

Pupil premium strategy statement for Our Lady and Saint Benedict Catholic Academy



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Our Lady and Saint Benedict Catholic Academy
Number of pupils in school	195 (nursery not included) 213 (nursery included)
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Diane Jones
Pupil premium lead	Mrs Sarah Clowes
Governor / Trustee lead	Mary Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,500
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year PUPIL PREMIUM PLUS RECOVERY PREMIUM If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£153,000

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady and Saint Benedict Catholic Academy we live the mission statement of our school: "Loving, learning and Looking forward with Christ" In our school we value and respect every person made in the image and likeness of Christ. The Mission Statement of the school reflects our commitment to living and developing Our Lady and Saint Benedict Catholic Academy as a faith community. Our aim is to provide first-class education in order to develop and fulfil the potential of all children in our care. We are committed to ensuring the progress of all pupils and especially those that are disadvantaged. The faith development of our children is of paramount importance and whilst we strive to live in a faith community, we also ensure opportunity for the development of religious belief and religious literacy to ensure the foundations of faith in all our students. As part of this process, we guide and encourage all pupils to achieve and ensure their God-given gifts and talents flourish through a rich knowledge based curriculum, alongside the provision of extra-curricular and enrichment opportunities. Then the children can truly look forward with Christ.

THE NEWMAN CATHOLIC COLLEGIATE MISSION



The Newman Catholic Collegiate is a partnership of nine Catholic academies in Staffordshire, part of the Archdiocese of Birmingham, under the patronage of Saint John Henry Newman.

Our priority is to help students to know Jesus Christ, his mission and his Gospel, which forms our way of living.

We commit to work together so that each academy, respecting its own unique character, will offer outstanding Catholic education.

Our shared vision of life respects the uniqueness of all students, supporting their families, engaging them in their communities, and offering them unconditional love, so that they may achieve their potential and live life in its fullness.

To achieve this, across our academies, we will know one another, offering each other encouragement and active support.

Our vision for the Collegiate is summed up in the words- ***'Growing Together for Life'***

The Newman Catholic Collegiate welcomes the focus upon 'raising the achievement of disadvantaged children' as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is Newman policy for the schools to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our schools are fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

Ensuring that the needs of all disadvantaged pupils across the Newman Catholic Collegiate are effectively met;

- Ensuring that all schools have a detailed Pupil Premium Strategy and action plan in place.
- Outlining how Newman Multi Academy Company will allocate its Pupil Premium funding;
- Detailing the monitoring and evaluation processes that will be used to ensure impact;
- Identifying the roles and responsibilities involved in our Pupil Premium provision;
- Meeting the required statutory obligations.

“GROWING TOGETHER FOR LIFE”

- ***What are your ultimate objectives for your disadvantaged pupils?***
- *To ensure pupils develop speech, language and communication skills so that they can communicate effectively.*
- *To raise the achievement of disadvantaged pupils from their starting points particularly in Maths so that they achieve in line with national averages.*
- To raise aspirations and expectations of pupils and ensure all pupils, including those who are disadvantaged, have access to a range of opportunities to develop aspirations, learn from the best and view the wider world whilst building cultural capital to enrich, complement and enhance their schooling.
- To ensure all pupils including those who are disadvantaged have access to excellent care to support and maintain / improve their Social, Emotional and Mental Health.

How does your current pupil premium strategy plan work towards achieving those objectives?

- At present, we will focus on the key challenges that are preventing our disadvantaged students from attaining well: These include:
- Poor speech, language and communication skills on entrance to school
- attendance of disadvantaged students in all year groups
- low aspirations and expectations and lack of opportunity to view the wider world and cultural capital experiences
- Progress and attainment of our disadvantaged pupils especially in Maths
- Provision for supporting children's Social Emotional and Mental Health

What are the key principles of your strategy plan?

- To embed the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment.
- To address any gaps in prior learning associated with school closures
- Difficulties with metacognition social and emotional learning are explicitly addressed in class teaching across the curriculum.
- *Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.*
- *Access to improved educational resources and experiences for all disadvantaged students across all subject areas.*
- *Targeted academic support for disadvantaged students including intervention, small group tuition, as well as assessment and examination support*
- Ensuring evidence based interventions are used to further improve outcomes for all pupils including those who are disadvantaged
- *Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club, welfare officer, attendance lead, safeguarding officers, first day phonecalls and follow up.*
- *Bespoke support to meet the needs of individual circumstances.*
- Embed teaching for mastery through the Power Maths scheme ensuring relevant training for staff and resources are available across all year groups to improve outcomes in Maths.
- Embed the teaching of communication, ensuring staff are thoroughly trained so that sessions are delivered effectively leading to enhanced progress and attainment.
- Personalised learning paths supported through the use of school based tutoring, interventions, academic mentoring and The National Tutoring Programme

