

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

School overview

Metric	Data
School name	Our Lady and Saint Benedict Catholic Academy
Pupils in school	207 (nursery not included)
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£123,704.00
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Diane Jones
Pupil premium lead	Debbie Sims
Governor lead	Mary Adams

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A (Due to COVID-19 measures)
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	72%
Achieving high standard at KS2	7%

Strategy aims for disadvantaged pupils

Measure	Activity
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<p>Priority 1 The impact of the curriculum in EYFS on what Pupil Premium children know and can remember is good.</p>	<p>Adopt the new Strategy framework for Early Years Foundation stage. Leaders develop an EYFS curriculum that is ambitious and designed to enable pupil premium children to be ready for the next stage in learning. Collegiate Peer Review of provision and teaching in EYFS focuses on the provision for Pupil Premium children. EYFS lead takes part in reviewing EYFS teaching and provision in other schools in the Collegiate. In house monitoring of EYFS.</p>
<p>Priority 2 Teachers have good knowledge of Phonics and leaders provide effective support for the further development of phonics</p>	<p>All relevant staff receive training to deliver phonics to ensure catch up. There is a sharp focus on the teaching of phonics in EYFS, Y1, Y2 and Year 3. Teaching of phonics is closely monitored.</p>
<p>Priority 3 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>Work on the reading wise vocabulary project to establish and develop progression in vocabulary acquisition across the school. Develop an assessment tool to track progress in vocab. Relevant staff are trained in the delivery of vocabulary. Teaching of vocabulary is closely monitored.</p>
<p>Priority 4 The impact of the consistent teaching of Maths Mastery ensures that children are able to apply mathematical language, concepts and procedures appropriately according to their age.</p>	<p>Work with the Maths Hub to embed teaching for mastery across all year groups. Train all relevant staff in the planning and delivery of Maths Mastery. Teaching of maths is closely monitored.</p>
<p>Priority 5 The impact of embedding the curriculum ensures that Pupil Premium children develop detailed knowledge and skills so that they achieve well.</p>	<p>Embed the school's broad and balanced curriculum which was implemented last year. Teaching across the curriculum is closely monitored Peer reviews of the curriculum are planned throughout the year.</p>
<p>Barriers to learning these priorities address</p>	<p>Ensuring all staff use evidence based whole class teaching and targeted support interventions</p>
<p>Projected spending</p>	<p>£1654.00</p>

Teaching priorities for current academic year

Aim	Target	Target date
<p>Priority 1 Implement the new Strategy framework for Early Years Foundation stage</p>	<p>A curriculum is in place that provides no limits or barriers to the achievements of pupil premium children. Pupil Premium children are deeply engaged, sustain high levels of concentration and do well. There is a sharp focus on ensuring that Pupil Premium children acquire a wide range of vocabulary, communicate effectively and, in Reception Class, secure a knowledge of phonics. At the end of EYFS, Pupil Premium children achieving GLD is in line with national.</p>	<p>July 21</p>
<p>Priority 2 Ensure consistent teaching of phonics in EYFS, KS1 and Year 3 leading to improved attainment at this standard for Pupil Premium children.</p>	<p>Pupil Premium children achieve national average expected standard in Phonics in Year 1, Year 2 and Year 3. Development in phonics teaching leads to an improvement in reading so that by the end of KS2 reading progress and attainment is in line with the national average.</p>	<p>Nov 20 June 21 July 21</p>
<p>Priority 3 Implement the progressive teaching of vocabulary linked as closely as possible to the curriculum and this aids the progress and attainment in reading and writing</p>	<p>A progressive system of teaching vocabulary is developed and implemented. All relevant staff have received training to deliver the Vocabulary project across the school. Vocabulary across the school has improved as shown by the assessment. Assessment of vocabulary shows an increase in the use of and application of vocabulary across the school which is reflected in the children's reading and writing. The impact of the framework for the progression and application of vocabulary across the school is developed and implemented. This, coupled with the schools SPAG framework, further supports the development of reading and writing.</p>	<p>July 21</p>

	Pupil Premium children achieve national average progress scores across KS2 in reading and writing and continue to close the attainment gap.	
Priority 4 Embed the teaching of Maths Mastery across the school leading to an improvement in the progress of Maths	All relevant staff have received training to deliver Maths Mastery across the school. Teaching of maths is consistent across the school leading to improvement in attainment across the school. Pupil Premium children achieve national average progress scores across KS2 in Maths and continue to close the attainment gap.	July 21
Priority 5 Consistent teaching in all Curriculum areas across the school leads to an improvement in results.	Curriculum is fully embedded and this impacts on improving results in KS2 for Pupil Premium children	July 21

Measure	Activity
Priority 1 – EYFS Early Years Foundation Stage curriculum leads to children knowing more and remembering more.	Senior Leaders develop a Curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do. Staff Training for all relevant staff on the new EYFS Curriculum. Staff knowing and understanding the new framework. EYFS reviews to further best practise. Mentoring of teaching and learning in EYFS.
Priority 2 – Phonics Improved and consistent teaching of phonics in EYFS, KS1 and Year 3 leads to improved attainment at this standard for Pupil Premium children.	Staff training on placing a sharp focus on phonics across the curriculum. All children receive the appropriate reading book matched to their phonics phase. Guided reading includes a sharp focus on phonics Teaching of early reading and synthetic phonics is systematic. Implement a system to ensure that pupils read widely and often, both in school and at home. Monitoring of the teaching and learning of phonics
Priority 3 – Vocabulary and SPAG Improved teaching and application of vocabulary across	Implementation of the vocabulary project across the school. Staff training to develop consistency of teaching and application of vocabulary.

