

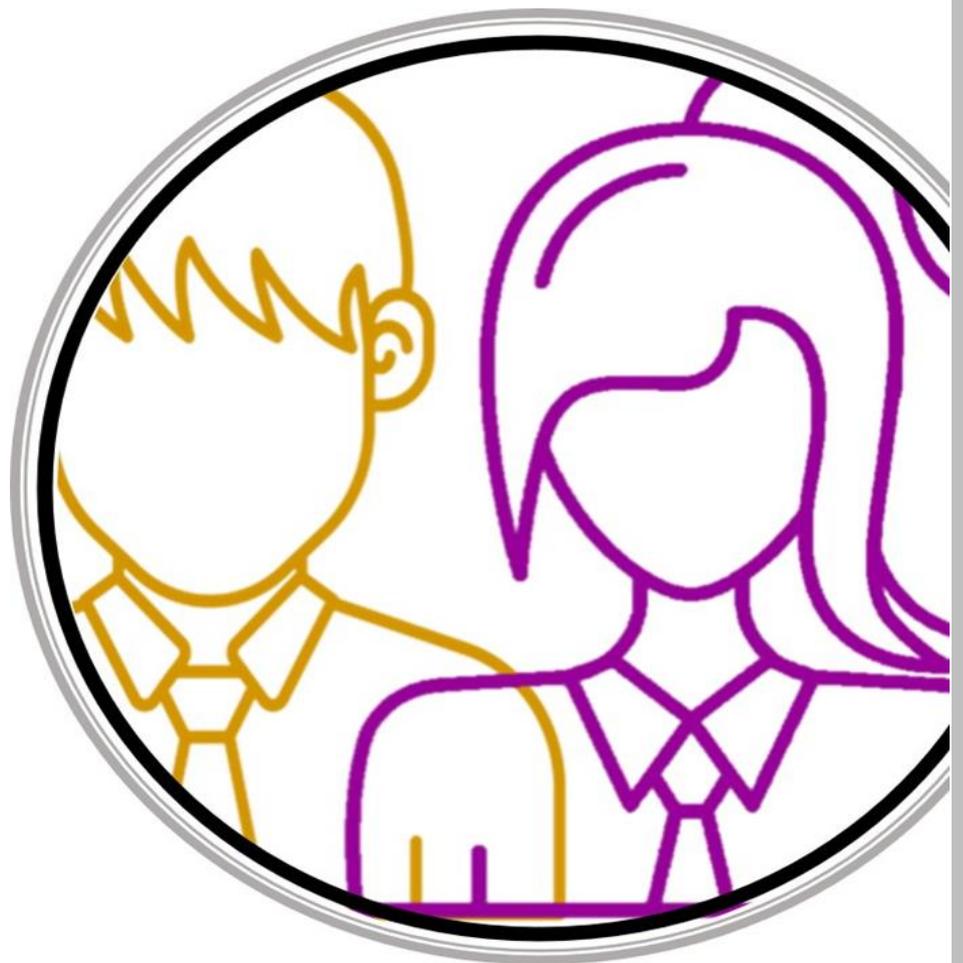


Dayspring Trust

**Venerable Bede**

CE Academy

# **Pupil Premium Strategy (2021-2024)**



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

- Proverbs 22:6

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Venerable Bede CE Academy
Number of pupils in school	895
Proportion (%) of pupil premium eligible pupils	30.8% (276)
Academic years covered by this pupil premium strategy statement	2020/21 (Review) 2021/22 – 2023/24 (Plan)
Date this statement was published	October 2021
Date on which it will be reviewed	March & October 2022
Statement authorised by	Dayspring Trust
Pupil premium lead	Mrs T. Burgess
Governor / Trustee lead	Mr N. Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 223,680
Recovery premium funding allocation this academic year	£ 34,510
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 258,190</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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 Pupil 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. 276 (30.8%) of our 895 pupils are identified as 'Pupil Premium', yet our IDACI records show that 52% of our pupils are in the bottom 30% of households nationally for the Income Deprivation Factor and 31% of our pupils are in the bottom 20% of households [source Income Deprivation Affecting Children Index IDACI]. These figures are a truer reflection on the impact of poverty and austerity on our pupils.