Challenges

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

Challenge number	Detail of challenge																
1	<p>Speech, language and communication is a fundamental part of learning. Some pupils in our Nursery and Early years are starting school with a significant delay in this area. This has become apparent over the past few years and has been a focus across the city of Stoke-on-Trent as a whole. Clearly this aspect of development is essential for pupils to reach their full potential. A key challenge is to develop speech, language and communication skills so that pupils can communicate effectively and access the curriculum on offer.</p> <p>Class teacher Baseline data further supports this statement alongside BPVS Screening through the Stoke Speaks Out programme.</p>																
2	<p>Data shows that Pupils attainment in Maths is not in line with national averages. We wish to Raise the achievement of all pupils including those who are disadvantaged from their starting points at school. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current internal assessment data shows that there is a gap between disadvantaged and all pupils.</p> <table border="1" data-bbox="343 1086 869 1276"> <thead> <tr> <th colspan="4">Maths Y6 2022</th> </tr> <tr> <th></th> <th>Cohort</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>30</td> <td>40</td> <td>79</td> </tr> <tr> <td>PP</td> <td>16</td> <td>31</td> <td>68</td> </tr> </tbody> </table>	Maths Y6 2022					Cohort	School	National	All	30	40	79	PP	16	31	68
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3	<p>Aspirations and Expectations of pupils are not always high. We wish to ensure all pupils including those who are disadvantaged have access to a range of opportunities to develop aspirations, (thus ensuring equality of opportunity) so that they can learn from the best and view the wider world whilst building cultural capital to enrich, complement and enhance their schooling.</p>																

