority will be given to tackling these barriers to enable appropriate outcomes for PP pupils	PP advocate will have SLT advocate to ensure that this is high priority in SDP	GKI / JFO	Evaluation plan / action research project will be written up with outcomes and actions already taken to address issues
<b>Total budgeted cost</b>					<b>£145,000</b>
<b>ii. Targeted support (PP Specific) within a Christian ethos</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates for all pupils eligible for PP	SHOY to target PP pupils who attendance is not at expected 95% - see attendance action plan	Attendance at school is essential to progress	Attendance summit half termly meetings will review progress and key actions	JRE / CDR	Half termly – see Attendance summit minutes

	Employ external attendance officer	In collaboration with SHOY, attendance officer to tackle attendance blitz to reach most vulnerable PP pupils and ensure appropriate attendance	As above		
	Governor attendance meetings to support parent/carers as well as pupils	Link Governors to challenge and support families to secure good attendance at school	Meetings timetabled into the yearly planner to ensure that they take place in line with the cycle of attendance monitoring procedures		
	Ensure that Attendance to school is promoted across academy	Regular attendance foci to remind pupils and parents of importance.	Rewards cycle to include attendance focus		
	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	Additional full time staffing will increase the capacity of LZ to engage with the most vulnerable PP pupils and maintain their engagement in education	Staffing secured and continuous CPD to equip them to manage the pupils which they serve.		

	education and increase				
<b>Total budgeted cost</b>					<b>£30,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	An increasing number of PP pupils present as having wellbeing / mental health issues. We need to tackle these areas if we are to help the PP pupils fully exploit their individual talents	Work collaboratively with "Washington Mind" as a different provider of counselling services more bespoke to improving the mental wellbeing of PP pupils	SRI / HPE / CDR	Present findings as research project in summer term with view to extending the service if proven to be successful in 2019/20
Extend and develop current relationships with school nursing services	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	Attendance at current school nurse drop in service is reported to be increasing. Service has indicated the willingness to work with VB as a close partner to pilot new health ideas	Ensure that there is an advocate on the staff who liaises directly and regularly to develop the relationship between the two services	RDG / HPE	Review at end of summer term 2019
Support individual PP pupils with hardship fund for uniform, additional meals, trips	Ensure that all PP pupils have a fall back fund to tap into.	This will hopefully enable PP pupils to have equality of access in all areas	Ensure that PP pupils are supported without individual identification of needs	RDG/CDR/H OY	Audit spend to ensure enough allocated for academic year



Free breakfast club	Free for all pupils to enable PP pupils to access without fear of prejudice as service is same for all	Any PP pupil can start day with a breakfast	Research, and common sense would indicate that if a pupil is coming to school hungry, they will not be best placed to learn	RDG/CDR?D SP	Estimate and analysis of number of PP pupils accessing service at end of academic year
<b>Total budgeted cost</b>					<b>£25,000</b>

6. Review of expenditure			
Previous Academic Year (2017/2018)		2017/18 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
Focus on Marking and Assessment to improve outcomes for all pupils, leading to a thirst for learning and greater engagement.	Dialogue in marking with pupils	<ul style="list-style-type: none"><li>• CPD given for all staff focusing on providing a consistent quality of feedback.</li><li>• Monitoring meetings (between DHT and HODs) used to evaluate what quality marking and feedback is in order to drive forward improvements.</li><li>• Monitoring and quality assurance cycle has allowed for areas of good practice to be identified and to be shared across the school.</li><li>• Monitoring and quality assurance cycle has also been used to highlight areas in need of improvement and to address this with improvement strategies.</li><li>• Carousel of CPD twilight sessions included a focus on effective marking and feedback. This provided opportunities for staff to improve their practice.</li></ul>	£ 134, 048
Focus on developing vocabulary (following on from shared trust INSET) and developing independent writing skills	Staff planning shows a focus on language roots and meaning so that pupils develop a wider range of vocabulary.	<ul style="list-style-type: none"><li>• Middle leader development sessions focused on developing pupils' literacy and vocabulary skills across all departments in the school.</li><li>• Literacy coordinator worked with HODs to offer support and guidance to develop pupils' literacy and vocabulary further.</li><li>• Literacy sessions in the LRC? WRInc?</li></ul>	
Focus on developing greater links across the curriculum to strengthen problem solving and application of mathematics.	Audit of current cross-curricular opportunities. Department-to-Department working and support for new curriculum demands. <ul style="list-style-type: none"><li>• Middle leader development sessions focused on developing pupils' numeracy skills across all departments in the school.</li></ul>	<ul style="list-style-type: none"><li>• Lesson observation and work scrutiny records show an improvement in the consistency of methodology and greater variation in cross-curricular contexts when problem-solving.</li><li>• Links across the two academies across the Trust have also enable cross-curricular working and strengthened the work carried out within each.</li></ul>	

	<ul style="list-style-type: none"> <li>• Middle leader development session focused on improving staff awareness and understanding of problem solving and application of Maths in a range of GCSE questions (i.e. mathematical vocabulary used).</li> <li>• Problem of the week in the school bulletin for all (including staff) to complete and discuss.</li> <li>• Cross-curricular and across the Trust Curriculum Development Meetings</li> <li>• Use of IXL across the curriculum</li> <li>• Interactive SoLs and comprehensive hyperlinked resources accessible across the curriculum</li> <li>• Embedding of contexts from other subject areas in problem-solving Maths activities</li> <li>• Interventions led by the HLTA for Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Improved use of appropriate mathematical vocabulary and problem solving strategies observed across the curriculum but particularly in Science and Geography.</li> <li>• Use of IXL has supported departments in the application of Mathematics</li> <li>• Interventions led by the HLTA for Maths have had a positive impact on the well-being and confidence of groups of pupils as well as improving their problem-solving skills.</li> </ul>	
<b>ii.</b>			
<b>Desired outcome</b>			<b>Cost</b>
T&L focus on pupils eligible for PP with targeted support by HLTAs and TAs in reading and spelling	One to one and small group reading programme with literacy teacher	<ul style="list-style-type: none"> <li>• Targeted support and intervention sessions from Maths HLTA with Y11 PP pupils to develop their numeracy skills.</li> <li>• Targeted support and intervention sessions from English HLTA with Y11 PP pupils to develop their literacy skills.</li> </ul>	<b>£ 28, 015</b>
<b>iii. Other approaches within a Christian ethos</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Cost</b>

Improve well-being and positive mental health		<ul style="list-style-type: none"> <li>• Work that Mike Crampton has been doing in relation to Mental Health</li> <li>• Work that Amanda Jackson has been doing in relation to anti bullying</li> <li>• Targeted positive behaviour workshops for PP pupils in the LZ with Gemme Riley</li> <li>• Use of the BIT (targeted towards specific PP pupils with behaviour issues)</li> <li>• Individual pupil interviews for all Y11 PP pupils and myself - focusing on barriers to learning - improvement strategies - review meeting the term afterwards</li> </ul>	<b>£43, 170</b>
Focused GCSE support for subjects with heavier financial needs	Financial support for pupils who are studying in creative subjects or where field trips are required.	<ul style="list-style-type: none"> <li>• Field trips in subjects including Humanities and PE have taken place. Fair funding has meant that no pupil has missed out due to their background.</li> <li>• Performance results for individual pupils have been maximised - particularly in the CA content of GCSE PE</li> </ul>	

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.