We have invested heavily in whole school tiered 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-disadvantaged pupils.

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

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

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
C1	<p><b>Attendance</b></p> <p>PP attendance is below that of non-PP pupils and all attendance figures have been amplified negatively during the Covid-19 pandemic.</p>
C2	<p><b>Engagement with learning</b></p> <p>Engagement of some disadvantaged pupils can be limited and family engagement in learning variable - Improving pupil engagement and also the curriculum engagement of families in learning is crucial in raising achievement and improving outcomes for youngsters. The COVID-19 pandemic has exacerbated this challenge.</p>
C3	<p><b>Aspirations and destinations</b></p> <p>Aspirations of some disadvantaged pupils can be limited due to family experiences of education and this can impact on pupils' desires to progress to further/higher education and future opportunities. Not all pupils experience sufficient wealth of enrichment experiences in order to widen their horizons so that they understand why they need to try to reach their full potential.</p>
C4	<p><b>Social, emotional and general welfare support</b></p> <p>Many pupils have additional pastoral needs e.g. SEMH, uniform, support at home, breakfast etc. and require mentoring/counselling or additional support. 'Home learning', due to Covid-19, has highlighted a huge gap between PP and non-PP in terms of access to work, completion of work and independent study skills.</p>
C5	<p><b>Reading</b></p> <p>Literacy levels of disadvantaged pupils are significantly below national average on entry and this has been compounded by the COVID-19 pandemic. Low levels in literacy have an impact across the curriculum, through extended writing tasks, SPAG and pupils' ability to communicate effectively, using subject specific vocabulary. Their vocabulary and cultural capital are also affected, due to lack of wider reading.</p>
C6	<p><b>Mathematical fluency</b></p> <p>Mathematical fluency, for those who are eligible for PP, is lower than other pupils on entry to Year 7. The same pupils often struggle to apply skills to problem-solving and choosing the most appropriate methods to solve a given task.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge number	Intended outcome	Success criteria
C1	<ul style="list-style-type: none"> <li>The attendance of pupils is improved so that pupils are able to make good progress.</li> <li>The proportion of pupils who are PA is reduced.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of absence will show increasing levels of attendance.</li> <li>A downward trend in the number of persistently absent DA pupils.</li> <li>PA for disadvantaged pupils will reduce to be in line with PA for all pupils or lower.</li> </ul>
C2	<ul style="list-style-type: none"> <li>Staff capacity in targeting the individual needs of pupils, with strategies to challenge, overcome barriers to learning and develop pupils' resilience is enhanced.</li> <li>Enhanced pupil engagement in lessons which impacts positively on progress</li> <li>Inclusion system continues to have a positive impact on pupils' behaviour and attitudes</li> <li>Pupils are active and independent learners who strive to achieve their best in every learning situation</li> </ul>	<ul style="list-style-type: none"> <li>The proportion of pupils achieving 4+ / 5+ in English and Maths improves and the gap between DA and Non DA pupils will narrow.</li> <li>Improved A8 and P8 figures and the gap between DA and Non DA pupils will narrow.</li> <li>Reduced numbers of fixed term suspensions and narrowing of the DA gap for rates of FTS.</li> <li>Observations of learning will show increasingly high proportions of active and independent learners striving to achieve their best.</li> </ul>
C3	<ul style="list-style-type: none"> <li>The aspirations of all pupils are raised. Opportunities for enhancing 'cultural capital' through enrichment and experience are cultivated.</li> <li>Pupils are supported to access extra-curricular activities and learning outside the classroom.</li> <li>Increased parental support for pupils in parents' evenings/options/careers appointments to ensure DA pupils are supported to post-16 education, employment, or training.</li> <li>Appropriate post-16 destinations are secured.</li> </ul>	<ul style="list-style-type: none"> <li>The NEET figure for pupils, including those in receipt of Pupil Premium, will remain low - Target of 0% for 2021.</li> <li>Attendance of parents of disadvantaged pupils at events and parents' evenings will be high and increasing.</li> <li>Pupil, parent and carer surveys will indicate that Emotional, physical, and academic needs are met through networks of support and embedded strategies within school and the wider community.</li> </ul>
C4	<ul style="list-style-type: none"> <li>Strategies to support pupils with anxiety and wider issues linked to their mental health and wellbeing develop their character (particularly their resilience, confidence and independence) which has a positive impact</li> <li>Pupils are able to access any external support needed as quickly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils in receipt of Pupil Premium will have swift and easy access to all external agency support.</li> <li>All DA pupils will feel safe, secure and supported to continue their education within the academy which in turn will lead to enhanced progress rates and narrowing of the progress/attainment gaps.</li> </ul>

