

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	205 ( nursery not included)
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Diane Jones
Pupil premium lead	Mrs Debbie Sims
Governor / Trustee lead	Mary Adams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 131,359
Recovery premium funding allocation this academic year	£ 13,920
School Led Tutoring (including school top up)	£ 13,769
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,048

# Part A: Pupil premium strategy plan

## Statement of intent

### THE NEWMAN CATHOLIC COLLEGIATE MISSION

#### “GROWING TOGETHER FOR LIFE”

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North 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 Our Lady and St Benedict is summed up in the words:-

Our school welcomes the focus upon ‘raising the achievement of disadvantaged children’ as part of our commitment to ensuring that all our 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 our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring progress for all our pupils and especially those that are disadvantaged.

#### ***Our ultimate objectives for our disadvantaged pupils are:***

- To have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- To provide a supportive learning environment which is supportive of disadvantaged pupils’ needs ensuring they have access to the resources they need regardless of their socio- economic background.
- For pupil premium pupils to have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- That governance is supportive of a whole school culture of addressing disadvantage.
- To use research evidence to inform approaches to addressing disadvantage.

- To provide excellent pastoral care for all disadvantaged pupils.

***How our current pupil premium strategy plan works towards achieving those objectives***

We will focus on the key challenges impacting upon the ability of our disadvantaged pupils to achieve as well as their peers; these include:

- Sustained attendance and punctuality of disadvantaged pupils in all year groups
- Progress and achievement in communication and language, phonics, reading, writing, SPAG and maths, because of gaps in prior learning.
- Progress and achievement across all subjects of the curriculum, because of gaps in prior learning.
- Metacognition difficulties that have been exacerbated by COVID-19
- Social and emotional difficulties exacerbated by COVID-19

***Key principles of our 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 during COVID 19 through excellent teaching and pedagogy; targeted interventions, small group tuition as well as assessment and examination task support.
- To address difficulties with metacognition, social and emotional learning explicitly in class teaching across the curriculum.
- Bespoke support to meet the needs of individual circumstances.

## Challenges

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

Challenge number	Detail of challenge
1.	Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff, is embedded across the school.
2	Development of speaking and listening skills to raise the attainment and progress of disadvantaged pupils from their starting points across EYFS. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students at the end of EYFS.
3	Further development of attainment in Phonics in EYFS and the current year 1. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students in performance in the current year 1.
4	Difficulties with language development / comprehension that need to be addressed in a structured way, in class teaching and across the curriculum across the school.
5	Address gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with the government expectations for 2022 with a focus on SPAG across the school.
6	Difficulties with Metacognition, self-regulation and self-regulated learning that need to be addressed in class teaching, across the curriculum, building levels of independence in disadvantaged children.
7	Engagement of parents in their children's learning by reviewing the aims and current approaches focussing on 3 areas:- <ul style="list-style-type: none"> <li>• supporting parents to have high academic expectations for their children;</li> <li>• developing and maintaining communication with parents about school activities and schoolwork;</li> <li>• promoting the development of reading habits.</li> </ul>
8	Social and emotional learning is to be embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences.
9.	Maintaining attendance so that after the impact of school closures and bubble closures attendance for PP children is at least in line with national attendance.

## 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
1. Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff, is embedded across the school.	Effective High Quality Teaching is firmly embedded across the whole school and is evidenced through monitoring and improved progress and attainment.
2. Development of speaking and listening skills to raise the attainment and progress of Pupil Premium pupils from their starting points across EYFS. Current assessment data shows that there is a gap between pupil premium and non-pupil premium pupils at the end of EYFS.	Data will reflect that pupil premium pupils are at least in line with all pupils nationally. The impact of the new curriculum in EYFS on what pupil premium pupils know and can remember is improved and as a result there is an improvement in progress. The EYFS curriculum is ambitious and designed to enable pupil premium pupils to be ready for the next stage in learning.
3. Further development of attainment in Phonics in EYFS and the current year 1. Current assessment data shows that there is a gap between pupil premium and non-pupil premium pupils in performance, in the current year 1.	Data should reflect that pupil premium pupils are at least in line with all pupils nationally All relevant staff have received training to deliver the new validated phonics programme. Teachers have good knowledge of the new validated phonics programme that the school have adopted. There is a sharp focus on the teaching of phonics in EYFS and KS1. Phonics and English Leaders provide effective support for the further development of phonics throughout the year
4. To embed the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment.	A clear plan, with milestones is in place that is RAG rated and shared with key stakeholders. Leaders and Governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are being made. Robust assessment of children's needs in language is in place. Identified difficulties students have with language development/ comprehension, are

