

Pupil premium strategy statement – St Charles' VC Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Woodmansey
Pupil premium lead	Sarah Woodmansey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,355
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£86,355

Part A: Pupil premium strategy plan

Statement of intent

At St Charles', our approach to Pupil Premium funding is driven by a commitment to equity, contextual understanding, and evidence-informed practice. We recognise that disadvantaged pupils often face multiple and complex barriers to learning, and we are determined to ensure that every child has the opportunity to thrive.

Our Strategic Approach

Our decision-making is guided by:

- National research and best practice, including recommendations from the Education Endowment Foundation (EEF).
- In-depth knowledge of our school context, including demographic challenges and individual pupil needs.
- The lived experiences of our families, many of whom face socio-economic hardship, language barriers, and high mobility.

We understand that barriers to learning vary and may include:

- Limited support at home
- Weak language and communication skills
- Low self-confidence
- Behavioural challenges
- Poor attendance and punctuality
- Our strategy is therefore responsive, flexible, and personalised, recognising that each child's circumstances are unique.

We also recognise the significant impact of very high pupil mobility, which affects both mobile and stable cohorts. Frequent transitions can disrupt learning continuity, social relationships, and emotional wellbeing. For mobile pupils, this often means gaps in prior learning and limited familiarity with school routines. For stable pupils, the constant change in peer groups can affect classroom dynamics and consistency in learning environments. Our strategy is therefore responsive, flexible, and personalised, recognising that each child's circumstances are unique.

Principles Underpinning Our Strategy

- Quality First Teaching is central to our approach. All pupils, regardless of background, must access high-quality teaching and learning.
- We ensure targeted provision for pupils in vulnerable groups, including those eligible for Pupil Premium.
- We acknowledge that eligibility does not equate to disadvantage, and vice versa. Our strategy is inclusive and based on need, not label.

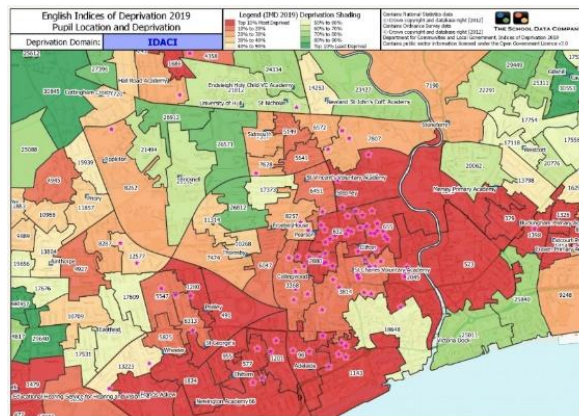
- All teaching staff are actively involved in data analysis and pupil identification, fostering a shared understanding of individual needs and a collective responsibility for pupil outcomes.

School Context and Demography

St Charles' is a vibrant, inclusive, one-form entry Catholic primary school located near the centre of Hull. We serve a richly diverse inner-city community, characterised by:

- 84% of pupils living in areas ranked in the bottom 10% nationally for deprivation (IDACI 2019)
- 74% of pupils speaking English as an additional language, with over 40 languages spoken across the school
- High pupil mobility, often linked to overseas movement and complex family circumstances

Our inclusive ethos and strong community relationships enable us to respond effectively to the needs of our pupils.



Local Context: LSOA E01012851

Our school is situated within one of the most deprived areas nationally, ranked in the bottom decile on the Index of Multiple Deprivation. The community faces:

- High levels of income and employment deprivation
- Significant educational and skills gaps among adults
- Poor health outcomes and substandard housing
- Elevated child poverty rates

These factors contribute to a complex backdrop where pupils are at increased risk of underachievement. Our strategy addresses these challenges through:

- High-quality teaching
- Early reading and phonics interventions
- Robust pastoral systems to improve attendance, wellbeing, and engagement

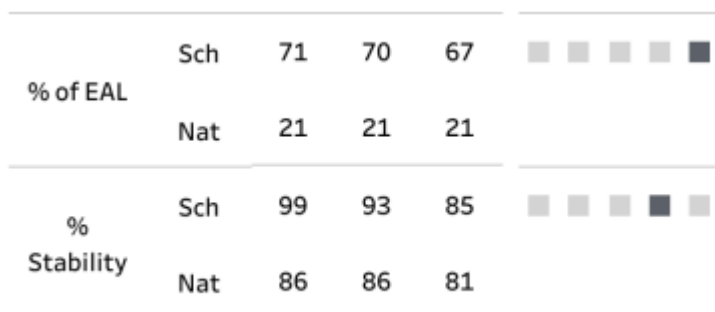
Our Commitment

We are committed to using Pupil Premium funding to:

- Narrow attainment gaps
- Improve attendance and engagement

- Support emotional wellbeing and resilience
- Ensure every child feels safe, valued, and confident in their learning

Our strategy is reviewed regularly to ensure impact and remains focused on enabling all pupils to reach their fullest potential.



Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being - Low self-esteem, confidence and resilience levels
2	Growing need of children with additional needs
3	Low levels of language and communication skills.
4	Low attendance rates.
5	Low attainment on entry to EYFS.

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.

Intended outcome	Success criteria
Accelerate progress in reading for disadvantaged pupils across the school.	<ul style="list-style-type: none"> Disadvantaged pupils achieve progress scores in reading at least in line with national averages at KS1 and KS2. The attainment gap between disadvantaged pupils and their peers continues to narrow.
Accelerate progress in writing for disadvantaged pupils across the school.	<ul style="list-style-type: none"> Disadvantaged pupils achieve progress scores in writing at least in line with national averages at KS1 and KS2. The attainment gap between disadvantaged pupils and their peers continues to narrow.
Accelerate progress in mathematics for disadvantaged pupils across the school.	<ul style="list-style-type: none"> Disadvantaged pupils achieve progress scores in mathematics at least in line with national averages at KS1 and KS2. The attainment gap between disadvantaged pupils and their peers continues to narrow.
Improve and sustain high attainment in phonics.	<ul style="list-style-type: none"> Outcomes in the Phonics Screening Check exceed national averages. Increased proportion of pupils successfully complete the Read Write Inc. phonics programme.
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> Whole school attendance is in line with or above national averages. Attendance for disadvantaged pupils matches or exceeds that of non-disadvantaged peers. Reduction in the number of persistent absentees among disadvantaged pupils.
Enhance pupil wellbeing and emotional resilience.	<ul style="list-style-type: none"> Pupil voice evidences that children feel safe, happy, and supported in school. Pupils demonstrate increased engagement in learning due to improved emotional wellbeing. Pastoral support systems are embedded and responsive to pupil needs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,906.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further retrieval practice across the curriculum using the Trust's Teaching and Learning Principles. Includes staff training and development of classroom strategies to support long-term memory retention.</p> <p>(Staff Meeting time – no additional costs)</p>	<p>Rosenshein's Principles of Instruction explains the benefit of building on prior learning and revisiting previous learning.</p> <p>Bjork and Bjork 2011 in Sutton Trust's 'What makes great teaching' 2014 highlights how retrieving information leads to better long her recall.</p>	2, 3 & 5
<p>Ongoing training and coaching for staff delivering RWI. Includes support from English Hub, fidelity checks, and investment in resources to ensure high-quality phonics teaching.</p> <p>(Lead teacher to support and coach – £3406.96)</p>	<p>The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base.</p> <p>RWInc is a validated DFE approved SSP programme</p>	2, 3 & 5
<p>Provide professional development for teaching staff on the use of highly intentional teaching strategies, including modelling, scaffolding, and deliberate practice. This will include training sessions, peer coaching, and opportunities to observe best practice.</p>	<p>- Rosenshine's Principles of Instruction advocate for explicit teaching, guided practice, and frequent review as key components of effective instruction.</p> <p>- EEF: Effective Professional Development (2021) highlights that CPD is most impactful when it is sustained, collaborative, and focused on classroom practice.</p> <p>- Barak Rosenshine (2012): "Highly effective teachers use instructional</p>	2, 3 & 5

(Staff Meeting time – no additional costs SLT time to monitor £4724.73)	strategies that are purposeful and sequenced to maximise learning."	
Further develop staff expertise in using formative and summative assessment to identify gaps and adapt teaching. Includes moderation, data analysis training, and responsive planning.	EEF: Feedback (+6 months); EEF: Diagnostic Assessment; DfE Standards for Teachers' Professional Development	2, 3 & 5
Staff CPD Subject leader release time £4000	High quality staff CPD is essential to follow EEF principles.	2, 3 & 5