C5	<ul style="list-style-type: none"> <li>▪ Reading skills, particularly reading for meaning and vocabulary are improved.</li> <li>▪ A visible reading culture across the Academy will develop a joy and love of reading for all, particularly disadvantaged pupils.</li> <li>▪ Vocabulary and cultural capital is acquired through wider reading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading and spelling ages will increase at a rapid rate, impacting on progress and narrowing the gap.</li> <li>▪ Pupils accessing targeted interventions will show increasing numbers making secure progress in all subjects.</li> <li>▪ The vocabulary gap between DA and non-DA pupils will continue narrow.</li> <li>▪ Increased engagement of pupils with reading activities and accessing specific packages of support.</li> </ul>
C6	<ul style="list-style-type: none"> <li>▪ Mathematical fluency and problem solving skills, particularly in Maths and Science, are improved and have a positive impact on progress.</li> <li>▪ Confidence and ability to solve problems through reasoning will increase, particularly in maths and science, leading to improved progress across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils accessing targeted interventions will show increasing numbers making secure progress in all subjects where problem-solving and mathematical fluency are required – particularly in maths and science.</li> <li>▪ The mathematical fluency gap between DA and non-DA pupils will continue narrow.</li> <li>▪ Increased engagement of pupils with numeracy activities and accessing specific packages of support.</li> </ul>

## Activity in this academic year (2021/22)

This details how we intend to spend our pupil premium (and recovery premium funding) in 2021/22 to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching including targeted CPD.	Supporting high quality teaching is pivotal in improving children's outcomes. Research indicates that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. <a href="#">EEF Research Link – Effective Professional Development</a>	C2 C5 C6
DEEP curriculum reviewed and adapted to engage pupils and support them in learning more and knowing more as they progress through well-sequenced learning. An emphasis within the curriculum to ensure learning and engagement gaps are plugged and pupils are able to 'connect' and engage.	Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge, knowledge of their pupils and a strong, well-sequenced curriculum positively impact upon learning. <a href="#">Research Link</a>	C2 C5 C6
Metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly by teaching them specific strategies for planning, monitoring, and evaluating their own learning.	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective and that those approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. <a href="#">EEF Research Link – Metacognition and Self-regulation</a>	C2 C3 C4 C5 C6
Using blended learning to support gaps caused by Covid-19 lockdowns.	Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. <a href="#">Research Link</a>	C1 C2 C4 C5 C6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective diagnostic assessment across the curriculum to effectively target appropriate and timely support.</p>	<p>"Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by headteachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all pupils" [Source: TeacherTapp, May 2020] <a href="#">EEF Blog Link – Meaningful and Manageable Assessment</a></p>	<p>C2 C3 C5 C6</p>
<p>Targeted intervention, in both reading and mathematical fluency, for those who have fallen behind with an initial focus on those with low engagement levels during 'home learning' phase.</p> <p>One-to-one and small group reading interventions targeted at DA pupils</p> <p>One-to-one and small group numeracy interventions targeted at DA pupils</p> <ul style="list-style-type: none"> <li>▪ Bedrock Vocabulary</li> <li>▪ Lexia</li> </ul>	<p>On average, one to one tuition is very effective at improving pupil outcomes. This tuition is more likely to make an impact if it is additional to and explicitly linked with regular lessons.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has the highest impact.</p> <p><a href="#">EEF Research link - One to one tuition</a> <a href="#">EEF research Link – Teaching Assistant Interventions</a></p>	<p>C2 C5 C6</p>
<p>Focused support across the curriculum to address gaps and improve DA pupils' vocabulary, reading comprehension and communication skills.</p> <p>Focused support across the curriculum to address gaps and improve DA pupils' mathematical fluency, problem-solving and application of number.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. <a href="#">EEF Research Link - Reading Comprehension</a></p> <p>Achieving fluency in important mathematical procedures is fundamental to students' mathematical development. [Sources: DfE 2013; National Council of Teachers of Mathematics [NCTM], 2014]</p>	<p>C2 C5 C6</p>