	<p>addressed across the school through Quality First Teaching.</p> <p>The recommendations set out in the EEF implementation guidance are used.</p> <p>As a result of clear CPD, expertise across the teaching staff with regards to language and needs of individual pupils is developed.</p> <p>All staff have the requisite level of language and articulacy required for effective teaching.</p> <p>Language programmes- such as Nuffield, Time to Talk and Word Aware are used consistently across the school.</p> <p>Effectiveness of language programmes is rigorously evaluated.</p> <p>Language expectation for each year group is clear and staff understand the outcomes to be achieved.</p> <p>Language development is consistent throughout the school and threaded through all subjects.</p> <p>Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.</p>
<p><b>5.</b> Address gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with the government expectations 2022 with a focus on SPAG across the school.</p>	<p>Rigorous assessment of pupils' individual needs carried out across the school and curriculum associated with inconsistent prior learning due to school closures.</p> <p>Effective remote learning is in place for when it is needed for individual pupils.</p> <p>Endowment Foundation (EEF) research and the effectiveness of remote teaching has many of the same factors as determine the effectiveness of live classroom teaching in all classes.</p> <p>Catch Up strategy explicitly addresses the identified needs of pupils and is used consistently across the school</p> <p>Strategies that help pupils to work independently with success are in place.</p> <p>Learning environment ensures it is supportive of pupil premium pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</p>

	<p>There is nothing less than high quality teaching across the school.</p> <p>Use of rigorously evaluated interventions and support staff are in place to close gaps.</p> <p>Deployment and practice of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants programme as much as is possible.</p> <p>The deployment of support staff is rigorously evaluated so that it supplements rather than supplants high quality teaching.</p> <p>Subject leaders share a collective responsibility to ensure recovery learning is impacting on children's achievement.</p> <p>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.</p> <p>The impact on the gap between pupil premium and others caused by lockdown is minimised after 3 years.</p> <p>Any issues with inconsistent attendance are addressed with high quality teaching.</p>
<b>6.</b> Difficulties with metacognition are explicitly addressed in class teaching across the curriculum.	<p>The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p> <p>Strategies that help children to work independently with success are in place.</p>
<b>7.</b> Engagement of parents in their children's learning with a particular focus on the development of reading habits	<p>Review the aims and current approaches focussing on 3 areas using the EEF guidance report.</p> <ul style="list-style-type: none"> <li>• supporting parents to have high academic expectations for their children;</li> <li>• developing and maintaining</li> <li>• communication with parents about school activities and schoolwork;</li> </ul>
<b>8.</b> Social and emotional learning is to be embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to	<p>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-</p>

the resources needed and Cultural Capital experiences.	<p>awareness/ self-management/ social awareness/ responsible decision making/ relationship skills.</p> <p>All staff are supported to develop SEL approaches and these are rigorously evaluated for impact on children.</p> <p>Positive relationship with parents supports home engagement with children's learning and dispels any potential unconscious bias.</p>
<b>9.</b> Maintaining attendance so that after the impact of school closures and bubble closures attendance for pupil premium children is at least in line with national attendance	<p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>Monitor, analyse and then target the attendance of pupil premium children at after school clubs so that they are able to access additional opportunities to enhance their cultural capital.</p>

