Our Lady and Saint Benedict Catholic Academy

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Outcome 1

Professional development for teachers new to EYFS ensures teachers effectively develop speech, language and communication skills so that pupils can communicate effectively and access the curriculum on offer.

Outcome 2

An embedded mentoring and coaching approach to ensure high-quality teaching which responds to the needs of all pupils including disadvantaged children with SEND leading to higher attainment of disadvantaged pupils in phonics, reading, writing and maths

Outcome 3

Quality training for support staff enables them to deliver high-quality, effective and timely interventions both within the classroom in small groups and one-to-one, matched to the children's specific needs and based on learning in the classroom.

Outcome 4

Pupils with social, emotional and behavioural needs are well-supported.

Outcome 5

The attendance of disadvantaged children, disadvantaged children with SEND and those who are persistently absent is in line with national averages for these groups of children.

Outcome 6

The engagement of parents has a positive impact on their child's learning.

Outcome 7

Ensure the extra-curriculum opportunities and the extended school programme gives disadvantaged children the opportunities to further develop their knowledge and cultural capital.

Outcome 1

Professional development for teachers new to EYFS ensures teachers effectively develop speech, language and communication skills so that pupils can communicate effectively and access the curriculum on offer.

Speech, Language and Communication

Here at OLSB we see the curriculum as the most effective tool that allows us to effect social mobility, raise aspirations and allow children to see and experience the world beyond their local neighbourhood. The school has an ambitious curriculum that prepares them fully for the next phase of education and ultimately to adult life. Children enter the academy with low communication, language and understanding skills. Many children lack experience of a range of books and literacy opportunities. The school believes it is of the utmost importance that this gap is plugged, and a rich literate curriculum is delivered so that children can access all other areas of the curriculum. Communication and Reading are at the heart of our curriculum and staff are clear that this is the key to accessing the quality curriculum that we offer. The school has worked with the Thrive to Five, Stoke Speaks Out, Soundpots and Neli Project. Staff have received training and have engaged in these programmes. The school has been involved in feeding back to the DFE on the success of this programme. The Neli Project has been delivered to groups of pupils successfully via the Neli Tutor. The British Picture Vocabulary Scale (BPVS) and the Communication screen have been used regularly to identify key priorities and areas for development. These have been acted upon swiftly through Hiqh-Quality First Teaching, adaptive teaching and Teaching Assistant Support and Intervention. High-Quality EEF recommended resources have been purchased to support pupils. Early intervention has been swift and rapid which has resulted in progress which is clearly evident with 5 non-verbal pupils who began in our Nursery class conversing with peers and the adults with whom they work by the end of their nursery year. By the end of the Foundation Stage **78.6%** of pupils achieved a Good Level of Development (GLD) which is above National Averages**. 70.6 %** of the Pupil Premium Group achieved GLD which is again above the National average for this group**. 85.7%** of this cohort reached the expected standard in listening attention and understanding and **89.3%** of this cohort reached the expected standard in Speaking. This clearly shows the impact of the work we have been doing with significant gains over time.

