

## Our Lady and St Benedict Pupil Premium Strategy Statement 2020-21

### Review: last year's aims and outcomes 2020 - 2021

Aim	Outcome
<p>The impact of the curriculum in EYFS on what Pupil Premium children know and can remember is good.</p>	<p>The revised EYFS framework has been developed and implemented over the last academic year with a clear focus on vocabulary, communication and phonics.</p> <p>As a result of COVID 19 closures and related illness, outcomes at the end of Reception are not as expected and GLD is below the national. A high quality transition into Year 1 is a key priority for our children, which will be rigorously monitored to ensure children can know more and remember more.</p>
<p>Teachers have good knowledge of Phonics and leaders provide effective support for the further development of phonics</p>	<p>All relevant staff have received phonics training over the last academic year.</p> <p>Reading books are matched to children's phonics learning to develop and embed their learning and skills.</p> <p>Working more closely with parents online during remote learning has helped children's learning during closures.</p> <p>Children are not yet at national standards for phonics in Reception Class but children in Year 1 and Year 2 have exceeded national expectations. Phonics for children entering Y1 this coming academic year will remain a key focus.</p>
<p>The impact of the framework for the progression and application of vocabulary across the school leads to a development in the progress of reading and writing.</p>	<p>The progressive vocabulary curriculum has been implemented across the academy in all subject areas.</p> <p>Deep dive monitoring by subject leaders shows that children are using and applying the vocabulary they are learning.</p> <p>Staff are teaching SPAG through modelled writing across the curriculum so that together with vocabulary acquisition children are achieving above national expectations by the end of KS2. The key focus for the academy now is to ensure that all year groups that are not yet doing so achieve national expectations by the end of the academic year.</p>
<p>The impact of the consistent teaching of Maths Mastery ensures that children are able to apply mathematical language,</p>	<p>All support staff have completed Maths mastery training that complements and supports teaching in class. Teaching of maths</p>

<p>concepts and procedures appropriately according to their age.</p>	<p>is consistent across the academy and outcomes for pupil premium children at the end of KS2 meet national expectations. Maths mastery remains a focus for the academy to ensure children in all other year groups who have not yet achieved age related expectations and diminished gaps in learning will do so.</p>
<p>The impact of embedding the curriculum ensures that Pupil Premium children develop detailed knowledge and skills so that they achieve well.</p>	<p>The full curriculum is embedding and evolving to meet children’s needs. Planning has been amended to provide COVID catch up opportunities and also in light of feedback. During ‘deep dive’ monitoring children have demonstrated that they know more and remember more across the curriculum.</p>
<p>The impact of delivering remote learning ensures that Pupil Premium children continue to develop their knowledge and skills so that they achieve well.</p>	<p>The academy delivered the full curriculum to all year group via live lessons every day during school closure. All children were able to access lessons and any child needing a device to do so was able to loan one from school. Deep dive monitoring shows that children have remembered their online learning. The academy continues to use blended learning in school so that children can maintain their computing skills.</p>
<p>Pupil premium attendance improves leading to improvements in what children know and remember.</p>	<p>Pupil premium absence is above that of the national for 2019-20 (last collected data) and non pupil premium children. Persistent absence is above the national. This remains a focus for the academy to ensure children are in school to know more and remember more.</p>
<p>A good proportion of children participate in extracurricular opportunities provided by the academy and the take up of disadvantaged children is increased.</p>	<p>Extracurricular clubs re-opened in summer 2021 with the STEAM club that incorporates science with art. All children were invited to join in their bubbles and pupil premium attendance was at least in line with the overall percentages and often above. Children were able to discuss their activity and their learning from it.</p>