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support expert teaching by developing and sharing teaching strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality first teaching.</p> <p>Embed our revised reading strategy consistently across the school to improve progress in reading across the curriculum.</p>	<p>EEF COVID 19 support guide for schools and EEF guide to supporting school planning 2020 research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and</p>	Challenge 1



<p>Embed the teaching of Maths Mastery across the school leading to an improvement in the progress of Maths.</p> <p>Develop the progressive teaching and application of vocabulary, linked as closely as possible to the curriculum, alongside the teaching of SPAG to aid progress and attainment across the curriculum.</p> <p>Use formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery.</p>	<p>material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a></p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic%20Assessment%20Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic Assessment Tool.pdf</a></p>	
<p><b>EYFS</b></p> <p>Senior Leaders develop a Curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do</p> <p>Staff Training for all relevant staff on the new EYFS Curriculum</p>	<p>EEF Early Years Guidance Report indicates that early literacy and maths approaches can improve progress by 4 and 6 months respectively.</p> <p>The EEF Early Years Teaching and Learning Toolkit suggests early years interventions and oral language intervention can improve progress by up to 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p>	<p>Challenge 2</p>

<p>Staff knowing and Understanding the new framework</p> <p>EYFS peer reviews of provision.</p> <p>Mentoring of teaching and learning in EYFS</p>	<p>EEF Preparing for Literacy recognises that Language provides the foundation of thinking and learning and should be prioritised.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve progress by up to 1.5 years.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</a></p>	
<p><b>Phonics</b></p> <p>Staff training on there being a sharp focus on phonics across the curriculum</p> <p>Ensure all children receive the appropriate reading book matched to their phonics phase</p> <p>Guided reading includes a sharp focus on phonics</p> <p>Ensure schools approach to teaching early reading and synthetic phonics is systematic</p> <p>Implement a system to ensure that Pupils read widely and often, both in school and at home.</p> <p>Monitoring of the teaching and learning of phonics.</p>	<p>Clackmannanshire Report in to synthetic phonics shows children can achieve up to 7 months ahead of their expected reading and spelling level. It has also proven to help close the gender gap with boys' word reading accelerating, and sometimes measuring ahead of girls.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	Challenge 3
<p><b>Language development and acquisition.</b></p> <p>Provide staff training on delivering the progressive</p>	<p>EEF Preparing for Early Language and Literacy highlights communication and language as one of seven priorities to support early learning as</p>	Challenge 4

<p>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>Track understanding of mathematics vocabulary and application in mastery curriculum.</p>	<p>language provides the foundation of thinking and learning and should be prioritised.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>EEF Guidance on KS2 Literacy highlights language capability as one of seven priorities to support reading and writing and as a foundation for thinking and learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>It also recommends the use of high-quality assessment and diagnosis to target and adapt teaching to pupils' needs to support the increasing depth and breadth of pupils' knowledge and skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p> <p>EEF Guide to the Pupil Premium recommends a tiered approach to supporting pupils, which is reflected throughout this plan.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	
<p><b>Closing gaps in prior learning.</b></p> <p>Ensure curriculum assessment is fit for purpose and tracks acquisition of missing knowledge and skills.</p> <p>Provide staff training on assessment tools and securing quality of judgements.</p> <p>Track progress and attainment across the curriculum and in phonics, reading, writing, mathematics.</p> <p>Provide training for the use of combined remote and face-to-face learning.</p>	<p>EEF Covid Support Guide for Schools recommends the use of EEF guidance on specific subjects to support quality first teaching and pedagogy.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and</p>	<p>Challenge 5</p>