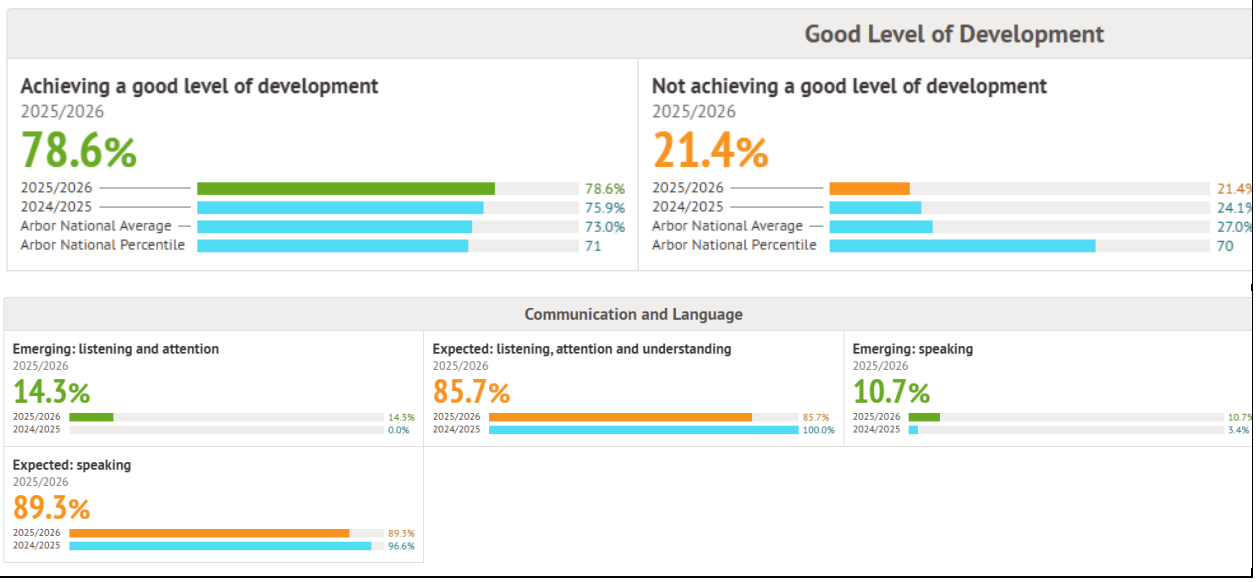
Name of School: Our Lady and St Benedict Catholic Academy

Primary 2026 Data

Predicted Numbers on roll in Reception 01/09/2026 = 30

Foundation Stage Good Level of Development

Number on Roll	Number of pupils achieving GLD	% Achieving GLD	Number of PP Pupils	% PP Achieving GLD	Number of SEND Pupils	% SEND Achieving GLD
28	22	78.6%	18	70.6%	5	20%



Outcome 2

An embedded mentoring and coaching approach to ensure high-quality teaching which responds to the needs of all pupils including disadvantaged children with SEND leading to higher attainment of disadvantaged pupils in phonics, reading, writing and maths

Coaching

The school has worked with a Mastery and Coaching expert to support teaching and Learning across the school at the highest levels. Teachers have received coaching in relation to Phonics, Reading, Maths, Religious Education and Teaching and Learning. The school is fully rehearsed in the CONNECT, ACTIVATE / EXPLORE, EXPLAIN AND PRACTICE MODEL. This is applied across the school. The school has developed it's own culture of coaching and this is now used consistently throughout the school as the way to support teachers and improve practice in all subject areas. There is an open approach to coaching here at OLSB and staff see it as both a professional development opportunity and a supportive model to ensure children receive the very best teaching and learning opportunities.

One senior member of staff is a fully-trained coach who has worked not only in our school but across schools in the Trust. They have also completed the 'Train the Trainer' programme, allowing her to develop maths mastery with not only teachers at OLSB but also the next generation of teachers and teachers new to the programme across the CMAT.

One members of staff is a fully-trained coaches (specifically for the new RE curriculum, Discerning Disciples)

The school has a comprehensive cycle of coaching which is embedded in a wide range of subjects across the school.

SPAG

We have purchased the new SPAG scheme' The place value of Punctuation and Grammar.' All staff received extensive training on the use of the scheme. The English curriculum was re-mapped to include discrete grammar teaching and included progression documents and expectations as to what would be included within pieces of writing completed through the T4 Writing curriculum. Early indications are showing a rise in standards and pupils effectively using taught grammar in their written work.

Reading

Our new reading curriculum has continued to be embedded across the school and has developed into a strength of the school. The reading scheme and teaching sequence is set in place throughout the school and is demonstrating positive gains in attainment and progress. All children have Bug Club books (matched to the level and skill of phonics acquisition alongside a library choosing book to take home and share with their families. The school's reading vending machine also allows pupils to a select a book to take home.

Pupil Attainment in Maths

By the end of Key Stage Two Pupil attainment in Maths is above National Averages. We continue to work on raising the attainment of the PP group.