4	<p>Attendance for PP is lower than non- PP. Attendance of disadvantaged pupils is not in line with national averages. Current data indicates from July 22 that there are gaps in the attendance of disadvantaged pupils in the school. PP children attendance is below all and non-PP attendance data. During the academic year 2021-2022 Attendance for all pupils in school was 92.6% which is below target of 97%</p> <p>PP children have 8.97% of sessions missed due to overall absence and a 38.1% PA for 10% or more which is some 10.5% higher then the figure for Non PP pupils.</p> <table border="1" data-bbox="343 427 1407 1258"> <thead> <tr> <th data-bbox="343 427 587 528" rowspan="2">Figures for current academic year Sep 2021 – July 2022</th> <th data-bbox="587 427 694 528" rowspan="2">Number of pupils</th> <th colspan="2" data-bbox="694 427 1050 528">% of sessions missed due to overall absence</th> <th colspan="2" data-bbox="1050 427 1407 528">% PA absent for 10% or more</th> </tr> <tr> <th data-bbox="694 528 874 600">School %</th> <th data-bbox="874 528 1050 600">National % 2018-2019</th> <th data-bbox="1050 528 1230 600">School %</th> <th data-bbox="1230 528 1407 600">National % 2018-2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="343 600 587 667">All Pupils</td> <td data-bbox="587 600 694 667">228</td> <td data-bbox="694 600 874 667">7.47</td> <td data-bbox="874 600 1050 667">3.9</td> <td data-bbox="1050 600 1230 667">27.6</td> <td data-bbox="1230 600 1407 667">8.4</td> </tr> <tr> <td data-bbox="343 667 587 734">Male</td> <td data-bbox="587 667 694 734">105</td> <td data-bbox="694 667 874 734">6.54</td> <td data-bbox="874 667 1050 734">4.0</td> <td data-bbox="1050 667 1230 734">22.8</td> <td data-bbox="1230 667 1407 734">8.6</td> </tr> <tr> <td data-bbox="343 734 587 801">Female</td> <td data-bbox="587 734 694 801">119</td> <td data-bbox="694 734 874 801">8.34</td> <td data-bbox="874 734 1050 801">3.8</td> <td data-bbox="1050 734 1230 801">32.7</td> <td data-bbox="1230 734 1407 801">8.1</td> </tr> <tr> <td data-bbox="343 801 587 898">PP (DfE stat Ever 6 FSM)</td> <td data-bbox="587 801 694 898">110</td> <td data-bbox="694 801 874 898">8.97</td> <td data-bbox="874 801 1050 898">5.4</td> <td data-bbox="1050 801 1230 898">38.1</td> <td data-bbox="1230 801 1407 898">15.7</td> </tr> <tr> <td data-bbox="343 898 587 981">Non PP (DfE Stat non Ever 6 FSM)</td> <td data-bbox="587 898 694 981">118</td> <td data-bbox="694 898 874 981">6.04</td> <td data-bbox="874 898 1050 981">3.4</td> <td data-bbox="1050 898 1230 981">17.7</td> <td data-bbox="1230 898 1407 981">5.8</td> </tr> <tr> <td data-bbox="343 981 587 1048">EAL</td> <td data-bbox="587 981 694 1048">42</td> <td data-bbox="694 981 874 1048">5.67</td> <td data-bbox="874 981 1050 1048">3.8</td> <td data-bbox="1050 981 1230 1048">16.6</td> <td data-bbox="1230 981 1407 1048">8.6</td> </tr> <tr> <td data-bbox="343 1048 587 1115">Non EAL</td> <td data-bbox="587 1048 694 1115">186</td> <td data-bbox="694 1048 874 1115">8.72</td> <td data-bbox="874 1048 1050 1115">3.9</td> <td data-bbox="1050 1048 1230 1115">30.1</td> <td data-bbox="1230 1048 1407 1115">8.3</td> </tr> <tr> <td data-bbox="343 1115 587 1182">SEN</td> <td data-bbox="587 1115 694 1182">47</td> <td data-bbox="694 1115 874 1182">8.93</td> <td data-bbox="874 1115 1050 1182">5.3</td> <td data-bbox="1050 1115 1230 1182">29.7</td> <td data-bbox="1230 1115 1407 1182">14.0</td> </tr> <tr> <td data-bbox="343 1182 587 1258">Non SEN</td> <td data-bbox="587 1182 694 1258">181</td> <td data-bbox="694 1182 874 1258">7.13</td> <td data-bbox="874 1182 1050 1258">3.6</td> <td data-bbox="1050 1182 1230 1258">27.0</td> <td data-bbox="1230 1182 1407 1258">7.0</td> </tr> </tbody> </table>	Figures for current academic year Sep 2021 – July 2022	Number of pupils	% of sessions missed due to overall absence		% PA absent for 10% or more		School %	National % 2018-2019	School %	National % 2018-2019	All Pupils	228	7.47	3.9	27.6	8.4	Male	105	6.54	4.0	22.8	8.6	Female	119	8.34	3.8	32.7	8.1	PP (DfE stat Ever 6 FSM)	110	8.97	5.4	38.1	15.7	Non PP (DfE Stat non Ever 6 FSM)	118	6.04	3.4	17.7	5.8	EAL	42	5.67	3.8	16.6	8.6	Non EAL	186	8.72	3.9	30.1	8.3	SEN	47	8.93	5.3	29.7	14.0	Non SEN	181	7.13	3.6	27.0	7.0
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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
<p>To raise the profile of speech, language and communication within the early years setting and across the school.</p>	<ul style="list-style-type: none"> • CPD for staff (Inset, external) • Early identification of pupils with SpLC difficulties • Outside agency involvement • Word rich environment • Parental workshop and key information sharing • Engagement with nationally recognised programmes Nuffield NELI , Time to Talk Word Aware, Stoke Speaks Out, With support from local authority CPD and our speech and language team, those disadvantaged pupils with significant speech, language and communication difficulties will be able to access support and interventions early so to ensure rectification by Year 6. • The recommendations set out in the EEF implementation guidance are used. • staff have the requisite level of language and articulation required for effective teaching. • Effectiveness of language programmes is rigorously evaluated. • Language expectation for each year group is clear and staff understand the outcomes to be achieved. • Language development is consistent throughout the school and threaded through all subjects. • Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.

<ul style="list-style-type: none"> To ensure that planning teaching and assessment of the Power maths programme is successful for embedding mastery for all pupils in maths. 	<ul style="list-style-type: none"> SLT attendance at Maths Hub meetings. Monitoring of lessons by SLT and maths lead. <ul style="list-style-type: none"> Work with Mark Cotton NLE Maths Hub Whole school engagement with the Maths Hub, Attendance at Maths Hub training. Specific interventions focused on Y4 times tables and Y5, Y6 arithmetic) Careful monitoring of disadvantaged pupils through assessment meetings. Resource audit to increase impact of resource purchase CPD (in house and external) Feedback, coaching culture <p>PP pupils will access quality first teaching planned through the power maths scheme. This will include keep up and catch-up intervention sessions to ensure that at the end of year 6, disadvantaged pupils perform as well as their peers.</p> <ul style="list-style-type: none"> Maths manipulatives are used to aid teaching and further develop children’s understanding of mathematical concepts.
<ul style="list-style-type: none"> To ensure 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. 	<ul style="list-style-type: none"> Rigorous assessment of pupils’ individual needs carried out across the school. Prior learning checks completed and used to inform planning and teaching. Gaps identified and plugged. Misconceptions dealt with swiftly and effectively across all subjects. Teacher modelling and My Turn, Your turn approach leads to pupils learning effectively. Pupils needs are identified and support is put in place to assist them ensuring progress is made . Assessments identify pupils strengths and areas for development. Areas to develop are planned and taught to ensure pupils keep up. There is nothing less than high quality teaching across the school. Use of rigorously evaluated interventions and support staff are in place to close gaps. Deployment and practice of support staff is in line with the recommendations set out in the Maximising