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

Budgeted cost: £ 62,410.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention from experienced staff to support small groups and 1 to 1 tutoring in Reading, Writing and Maths. Looking at expected and GD. Use early Autumn assessment to inform groups/gaps</p> <ul style="list-style-type: none"> • RWInc 1:1 tuition • IDL for RWM • Personalised Targeted support / SDI • Lexia <p>Staff to deliver sessions - - £37460.40 SENDSCO time £11322.48</p>	<p>EEF Toolkit on small group intervention, individualised instruction and 1:1 tuition</p> <p>Individualised instruction - On average, individualised instruction approaches have an impact of 4 months' additional progress</p> <p>1:1 Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base.</p>	2, 3 & 5

Subscriptions: £898 Total = £49,680.88		
Daily, intensive readers led by experienced TA. Support Staff £12,486.60	EEF Toolkit on small group intervention and 1:1 tuition	2, 3 & 5
Timetable Rockstars / Numbots subscription to support small groups and individuals with maths basic skills £243.09	EEF Toolkit on small group intervention, individualised instruction and 1:1 tuition Shine Trust research – 'The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.'	2, 3 & 5

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

Budgeted cost: £9628.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the inclusion and pastoral team: Attendance lead to work with DSL to analyse attendance and contact low attenders / persistent absenteeism. Inclusion team - £6185.83	Attendance data suggests disadvantaged pupils require support to help them attend better. Previous work dedicated to these areas saw a drop in persistent absentees and an improvement in disadvantaged attendance. According to Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report November 2015 'Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics'	1 & 4
DSL/ ELSA to support families with:	EEF Toolkit – Parental Engagement	1 & 4

<ul style="list-style-type: none"> • concerns / worries • emotional needs • external agencies such as HeadStart and Early Help <p>£2443.00</p>	<p>EEF Toolkit – Social and Emotional learning</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Support from within the school helps reinforce positive views of the school through an open and supportive network.</p> <p>Previous ELSA work demonstrates a positive impact and pupil voice is positive about ELSA work.</p>	
<p>High Quality Resources and experiences from external agencies to allow the children to have first-hand experiences to develop their knowledge. This also includes musical in instrument lessons and teaching.</p> <p>Providing a breadth of experiences (opening eyes to wider opportunities) Continual review of the curriculum to ensure it is balanced, carefully sequenced and accessible for all pupils, with carefully planned rich experiences and opportunities</p> <p>£1000 (including focus days, instrumental lessons and other extra-curricular opportunities)</p>	<p>It is essential for our pupils to experience a range of different areas before they are expected to understand and learn about it.</p> <p>Pupils have the right to experience musical instruments and wider curriculum clubs/sports.</p> <p>EEF Toolkit – Arts Participation</p> <p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>	

Total budgeted cost: £ 86,946.09 (£591.09 from school budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Impact Statement

As a headteacher working in a deprived area, our pupil premium strategy has focused on addressing core barriers to achievement: early literacy gaps, lack of reading support at home, and poor attendance. In 2024–2025, funding was allocated to:

- **1:1 phonics interventions** in Key Stage 1 to accelerate early reading skills.
- **Adult-led reading support** for children without reading opportunities at home.
- **Pastoral team support** to improve attendance and reduce persistent absence.

Impact on Outcomes

- Phonics Screening Check: Outcomes improved from 69% in 2024 to 74.1% in 2025, reflecting the success of targeted phonics interventions.
- Good Level of Development (GLD): GLD rose slightly from 48.1% in 2024 to 48.3% in 2025. While modest, this improvement is significant given the high level of need and contextual challenges.
- **Attendance:** A sustained improvement was seen across the academic year:
 - **Autumn Term:** 88.9% attendance, 56 persistent absentees (PAs)
 - **Spring Term:** 89.89% attendance, 47 PAs
 - **Summer Term:** 90.54% attendance, 42 PAsThis demonstrates the positive impact of pastoral interventions and consistent support for families.

Teaching Impact:

- Staff confidence in delivering high-quality phonics and reading instruction increased, as evidenced by internal fidelity checks and lesson observations.

- Use of retrieval practice and formative assessment led to improved pupil engagement and retention of key concepts.

Pupil Voice

Pupil feedback has highlighted the value of our pastoral support. Children report feeling happy and safe at school, and express confidence in their learning. This sense of security and belonging is essential for engagement and progress, particularly for our most vulnerable learners.

Conclusion

The pupil premium funding has enabled us to provide targeted academic and pastoral support that is beginning to close gaps in attainment and engagement. Continued investment in these areas is essential to sustain and build on this progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
RWINc Phonics	Ruth Miskin
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Lexia	Lexia Learning Systems LLC
IDL	International Dyslexia Learning

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.