This raise in attainment has been led by a significant investment in the teaching of Maths. New Power Maths resources were purchased for all classes in the school with pupils having their own text books and workbooks. A range of Maths manipulatives have been purchased to aid teaching and have been used to further develop children's understanding of mathematical concepts using the pictorial, concrete and abstract approach. We have worked with a Maths Mastery Specialist (Mark Cotton) and The North Mids and Peak Maths hub. All teaching staff have received 3 full days of training. They have received coaching sessions with the Mastery Specialist and have had the opportunity to visit local outstanding schools and work with outstanding maths teachers. The academy has made a significant investment in the above of well over £5,500. This has further developed Quality first teaching in Maths. Careful

assessment and monitoring has ensured that children keep up and adaptive teaching and catch up sessions have been targeted as and where needed to aid pupil progress.

Year 6 end of Key Stage Outcomes
Expected Standard

	2022/2023	**2023/2024**	**2024/2025**	**2025/26**
Reading	65%	90%	77%	70%
Writing	71%	73%	71%	73%
Maths	74%	83%	74%	80%
Combined	52%	73%	58%	63%
GPS	68%	67%	80%	77%

KS 2	2022/23					2023/24					2024/25					2025/26				
Exp	R	W	M	COM	GPS	R	W	M	COM	GPS	R	W	M	COM	GPS	R	W	M	COM	GPS
Class	65%	71%	74%	52%	68%	90%	73%	83%	67%	73%	77%	71%	74%	58%	81%	70%	73%	80%	63%	77%
PP	53%	65%	65%	35%	59%	79%	43%	79%	43%	57%	67%	56%	61%	39%	67%	58%	63%	74%	47%	68%
SEND	14%	14%	0%	0%	14%	25%	25%	0%	0%	25%	17%	0%	50%	0%	17%	33%	0%	33%	0%	33%

Exceeding the expected Standard

	2022/2023	**2023/2024**	**2024/2025**	**2025/26**
Reading	13%	27%	19%	23%
Writing	19%	13%	13%	23%
Maths	13%	37%	13%	33%
Combined	6%	7%	0%	17%
GPS	16%	30%	29%	30%

KS 2	2022/23					2023/24					2024/25					2025/26				
Exc	R	W	M	COM	GPS	R	W	M	COM	GPS	R	W	M	COM	GPS	R	W	M	COM	GPS
Class	13%	19%	13%	11%	16%	27%	13%	37%	7%	30%	19%	13%	13%	0%	29%	23%	23%	33%	17%	30%
PP	12%	6%	0%	5%	6%	14%	0%	14%	0%	0%	11%	6%	6%	0%	17%	21%	16%	26%	11%	21%

SEND	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Times Tables

The school has re-worked it's teaching and focus upon the teaching of Times Tables and has introduced Fast Maths, Mad Minutes and TT Rockstars. This new focus has shown pleasing results and Data is showing an increasing picture with the average pupil score rising significantly in 2025/2026 and being in line with the National Average pupil score. The Pupil Premium group out performed the class group.

Year 4 Average Pupil school for MTC

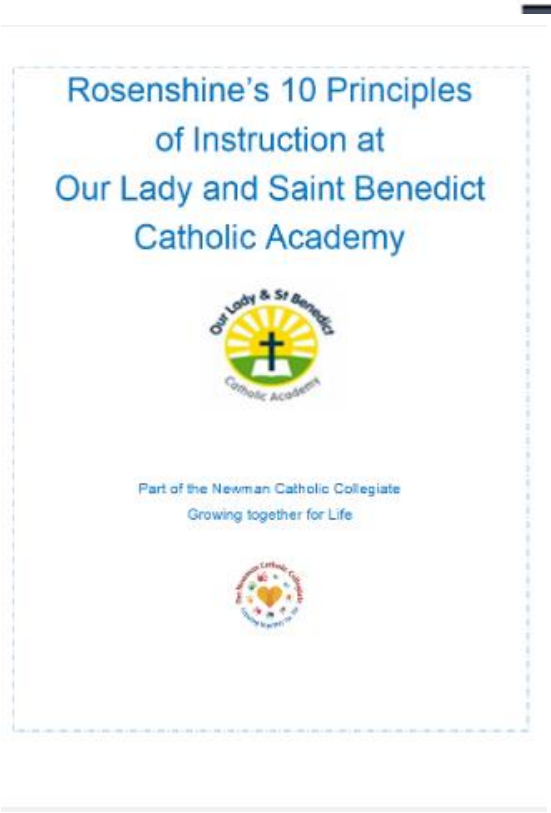
2022/2023	2023/2024	2024/2025	2025/26
18.0	19.87	18.87	21.7

