

Our Lady and St Benedict Catholic Academy
Pupil Premium Review 2019-20

Aim	Outcome
<p>Children develop wider range and understanding of vocabulary which enhances language and communication skills.</p> <p>The percentage of disadvantaged children who achieve above GLD at the end of EYFS in reading, writing and maths is closer to the national benchmark.</p>	<p>Children are tracked and supported throughout their time in Early Years Foundation Stage particularly in language development. Many parents support in school sessions and as a result help their children at home. Disadvantaged children prior to school closure were on track to meet a good level of development in line with national outcomes. The academy is on track to meet this aim and will work on a new oracy project to maintain this outcome.</p>
<p>Attainment in phonics for disadvantaged children is in line with national at the end of year 1.</p>	<p>Predictions for disadvantaged children were in line with National for this group 2019 – 2020.</p> <p>Test will take place during the Autumn Term – this will be updated as results are received.</p> <p>Targeted academic support for phonics for pupil premium children during the summer term has led to positive outcomes</p>
<p>Attainment at the expected standard and higher standard at the end of KS1 in all areas is in line with the government expectations.</p>	<p>Disadvantaged children make good progress in maths and achieved in line with National at expected standard</p> <p>Predicted Attainment in Reading and writing at the end of KS1 is still lower than National and an area for focus</p> <p>However, at the higher standard, Pupil Premium children made good progress increasing the % of children achieving the standard in writing and maths. Reading stayed the same at the end of EYFS.</p>
<p>Attainment in SPAG and writing at the expected and higher standard at the end of KS2 is in line the national benchmark.</p>	<p>Pupil Premium children predicted achievement is in line with the expected standard, however predicted attainment at the higher standard is still lower than National in writing and SPAG at the end of KS2.</p>
<p>Children with attainment below national in cohorts across the school, improve to meet national standards in identified subject areas.</p>	<p>Predicted attainment for children eligible for Pupil Premium in reading and writing across the cohorts made good progress in both standards with the exception of one year group in reading and writing and two year groups at the higher standard in writing which will be targeted.</p> <p>Children eligible for Pupil Premium in most cohorts made good progress, however those cohorts that didn't need to be targeted in maths.</p>

	Children have been supported by well qualified staff who have received additional training particularly in maths mastery.
Ensure appropriate coverage across the curriculum in all subject areas enabling disadvantaged pupils to know more and remember more ready for their next stage of learning	The academy has re-developed the curriculum so that it is challenging, broad and balanced. An ambitious curriculum for all pupils including Pupil Premium is in place across the curriculum ensuing that all children achieve the knowledge and cultural capital they need to succeed.
All children needing emotional literacy support are identified promptly and support put in place in a timely manner learning.	Children experiencing social and emotional difficulties are identified quickly and supported by staff in class, counsellors, safeguarding officers and through the PSHE curriculum, which includes MindUP, a programme enabling them to self-regulate. Children are positive about the support they receive and know that staff care about their welfare and well being. The academy is on track to meet this aim.
Punctuality rates for children eligible for Pupil Premium improve and children are well prepared for the start of the day and ready to learn.	Many disadvantaged children attend their class 'little breakfast'. The Attendance Officer works closely with the Newman EWO and parents to improve both attendance and punctuality. The academy has seen some success with this strategy. This can be seen in our data which shows that as a result of significant illness in December 2019 the rates of absence for disadvantaged pupils increased well above national. However, by working with the Newman EWO and parents these rates were in decline by March 2020. School closures meant that absence data has not been collected since 23 March 2020. Attendance data up until March indicates that Pupil Premium children absence is still slightly higher than national for this group of children and this will continue to be an area of focus.
High aspirations and expectations are in place for all pupils.	Parent workshops were attended by parents particularly in EYFS and KS1 in the autumn term. Workshops were particularly well attended In Reception Class where parents visited regularly on Wednesday mornings to read in class with their children, and in Nursery, where parents took it in turns to read a surprise favourite story to all the children in the class on a Friday afternoon. This motivated child to try harder and supported home learning. Because of this engagement our projections for children's outcomes in EYFS, phonics and KS1 SATS prior to closure were diminishing.

	<p>Our transition project our new nursery children could not go ahead as planned due to the pandemic but staff contacted families and dropped by homes with learning packs for over the summer. For children moving on to Y7 in our sister high school a well planned remote transition experience meant that children moved on to high school with confidence.</p> <p>Sadly our class open afternoons which would have provided children with the chance to demonstrate their achievement and pride in their work could not go ahead.</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>Wide variety of activities have been made available for children this year and disadvantaged children have been encouraged to attend. Attendance by disadvantaged children up until school closures was in line with the proportion of disadvantaged children across the school. Where activities have taken place off site staff have ensured transport is provided ensuring disadvantaged children have full access. The academy is on track to meet this aim.</p>