<p>Provide training for relevant staff to ensure strong basic skills.</p> <p>Leaders develop recovery curriculum and provide appropriate training and resources to support staff.</p> <p>Provide training to all staff to deepen understanding of impact of social deprivation.</p> <p>Monitor quality of teaching and impact on learning.</p>	<p>material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading framework Teaching the foundations of literacy - July-2021.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil%20Premium%20Guidance%20iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf</a></p> <p>NFER research indicates that quality first teaching, which identifies and responds to personal need and holding high aspirations for all can improve progress by up to 1.5 years.</p>	
<p><b>Addressing metacognition needs across the curriculum</b></p> <p>Provide whole staff training on EEF guidance on metacognition</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> <p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/ mentor team.</p>	<p>EEF Metacognition and Self-regulated Learning Guide suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic%20Assessment%20Tool.pdf">EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic%20Assessment%20Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic Assessment Tool.pdf</a></p>	Challenge 6
<p>Engagement of parents in their children's learning with a particular focus on</p>	<p>EEF Working with Parents to Support Children's Learning Guidance recognises the crucial role that parents in supporting their children's learning and that levels of parental engagement are</p>	Challenge 7

the development of reading habits	consistently associated with better academic outcomes. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a> EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	
Social and emotional learning is to be embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences	EEF Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF SEL guidance report recognises that the development of SEL is particularly important for pupil premium children and children with vulnerabilities who on average show weaker SEL skills at all ages when compared to their peers. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	Challenge 8

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

Budgeted cost: £103445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Academic Support</b> Use structured interventions for key skills using academic mentor and tutor provision for: <ul style="list-style-type: none"> <li>• Small group tuition for key knowledge and skills</li> <li>• One to one support for key knowledge and skills</li> <li>• Switch On Reading and Writing</li> <li>• Catch Up Maths</li> <li>• Language interventions in EYFS (Time to talk and NELI)</li> </ul>	The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.  The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.  EEF Toolkit for Learning indicates that small group tuition can add +4 months progress to learning over the course of a year.  EEF Toolkit for Learning indicates that one to one tuition can add +5 months progress to learning over the course of a year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	Challenge 1

<p>which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Use same-day in-class interventions for maths in particular.</p> <p>Use our well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Use pre-teaching and effective feedback for identified children in key subject areas.</p> <p>Provide early bird or after school sessions to support learning and application for identified groups of children.</p>		
<p><b>EYFS</b></p> <p>Identify Pupil Premium children that need additional support in phonics, reading and maths.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Base line assess and monitor progress.</p> <p>Focus on vocabulary and early language interventions for identified children (Nuffield Early Language Intervention).</p>	<p>EEF Early Years Guidance Report indicates that early literacy and maths approaches can improve progress by 4 and 6 months respectively.</p> <p>The EEF Early Years Teaching and Learning Toolkit suggests early years interventions and oral language intervention can improve progress by up to 5 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>EEF Preparing for Literacy recognises that Language provides the foundation of thinking and learning and should be prioritised.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	Challenge 2
<p><b>Phonics</b></p> <p>Identify Pupil Premium children that need</p>	<p>Clackmannanshire Report in to synthetic phonics shows children can achieve up to 7 months ahead of their expected reading and spelling level. It has also proven to help close the gender gap with</p>	Challenge 3

<p>additional support in phonics.</p> <p>Establish phonic lessons twice a day during the autumn term in EYFS, year 1 and 2 with a same day keep up session for those children who have not grasped the day's learning.</p> <p>Establish small group phonics interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>Base line assess and monitor progress.</p>	<p>boys' word reading accelerating, and sometimes measuring ahead of girls.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy - July-2021.pdf</a></p>	
<p><b>Language development and acquisition.</b></p> <p>Rigorous assessment using standardised and subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place.</p> <p>Interventions carefully timetabled and staff are trained so that delivery is consistent.</p> <ul style="list-style-type: none"> <li>- Small group tuition</li> <li>- One to one support</li> <li>- Effective deployment of Teaching Assistants in class</li> </ul> <p>Impact of interventions is rigorously monitored.</p> <p>Interventions do not significant impact on curriculum equity in school.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>	<p>EEF guidance report 'Using Teaching Assistants.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>EEF Guidance on KS2 Literacy highlights the use of high-quality assessment and diagnosis to target and adapt teaching to pupils' needs to support the increasing depth and breadth of pupils' knowledge and skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p> <p>EEF Teaching and Learning Toolkit indicates that TA interventions can improve progress by +4 months and oral language intervention can improve progress by up to 5 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	Challenge 4
<p><b>Closing gaps in prior learning.</b></p>	<p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to</p>	Challenge 5