YEAR 4 MTC	2022/23	2023/24	2024/25	2025/26
Class	18.0	19.87	18.87	21.7
PP	14	20.25	18.3	22.2
SEND	11	17	13.2	18.6

Cognitive science

EEF research has been fully investigated and the school has developed it's way to teach based around this and the Rosenshine's 10 principles of instruction. It appears that this approach is directly translating into accelerated progress for our pupils. At the start of every OLSB lesson, pupils complete a flashback to recall prior learning and ignite it. The medium-term plan shows the links of learning to previous year groups or prior knowledge in the current year group. This recap of knowledge is built upon through the lesson and improves fluent recall. They also practise the language they've already learned. This sustained recapping means knowledge enters pupils' long-term memory for lifelong retention and automatic recall. The Curriculum is split into easily digestible chunks. The schemes of work are written to ensure that cognitive overload does not take place. New learning is well managed, planned and delivered in small steps. This includes disciplinary knowledge, whereby new skills are presented and modelled in small steps. The introduction of new knowledge and words is carefully arranged to ensure that pupils are not overloaded and have the opportunity to ask questions, discuss meanings and use new knowledge and words during lessons. Lessons require learners to answer a range of questions about planned learning. Teachers use a range of different question types, monitor understanding and adapt questions accordingly new concepts are modelled to the pupils. Teachers provide pupils with a range of strategies and model lessons thoroughly prepare pupils for their independent work – following from the I do (teacher modelled), we do (paired work) we now move to the you do (Independent practice). When there has been sufficient rehearsal, the students are able to retrieve this material easily and thus are able to make use of this material to foster new learning and aid in problem solving. Therefore, pupils make connections of understanding of the new information to existing concepts or "schema". Live marking ensures misconceptions are identified early as when errors have been learned, they are very difficult to overcome. Teachers provide pupils with effective verbal or written feedback ensuring that pupils know their strengths and where they need to improve. Small steps of progression ensure learning is deepened. Live marking and feedback throughout the lesson identifies

misconceptions and aims to ensure that all children are given the opportunity to meet the intended learning outcome. Lessons can involve structured practical activities that allow new learning and disciplinary skills to be developed in multiple contexts. Both disciplinary and substantive knowledge will be practiced independently in lessons. This ensures new knowledge develops schemas and ensure long term learning. To ensure substantive knowledge remains in pupils' long-term memory, each lesson includes a flashback to previous learning. This ensures misconceptions are identified and lessons can be adapted to ensure all learners know and retain substantive knowledge.





Outcome 3

Quality training for support staff enables them to deliver high-quality, effective and timely interventions both within the classroom in small groups and one-to-one, matched to the children's specific needs and based on learning in the classroom.

- All teaching assistants received Adaptive Teaching training.
- 2 x members of staff completing the Level 5 Apprenticeship for SEND specialist TA.
- 1 x member of staff completing the Level 3 apprenticeship TA qualification.
- The school has an assessment cycle for all children including those with SEND. SEND assessments clearly pinpoint next steps for pupils. These are swiftly and expertly addressed through identification of needs and intervention. This is closely monitored to ensure pupils make progress.
- Children with EHCP's have a dedicated support assistant.

Outcome 4

Pupils with social, emotional and behavioural needs are well-supported.

Pupils Social, Emotional and Mental Health Needs

Mental Health Lead Training was completed by our Vice Principal Mrs Janine Exon. The academy employs a counsellor from Young Minds for One day per week to work with our pupils. This has been a significant investment by the academy of £7,500 which is much needed to support the SEMH needs of our pupils. Referrals are completed as needed. Our Safeguarding team also work with children and families to instate positive relationships and engagement and to offer support in times of need, they complete direct work with pupils in school and address targets from plans. Staff use SEL approached and Mind Up is delivered in class on a daily basis helping children to gain the skills of self awareness, self-management, social awareness, responsible decision making and relationship skills. The PSHE curriculum has SEMH embedded within it so that all pupils learn key knowledge and skills to support emotional regulation and an understanding of how the brain works and how this impacts on their emotional regulation, focus attention and build empathy. Around school there is a calm and purposeful environment. Inspection mentioned the school being a safe haven for pupils and families, an unwavering commitment to the most vulnerable pupils and families, with all staff going above and beyond to understand their needs. Pupils knowing that they are valued and cared for and excellent standards of behaviour with staff and pupils showing kindness and respect to all.