	<p>the Impact of Teaching Assistants programme as much as is possible.</p> <ul style="list-style-type: none"> • The deployment of support staff is rigorously evaluated so that it supplements rather than supplants high quality teaching. • Subject leaders share a collective responsibility to ensure recovery learning is impacting on children’s achievement. • Full curriculum is delivered to all children so that detailed knowledge and skills are in place and this cultural capital impacts positively on children’s achievement. • The impact on the gap between disadvantaged and others caused by lockdown is minimised after 3 years. • Any issues with inconsistent attendance are addressed with high quality teaching.
<p>To further improve attendance for all children including those disadvantaged students in all year groups.</p>	<ul style="list-style-type: none"> • Weekly attendance meetings (HT,Admin and Attendance). • Employment of EWO, safeguarding and attendance worker to work with specific families to overcome attendance barriers • Attendance incentives. (rewards, Trophies, badges and certificates, 100% attendance trip, Best class attendance reward day) • Through the use of support from the EWO, Attendance and Safeguarding team and other agencies, data will show a continuing narrowing of the gap between PP and Disadvantaged students and their peers. • to attend at least in line with all non-disadvantaged students nationally. • Attendance of disadvantaged increased to 97% in all year groups and PA levels are below national figures.
<p>To ensure pupils have equality of opportunity and are provided with opportunities so that they can learn from the best and view the wider world whilst building cultural capital to enrich, complement and enhance their schooling thus raising aspirations.</p>	<ul style="list-style-type: none"> • Disadvantaged students to access a greater range of enrichment activity/ educational visit evident in all subjects and all schemes of learning. • Disadvantaged students have increased exposure to cultural capital and enrichment opportunities for all pupil premium students with at least 2 opportunities per term across the year. Equality for all is evident with pp and non pp students being able to access the same opportunities. • Engagement with Character first leads to opportunities for pupils.

<p>To Ensure pupils including those who are disadvantaged have access to excellent care to support, maintain and improve their Social, Emotional and Mental Health.</p>	<ul style="list-style-type: none"> • DFE Mental Health Lead Training completed • School has a Qualified Mental Health Lead • Social and emotional aspects of learning are supported using recommendations set out in the EEF Social and Emotional Learning guidance i.e. five key areas of self-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills. • All staff are supported to develop SEL approaches and these are rigorously evaluated for impact on children. • Positive relationship with parents supports home engagement with children’s learning and • Strategies shared and engaged. • Referrals completed as necessary • Work with outside agencies
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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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language development and acquisition.</p> <p>Provide staff training on delivering the progressive vocabulary curriculum and whole school expectations.</p> <p>Provide staff training on delivery across the school of stem sentences in mathematics.</p> <p>Use assessment tools to track knowledge and use of vocabulary in context across the curriculum.</p> <p>Monitor teaching of vocabulary and use of stem sentences.</p> <p>Track reading progress and attainment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf</p> <p>https://www.stokespeaks.org/</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	<p>1</p> <p>2</p>

Track understanding of mathematics vocabulary and application in mastery curriculum.		
CPD for staff relating to the Teaching school hub and Maths Hub to support Early Career teachers, National professional Qualifications and other future DFE endorsed opportunities including EEF feedback guidance. Developed links with Research school and developing links with other outstanding schools, providing external support and verification for all subject areas	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	2
The school has made a proven programme for Maths a priority. Power maths has a mastery approach to mathematics and is used from the Early Years to Year 6. Staff continue to access inhouse CPD delivered by SLT and the maths lead. The Assistant Headteacher and maths lead access Mastery in maths CPD through the Maths hub. SLT and maths lead continue to monitor and develop	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2
<p>Closing gaps in prior learning.</p> <ul style="list-style-type: none"> • Ensure curriculum assessment is fit for purpose and tracks acquisition of missing knowledge and skills. • Provide staff training on assessment tools and securing quality of judgements. • Track progress and attainment across the curriculum and in phonics, reading, writing, mathematics. 	https://ebtn.org.uk/prior-knowledge/ https://educationendowmentfoundation.org.uk/news/eeef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions	2 1

