



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 2021 to 2022 academic year.

Metacognition

Metacognition training has been undertaken by all staff and a range of agreed strategies rolled out across the school. Children are able to use more metacognitive strategies to support their learning. They can talk about how they help themselves to learn and now need to develop the relevant vocabulary to express themselves and embed the skills they are developing. Leaders have developed a clear idea of what is happening and the work that needs to continue in this area. The focus will be on identifying what strategies are working well and those that need further development so that these practices can be implemented by all across the school. Once this is complete the focus will be on ensuring staff and pupils are following the practices implemented.

Reading

Reading strategies have been researched, reviewed and amended over the year. Our book stock and has been broadened and extended to engage children in a wide range of texts and a new progression document produced to ensure that children receive sequenced development of reading skills as they learn to read and then read to learn. Interventions are in place including Switch on to Reading and 1:1 reading across all phases for identified children. As a result, at the end of KS1 reading outcomes are in line with national for those in receipt of pupil premium and all other pupils. Reading scores at the end of KS2 are in line with national overall, whilst for children in receipt of pupil premium funding, outcomes are in line with nationally with similar peers but lower than that for all pupils. Leaders have identified a realistic picture of what is happening in guided reading and have identified this as an area of focus for further improvement. A new whole class reading scheme to support staff and pupils will be used and leaders are in the process of building systems, routines and practices to implement this new scheme.

Reading			
	Cohort	School	National
All	30	73	73
PP	16	62	62

Maths

The teaching mastery of maths has continued from Reception class through to Year 6. There has been a strong focus on basic number skills and times tables to close identified gaps in learning. Same day interventions have focused on misconceptions and developing basic skills.

A daily short 'fluent in five' session for all classes promotes mathematical fluency. However, in all phases gaps in learning remain and outcomes at the end of KS2 for all children but especially those in receipt of pupil premium have dipped significantly and are well below national expectations. Maths mastery is a key target for the academy in the coming academic year. 31% of PP achieved exp and 0% achieved GDS. Some teachers are still not confident in the maths mastery approach. Although Maths Mastery has been implemented the systems, routines and practices need to be further developed with a focus on ensuring that all the mathematics curriculum is taught and children are carefully assessed each term using the NFER tests to ensure that they are making progress. Maths mastery is a key target in the next academic year and the school will be working with an NLE the maths hub and outstanding Power Maths schools and partners.

Maths			
	Cohort	School	National
All	30	40	79
PP	16	31	68

Language and Vocabulary

Progressive teaching and application of vocabulary has been planned into all areas of the curriculum using a 'Word Aware' approach. Children are using subject specific vocabulary correctly and in context. A method of assessing language acquisition has been developed and children know more and remember more. The academy recognises that building children's progressive vocabulary will give them greater access to the wider curriculum as they move through the phases and will therefore continue with this work in the future. This will continue to be a focus for the school.

Closing gaps in prior learning

Teachers use a range of formative and diagnostic assessments across the curriculum to determine where children are in their learning and to inform planning and delivery to address misconceptions, identified gaps and to extend. They use a range of techniques including recaps, open ended questioning, short answer quizzes, multiple choice questions and metacognition to inform planning and delivery. A long term, recovery curriculum plan is in place to help children fill in gaps from missed learning. Children across the school have also benefitted from support from our Academic mentor, as well as national tutoring, early bird and after school 'booster learning' sessions. To continue to improve their will be a focus on ensuring prior learning checks are carried out and used to identify gaps and inform lesson planning and delivery, ensure that misconceptions are dealt with swiftly and effectively to ensure that learners make good progress and know and remember more. A focus on maths and GPS and combined attainment of PP children at both the expected standard and exceeding standard are priority areas for the next academic year.