Outcome 5

The attendance of disadvantaged children, disadvantaged children with SEND and those who are persistently absent is in line with national averages for these groups of children.

Attendance (Disadvantaged Pupils)

Here at OLSB the Attendance rate has consistently been at around 95% throughout the academic year. The schools whole school attendance for the academic year 2025-2026 was 95.68% this was above both the local authority city average and the national average. This placed the school 1st out of 21 similar schools in the DFE Monitoring Attendance Report. Our Persistent absence rate continues to fall and for the academic year 2025-2026. This tood at 9.1% against a national average of 17.5% This is significantly below the National average. The school has an attendance officer and EWO for the school at a cost of just over £3,000 .The attendance policy was re-shared with all parents. Letters and Fortnightly newsletters make the promotion of attendance a priority. Attendance assemblies took place and children are clear about rewards, certificates and reward trips. We have a dedicated member of staff who has taken on the role of attendance. First day absence phone calls are made in line with policy. Action is swift and effective. Door step visits take place if required and referrals to other agencies are made as necessary. EWO AH visits school every Tuesday and myself as headteacher attend weekly attendance meetings. Attendance clinics are held with parents. With this increased focus we are proud to say that Attendance is holding at around 95.6% which is line with attendance nationally across all primary schools. There has also been a focus on promoting the message 'that children need to arrive in school on time'. This message alongside start times for the school day is consistently communicated to parents via letters and newsletters and face to face. Myself as headteacher and members of the SLT work the school gates every morning. Late arrivals enter school via the school office where parents need to [illegible]s. Face to face conversations als[illegible]

2025-2026	Total	National AV PRIMARY
Whole Year Overall Attendance whole school %	95.68%	94.8%
Absence rate	9.1%	17.5%
No. Persistent Absentee Attendance <90%	21	13.9%
Pupil Premium Attendance %	94.7%	89.23%
PP Absence Rate	5.3%	10.87%
SEND Attendance %	93.9%	

Outcome 6

The engagement of parents has a positive impact on their child's learning.

- EYFS have taken part in the the Secret Reader Initiative. Initially parents were invited into school to view story time delivered by experts in the school. Communication and early literacy skills were modelled to parents. Parents then signed up to visit school on a weekly basis to be a secret reader and share stories with the class. This has been particularly successful with an increase in parents reading at home with their children, sharing stories developing communication skills and early literacy enhancement.
- Early Reading and Phonics Workshops were held with parents in EYFS and KS1 on a termly basis.
- Owlets baby and toddler group, supported by Thrive at Five, has been a key success for engaging parents right from the earliest stages. Sessions include: Babbling Babies, Rhyme Time, Soundpots to name but a few. These support development of early language and communication from the earliest stage. These sessions have allowed for excellent relationships with parents to develop which we know is a key success for our working school. Parents know that if they approach the school, they will receive the help that they need. This has included signposting children to agencies, working with SEND services and completing an EHC application for a child even before they begin school. In these sessions, early identification of needs with prioritised support, starts from the earliest point.
- Arbor app rolled out across the school for more efficient communication
- School Facebook page allows regular updates on their child's learning, along with the school newsletter which is released weekly.
- Parents are regularly invited into school for information briefings around events such as First Holy Communion/Confirmation, residential visits, Sats meetings, Times table check meetings etc.
- The school has begun to engage in the National Numeracy Schools and Families Programme. Numeracy Champion training has begun, and the school partnership agreement has been signed. Our Maths lead and 3 members of staff have attended National Numeracy's Family Maths training and this programme will be rolled out across the school next academic year.
- We look forward to fully developing and rolling this programme out over the course of the next academic year.
- Parent Questionnaire is extremely positive with 97% of families feeling valued and supported and 97% of parents stating that they would recommend the school.

Outcome 7

Ensure the extra-curriculum opportunities and the extended school programme gives disadvantaged children the opportunities to further develop their knowledge and cultural capital.