<p>Baseline assess and monitor progress.</p> <p>Reassessment curriculum tool (What do I need to know statements) in place and staff trained to use in each curriculum lesson.</p> <p>Revisit prior learning at the beginning of each lesson.</p> <p>Place current learning in context of prior and future learning.</p>	<p>extended absence from the classroom and material that hasn't been learnt properly.</p> <p>Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55103

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Address social and emotional difficulties in learning.</p> <p>Use a range of experiences outside the classroom to enhance skills and learning</p> <p>Increase the number of devices, which can be deployed to children without regular access to remote learning.</p> <p>Improve the internet speed to the school so that all children can learn how to access remote learning independently.</p> <p>Provide CPD support for staff to deliver effective remote learning, which develops children's learning, motivation and confidence.</p>	<p>EEF SEL guidance report recognises that the development of SEL is particularly important for pupil premium children and children with vulnerabilities who on average show weaker SEL skills at all ages when compared to their peers.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF%20Social%20and%20Emotional%20Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</a></p> <p>EEF Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils</a></p>	Challenge 8
Address attendance for PP children so that it is at least	Attendance and Attainment research shows that overall absence has a negative link to attainment with every extra day missed	Challenge 9



<p>in line with national attendance.</p> <p>Encourage and support regular attendance at extra-curricular enhancement activities.</p>	<p>associated with a lower chance of achieving 5 or more good GCSEs by the end of KS4.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p>	
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**Total budgeted cost: £159048**

## 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.

#### EYFS

The revised EYFS framework has been developed and implemented over the last academic year with a clear focus on vocabulary, communication and phonics.

Because of COVID 19 closures and related illness, outcomes at the end of Reception are not as expected and GLD is below the national for all pupils (60%). Outcomes for disadvantaged pupils were lower at 42%. As a result there will be a focus on teaching across EYFS to close the gaps and a high quality transition into Year 1 will be a key priority for our children, which will be rigorously monitored to ensure children can know more and remember more.

#### Phonics

All relevant staff have received phonics training over the last academic year.

Reading books are matched to children's phonics learning to develop and embed their learning and skills.

Working more closely with parents online during remote learning has helped children's learning during closures.

Children are not yet at national standards for phonics in Reception Class but disadvantaged children in Year 1 achieved in line with national expectations at 88%. By the end of Year 2 100% of disadvantaged children achieved the standard, exceeding national expectations. Phonics for children entering Y1 this coming academic year will remain a key focus.

Introduction and training for a validated phonics scheme to replace letters and sounds is a key focus for the next academic year.

#### Vocabulary

The progressive vocabulary curriculum has been implemented across the academy in all subject areas.

Deep dive monitoring by subject leaders shows that children are using and applying the vocabulary they are learning.

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. At the end of year 6 83% of all pupils were at the expected standard in SPAG and 85% of disadvantaged children were at this standard.

#### Maths

All support staff have completed Maths mastery training that complements and supports teaching in class. Teaching of maths is consistent across the academy and outcomes for pupil premium children at the end of KS2 meet national expectations. At the end of year 6, 77% of disadvantaged children were at the expected standard and 23% achieved Greater Depth. 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.

### Curriculum

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.

### Remote Learning

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.

### Extracurricular

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.

In terms of EYFS and phonics at the end of year 1, assessments show that the disadvantaged children didn't achieve the targets set, however this was due to the situation with COVID-19 and school bubble closures.

Other areas of the strategy were met by the end of year 6.

## 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	White Rose
Fluent in 5	Pearson
Word Aware	Routledge Education

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted support in class for identified areas.  Attended the after school classes for more able run by the High school teachers for maths and English  Service child had a National Tutor for maths.

What was the impact of that spending on service pupil premium eligible pupils?	At the end of KS1 the service pupil premium children was at expected in reading, writing and maths combined and by the end of year 6 the child was exceeding in all areas.
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