<ul style="list-style-type: none"> • Provide training for the use of combined remote and face to face learning. • Provide training for relevant staff to ensure strong basic skills. • Leaders develop recovery curriculum and provide appropriate training and resources to support staff. • Provide training to all staff to deepen understanding of impact of social deprivation. <p>Monitor quality of teaching and impact on learning.</p>		
<p>Addressing metacognition and SEL needs across the curriculum</p> <p>Provide whole staff training on EEF guidance on metacognition and SEL.</p> <p>Agree and roll out approaches which meet needs of children.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <ul style="list-style-type: none"> • Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/mentor team. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5
<p>Further Develop Cultural Capital</p> <p>Further development of cultural capital and opportunities for disadvantaged pupils in all year groups to support aspiration and motivation.</p>	<p>https://www.suttontrust.com/our-research/subject-to-background-disadvantaged-pupils-enrichment-homework/</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p>	3

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

RECOVERY £145 PER pp PUPIL = £14,500

SCHOOL LED TUITION FUNDING £162 PER ELIGIBLE PP CHILD = £14,418 plus 40% school contribution = £24,030 = £38,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of an Academic Mentor to work with identified pupils within school including those who are disadvantaged to raise attainment and ensure pupil progress.</p>	<p>https://www.ukri.org/what-we-offer/developing-people-and-skills/bbsrc/investing-in-research-teams/academic-mentoring/</p>	<p>1, 2,</p>
<p>Provision of the National Tutoring Programme to support pupils including those who are Disadvantaged.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p>	<p>2,</p>
<p>Provision for targeted academic support of pupils including those who are disadvantaged including</p>	<p>https://educationendowmentfoundation.org.uk/</p>	<p>1,2,3</p>

<p>Quality First Teaching, effective use of teaching assistants, evidence based interventions.</p>		
<p>Review of educational recovery interventions across all subject areas with targeted catch up programme for disadvantaged students of intervention in English, Maths and Science including small group tuition/ use of National Tutoring programme, NELI, Stoke speaks out ,Power Maths, etc.</p>	<p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</p>	<p>1,2,3</p>

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

Budgeted cost: £ 58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Address social and emotional difficulties in learning.	<p>Use the recommendations in the EEF social and emotional learning in primary schools guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5
<p>Strategies to support attendance of disadvantaged students: Following school policy, continued support by the Education Welfare officer, effective monitoring by School staff, Early Help, Safeguarding referrals system, including first day phone contact for absence of disadvantaged pupils.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf</p> <ul style="list-style-type: none"> • Evidence shows that children who miss significant amounts of their education in primary school are more likely to truant later on. • Schools understand that, without the opportunity to receive good teaching, every day, • from the start of their school career, their most • deprived pupils are unlikely to narrow the gap with their peers. • DfE research (2012) on improving attendance • at school found that: • Of pupils with absence over 50%, only • 3% manage to achieve 5 or more • GCSEs at grades A*-C including maths • and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at • grades A*-C • Pupils with persistent absence are less likely 	4

	<ul style="list-style-type: none"> • to stay in education Advice from the National • Strategies (hosted on the National Archives) • says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years • https://www.bps.org.uk/ School attendance, • exclusion and persistent absence 	
<p>Provision of effective engagement with parents including Pupil premium contact and Individual Education Reviews for all disadvantaged students, completed 3 times per year. Develop positive relationships with parents supports home engagement with children’s learning.</p>	<p>Use strategies set out in the EEF working with parents guidance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>3, 4, 5</p>
<p>Support to promote the wellbeing of disadvantaged pupils and support pupils including those who are disadvantaged Social, Emotional and Mental Health. This include social, emotional and Mental Health support including the Rainbows Programme, Silver Linings, Talk Boost, Lego Therapy and Ten Ten alongside Referrals through the Mental Health Pathway.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>5</p>

Provision of bespoke support for students to ensure they can fully access education and all enrichment opportunities including ready to learn educational equipment, uniform, laptops and computer equipment, assistance with music tuition and hire of instruments, educational visits.	https://early-education.org.uk/cultural-capital/	3
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1. TEACHING = £80,000
2. Targeted Academic Support = £38,530
3. Wider Strategies= £58,500

Total budgeted cost: 177,030

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 2020 to 2021 academic year.

See Review Document

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)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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.