Equality of Opportunity = Raise of Aspirations

The curriculum here at Our Lady and Saint Benedict Catholic academy extends allowing for pupils to develop in a broader sense. We plan for our pupils to see the best that has been said and done and allow then to know that they too can be anything that they want to be. Many of our children's lives do not extend beyond their home and so we provide opportunities for Children to see the wider world by taking them on visits. The sporting opportunities and extra-curricular clubs are of paramount importance and for many children provides them with an opportunity to partake in sports and compete that they wouldn't get the chance to do outside of school.

Here at OLSB Pupil now have access to a great range of enrichment activities linked to the curriculum and the schemes of learning throughout the year. Children have been provided with a range of opportunities to enrich, complement and raise aspirations.

All children are given equal opportunities, and the school uses a large proportion of its PP funding to ensure that every child is able to take part in all activities. This has included Residential Visits to Ilam Hall and the Peak District, Alton Castle, The Penkhull Music Festival, Packington Farm, Hulton Abbey, The New Vic Theatre visit to view Alice in Wonderland, Animal Handlers and Reindeers Visit, A Synagogue Visit, whole school AAshiyana Arts- Indian Workshop, Young Voices at Birmingham The

Lichfield Cathedral School project, Ford Green Hall, The Lowry Museum Manchester, Train journeys, JCB Girls in Engineering Project, The Imperial War Museum, Apedale Mine, The Black Country Living Museum, The Liverpool Museum Egyptians workshop, Llandudno, The Houses of Parliament and Trip to London to name just a few.

The school also operates a school in the forest on a weekly basis and an after school club is also offered to children in year 3 and 4.

Sporting events and competitions have also resumed including Tag Rugby, Handball, Hanley Schools Football Tournament, Cross Country competition and the Northwood Athletics. Kits and transport have been provided to all of these events.

Staffordshire County Cricket came into school to deliver their Chance to Shine programme, delivering cricket lessons to children and CPD to staff.

A professional dance teacher was also employed by the school, giving children the opportunity to practise, choreograph and perform a dance routine.

We have our own in house Before and After school Club 'Owls Nest' which provides wraparound care. We have a Strong set of Extra-curricular activities provided which include: Multi Skills, Bee Active, PE (Craig Sigley), Football, Drawing, Reading, Mindfulness, Ukulele and Songbirds Choir, Cross country and cricket these are all fully funded by the school and we ensure that all children have the opportunity to attend at least 1 after school activity. Some children attend 3 !

Peripatetic guitar and Keyboard lessons take place for groups of pupils – pupils are currently learning to play the guitar and the keyboard. Whole class Ukulele lessons and Recorder lessons also take place and children have the opportunity to perform in the City Recorder Festival for example. This again is funded by the school and we ensure that PP children are targeted to attend these lessons. 'City Songbirds' has also begun as an after -school choir club and the children take part twice a year in the City Songbirds Concert at the Victoria Hall.

There has also been a whole school focus on vocations and we have had a range of visitors into school to share their roles and to talk to the children about the world of work. This has included Police Officers, nurses, pet groomers, a children's author, a tv presenter, a CEO to name a few. So much so that pupils can now talk much more confidently about what they would like to be when they grow up !

School also had a visit from author and illustrator Matt Buckingham who shared his work, read stories and held workshops with classes across the school.

During the school Holiday's OLSB runs a HAF holiday club alongside the Newman Collegaite schools so that PP pupils receive free holiday club and care.

School uniform has also been provided for all children entering our Reception Class and for parents who have needed support throughout the year.

The academy recognises the importance of working with the wider family for the wellbeing and long-term educational benefit for our children. We employ two safeguarding officers who work with a large amount of families to support them. This is a significant investment of over £50,000.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson
White Rose Maths	White Rose
Fluent in 5	Pearson
Word Aware	Routledge Education
Bug Club Phonics	Pearson
Bug Club Whole Class Reading	Pearson
Nuffield Early Language Intervention (NELI)	Nuffield / Oxford
Mable Therapy (Speech and Language)	Pearson/Mable
Young Minds	Young Minds

Service pupil premium funding (optional)

Measure	Details