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

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted analysis of PP pupils' attendance to track and monitor PA weekly. Stepped approach to interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, Referral to LA attendance team) as required	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>▪ The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>▪ Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>▪ Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>	<p>C1 C2 C3 C4</p>
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship		
Sustain a system of rewards and incentives for improved attendance to school.		
Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="#">EEF Research Link – Parental Engagement</a></p>	<p>C2 C3 C4</p>
Continue to develop in-school behaviour improvement and resilience programmes, external support from 'Behaviour Intervention Team' and targeted support for pupils displaying challenging behaviour.	<p>There is evidence across a range of different behaviour interventions with highest impacts for approaches that focus on self-management and self-regulation. Research indicates that both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="#">EEF Research Link – Behaviour Interventions</a></p>	<p>C2 C1 C4</p>

<p>Work with external agencies including Early Help, CAMHS and Kooth to support pupils and families.</p>	<p>Current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (<a href="http://mind.org">mind.org</a>). Mental health issues are an increasing concern not only for adults but also children and young people. The last NHS 'Mental Health of Children and Young People' survey completed for children and young people was in 2018, which found that 1 in 8 children aged between 5 and 19 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact - 54% of children and young people surveyed by Youngminds in Jan 2021 said that had needed. <a href="#">Link to survey</a></p>	<p>C4 C2</p>
<p>CEIAG information is delivered to DA pupils to ensure they are fully aware of their options post-16 to allow them to make informed decisions. Specific access for PP pupils to explore CEIAG via web/ICT facilities within school.</p>	<p>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>C2 C3 C4</p>

**Total budgeted cost: £ 260,000**

## Part B: Review of outcomes in previous academic year (2020/21)

### Pupil premium strategy outcomes (3 years)

Due to the impact of COVID-19, pupils were awarded Centre Assessed Grades\* in August 2020 and Teacher Assessed Grades\*\* in the summer of 2021. Comparable data for Progress 8 is not available.

Measure	2018/19	2019/20*	2020/21**
Attainment 8	46.4	48.3	52.0
Progress 8	-0.36	N/A	N/A
Number of disadvantaged pupils in P8	48	53	43
Progress 8 (English)	-0.08	N/A	N/A
Progress 8 (Maths)	-0.65	N/A	N/A
Progress 8 (EBacc)	-0.40	N/A	N/A
Progress 8 (Open)	-0.30	N/A	N/A
Percentage Grade 5+ English & Maths	42%	43%	55%
EBacc entry	47%	36%	39%

### Review of Expenditure 2020/21

Total Allocation for 2020/21: £219,650

- A Improving Attendance
- B Reading and mathematical thinking
- C Narrowing the historical gap at KS4
- D Aspirations and self-esteem
- E Parental Engagement

Intervention	Cost	Subtotal
Improving the quality of teaching & learning	£30,026	£30,026
A: Improving Attendance		
Additional attendance officer	£14,515	
Stepped approach to attendance interventions	£1,988	
Breakfast club	£1,968	£18,471
B: Reading and mathematical thinking		
Literacy Lessons	£10,640	
Reading programme	£368	

HLTA interventions	£23,205	
One-to-one LRC Interventions	£7,521	
Data management (FFT & SISRA)	£2,323	£44,057
<b>C: Narrowing the historical gap at KS4</b>		
Bespoke intervention programme	£27,021	
Pupil Personal Development Curriculum	£26,600	£53,621
<b>D: Aspirations, self-esteem and pastoral welfare</b>		
Additional pastoral support worker	£13,742	
Careers programme and support	£6,720	
CEIAG coordinator	£2,873	
PIVOTAL (behaviour management)	£3,285	
Mental Health Lead	£26,278	
Dedicated counselling service	£11,160	£64,508
<b>E: Parental Engagement</b>		
Improve communication (Parentmail)	£3,818	
Classcharts	£5,149	£8,967
<b>Total Spend</b>	<b>£219, 650</b>	

## Review of 2020/21 aims and outcomes

The Covid-19 pandemic resulted in significant disruption to the planned interventions to support disadvantaged students during 2020-21. Furthermore, the resulting paucity of internal tracking data and no external examination data means that it is not possible to draw meaningful data-based conclusions about the success of interventions.