Core results

Children Achieving National Standard

Subject	School (TA)	School (test)	PP	National
Reading	80%	73%	62%	73%
Writing	77%	77%	81% (TA)	78%
Maths	77%	40%	31%	79%
SPAG	77%	57%	44%	78%

Children Exceeding National Standard

Subject	School (TA)	School (test)	PP	National
Reading	36	10	6%	27%
Writing	30	30	13% (TA)	20%
Maths	30	6	0%	27%
SPAG	26	13	21%	36%

Combined attainment (Reading, Writing and Maths)

	Expected Standard		Greater Depth Standard	
	School (test)	National	School (test)	National
All Pupils	37%	65%	0%	11%
PP	25%	52%	0%	5%
Non-PP	50%	71%	0%	13%

EYFS

The revised EYFS framework has developed and evolved over the last academic year with a continued clear focus on vocabulary, communication and phonics. The curriculum is dovetailed into the academy long term curriculum map to ensure planned progression of learning from Early Years into KS1 and KS2. Outcomes at the end of Reception Class are in line with national for all pupils however outcomes for those children in receipt of pupil premium are below those of their peers. A high quality, transition into Year 1 will be a key priority for our children and this will be rigorously monitored to ensure children can know more and remember more.

Foundation Stage

2021 % of children making a good level of development		
No Pupils	School	National
30	70	72

Percentage of Pupils making a good level of development at end of the early years foundation stage								
	All pupils	Male	Female	FSM	Non-FSM	SEN (EHCP)	SEN Support	No SEN
Cohort	30	11	19	13	17	0	4	26
School %	70	73	68	54	82	0	50	77
National %	72	66	78	74	74	72	72	77

Phonics

The academy has put in place a revised validated phonics scheme and provided training to all relevant staff to ensure it's effectively delivery. Children have benefitted from two sessions of phonics per day and take reading books home matched to their phonic level of development which they can read independently as well as with parents. Targeted interventions take place to help identified children secure their phonics learning. Phonics outcomes are monitored regularly throughout the year and the analysis informs future planning to improve children's skills. Whilst all children have shown good progress in phonics, outcomes for our pupil premium children in Year 1 are below the national standard and that of their peers. At the end of Year 2 children have closed the gap in learning and met the national standard. The academy will continue to prioritise phonics teaching and learning in EYFS and KS1 in the next academic year. There will continue to be a focus on phonics in the next academic year further building on and improving the practice this year and ensuring there is more pace to the delivery of the programme.

Year 1

Phonics

	School	National
% who passed the screen	71%	82%

Phonics Year 1 attainment by pupil group					
	Cohort	Number achieving standard	% School	% National comparator	Average Mark School
All Pupils	28	20	71%	82%	32
PP	15	8	53%	84%	28
Non-PP	13	12	92%	84%	36

Year 2

Phonics

	School
% who passed the screen	93

Phonics Year 2 attainment by pupil group				
	Cohort	Number achieving standard	% School	Average Mark School
All Pupils	30	28	93%	37
PP	14	13	93%	36
Non-PP	16	15	93%	37

Wider strategies

The academy has an effective safeguarding team who work with families experiencing social and emotional difficulties to help children deal with their worries so that they can then focus more readily on their learning. Individual and group sessions are provided for identified children and an external counsellor supports children with more specific difficulties. Parental engagement programmes resumed in the summer term of 2022 and it is our aim to enhance these opportunities in the coming academic year. The academy recognises the importance of working with the wider family for the wellbeing and long-term educational benefit for our children.

Attendance across the school is broadly in line with national for this academic year as we 'learn to live' with COVID. Persistent absence however is very high for children in receipt of pupil premium funding and this is a significant concern for the academy. In the coming academic year attendance will remain a key focus and new approaches will be employed to secure good attendance for our children. Attendance for Pupil Premium children will be a priority for the next academic year. The MAC EWO will be attending the school once a week and there will be enhanced support from an attendance officer from the high school to support the school in improving the attendance of PP children especially those that are persistent absentees.

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
Mable Therapy (Speech and Language)	Pearson/Mable

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Targeted support in class for identified areas.</p> <p>EYFS Service child attended the early bird club for English including phonics.</p> <p>KS2 Service child worked with a university lecturer over the summer term as part of the scholars programme.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>EYFS child was above expected in reading and maths.</p> <p>KS2 child was at age related expectation for reading writing and maths combined and also successfully secured an undergraduate degree as part of the scholars programme.</p>