Aim	Outcome
A Improving Attendance	<ul style="list-style-type: none"> <li>▪ An additional attendance officer was employed to support attendance tracking and staged attendance interventions.</li> <li>▪ Staged interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, Referral to LA attendance team) were put in place by the Attendance Team.</li> <li>▪ 'Breakfast club' continued to be a popular resource accessed by a range of pupils across the year encouraging punctual arrival and attendance to school.</li> <li>▪ Attendance to virtual lessons was monitored, tracked and communicated with parents/carers during the period of lockdown (Jan -Mar 2021) in order to maximise engagement in remote learning.</li> <li>▪ All pupils who were not able to attend school because of COVID-19 related absence e.g. self-isolation, access to remote education was offered and engagement monitored.</li> </ul>

<p>B Reading and mathematical thinking</p>	<ul style="list-style-type: none"> <li>▪ Discrete Literacy lessons for pupils in Years 7 &amp; 8 were delivered throughout the year (including during periods of remote education).</li> <li>▪ HTLA in English targeted pupils for intervention across all year groups, with a key focus on Year 11.</li> <li>▪ Maths HTLA ran targeted intervention programmes for pupils across Years 7-11 whose problem-solving skills were a barrier to progress.</li> <li>▪ Data shows that 38% of pupils made above expected progress in relation to their reading ages.</li> <li>▪ Both reading and maths interventions had a positive impact on the well-being and confidence of groups of pupils as well as improving their, reading, vocabulary and problem-solving skills.</li> <li>▪ Improved use of appropriate mathematical vocabulary and problem solving strategies observed across the curriculum but particularly in Science and Geography.</li> </ul>
<p>C Narrowing the historical gap at KS4</p>	<ul style="list-style-type: none"> <li>▪ Careful data management and robust whole school tracking systems enabled targeted interventions, across the KS4 curriculum, to be put in place for those falling behind or those with significant gaps.</li> <li>▪ Year 11 'Period 6 Interventions' took place throughout the Autumn term</li> <li>▪ Year 11 and 'Period 6 preparation' for assessments took place following pupils' full return to school after the Jan-Mar lockdown.</li> <li>▪ As per our Centre Policy, careful processes were put in place to ensure that 2021 Teacher Assessed Grades were NOT influenced by pupils' character, behaviour, appearance, their positive or challenging personal circumstances, socio-economic background, or protected characteristics.</li> </ul>
<p>D Aspirations, self-esteem and pastoral welfare</p>	<ul style="list-style-type: none"> <li>▪ Work experience placements were unable to go ahead owing to government restrictions to combat the spread of Coronavirus - the CEIAG coordinator devised a virtual work experience activity to enable pupils to experience and practise work experience related skills within school.</li> <li>▪ All pupils had a one-to-one careers interview - either in person or via TEAMs. Our careers advisor has continued to work with Year 11 leavers after results day and into AT1 2021.</li> <li>▪ Additional counselling capacity improved the wellbeing of our young people and encouraged resilience.</li> <li>▪ PIVOTAL approach employed as a school wide system of positive behaviour management with clear and consistent. Key (AHT/DHT pastoral) staff continued their training. All staff attended an 'in house' CPD programme, focused on the PIVOTAL approach, delivered by the pastoral team.</li> </ul>
<p>E Parental Engagement</p>	<ul style="list-style-type: none"> <li>▪ Parentmail fully set up and used to facilitate swift communication with parents/carers</li> <li>▪ Parents and carer surveys indicate that communication in 2020-21, including periods of partial school closure, was clear and timely. Every parent/carers was contacted, via telephone, at least once during the period of partial school closure to enquire about their child's welfare – this was very positively received.</li> <li>▪ Classcharts proved to be a key tool in supporting the close working partnership between families and school around attendance and behaviours for learning. An emphasis on positive recognition enabled a structured rewards system.</li> </ul>