the school together with the teaching of SPAG leads to a development in the progress of reading and writing.	Use assessment tool to track knowledge, use of vocabulary and SPAG and to fill gaps in learning and increase greater depth for pupil premium children. Monitoring of the teaching of vocabulary Relevant staff training on teaching the application of SPAG through modelled writing across the curriculum and feedback.
Priority 4 – Maths Improved teaching in mathematics enables the children to apply mathematical concepts and procedures across the school, through the development of maths mastery leading to an improvement in maths attainment and progress across the school.	Relevant staff training in maths mastery. Maths lead supporting staff to develop mastery skills. Consistent teaching of Maths Mastery across the school Monitoring of maths.
Priority 5 – Curriculum Consistent teaching in all Curriculum areas across the school leads to an improvement in results.	Identify and provide staff training for specific areas of the curriculum All staff apply knowledge gained in their teaching and learning. Amend curriculum as necessary when and if improvements are needed.
Barriers to learning these priorities address	Ensuring the quality teaching and learning across all subject areas of the curriculum is strong so that misconceptions are addressed effectively.
Projected spending	£64186.00

Targeted academic support for current academic year

Measure	Activity
Priority 1- EYFS Target groups make accelerated progress and catch up on the months lost as a result of lockdown.	Identify Pupil Premium children that need additional support in phonics, reading and maths. Establish additional support sessions for phonics reading and writing. Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations Base line assess and monitor progress. Focus on vocabulary and language interventions for identified children (Nuffield Early Language Intervention and Reading Wise Vocabulary Project).
Priority 2 - Phonics Target groups make accelerated progress and catch up on the	Identify Pupil Premium children that need additional support in phonics.

months lost as a result of lockdown.	Establish twice daily phonics lessons during the autumn term in EYFS, Year 1, 2 and 3. Early bird club for identified children. Establish small group interventions for disadvantaged pupils falling behind age-related expectations in phonics. Base line assess and monitor progress.
Priority 3 - Vocabulary and SPAG Targeted academic support is established and embedded across the school in vocabulary and SPAG to improve outcomes for pupil premium children especially at greater depth.	In-class intervention. Early bird sessions for identified children. Sessions are explicitly linked to vocabulary lessons and effective interventions are maintained over a sustained period. Train staff so that delivery is consistent. Feedback is in place.
Priority 4 - Maths Target groups make accelerated progress	Same day in class interventions are established for identified children. This is fluid. Early bird sessions for identified children. Develop stem sentences across the various areas of learning in maths. Implement maths diagnostic to identify the specific needs of pupil premium children.
Priority 5 - Curriculum Children are targeted with in lessons by using a reassessment tool at the beginning of each lesson	Reassessment curriculum tool (What do I need to know statements) in place and staff trained to use the document each curriculum lesson. In class interventions. Revisit prior learning at the beginning of each lesson. Teacher-led targeted group teaching for all years. Revisit pre-learning task in the following term to assess whether children know more and remember more.
Barriers to learning these priorities address	Encouraging wider learning across the curriculum and providing catch-up in phonics, reading and maths where there are gaps in learning for some pupil premium children. Developing a wider vocabulary for children to access all areas of the curriculum – this is an area identified for development.
Projected spending	£11264

Wider strategies for current academic year

Measure	Activity
Priority 1 – Attendance Pupil premium attendance improves leading to improvements in what children know and remember.	Work with collegiate education welfare officer to support good attendance for all pupil premium children. Provide little breakfast to encourage attendance and ensure a healthy start to the day.

	Ensure little breakfast is a social time to build and develop 'one reliable adult' relationship to support achievement.
<p>Priority 2 – Extra curricular activities.</p> <p>Pupil premium children have access to a wide range of extra curricular opportunities to add to their cultural capital.</p>	<p>Offer a range of activities throughout the week for pupil premium children to take part in.</p> <p>Monitor the uptake of activities by pupil premium children.</p>
Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for pupil premium children.</p> <p>Improving range of skills pupil premium children experience and apply to their learning.</p>
Projected spending	£48254

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Availability and access to high quality staff training during COVID-19 measures</p> <p>Technical issues to support on line training.</p> <p>Sufficient ICT devices and access to internet for pupil premium children particularly in Year 2 – 6 to access remote learning.</p> <p>Ability to release staff for training due to cover issues.</p>	<p>Liaise with schools within the Collegiate to seek expertise to deliver training</p> <p>Work with IT technicians to rectify IT technical issues.</p> <p>Training for Microsoft Teams</p> <p>Time table for HLTA's to release teachers.</p>
Targeted support	<p>Irregular attendance of children and staff due to COVID-19 measures.</p> <p>Gaps in subject knowledge for some areas of learning.</p> <p>SPAG learning at greater depth.</p> <p>Allocating specific times and locations for specific interventions.</p>	<p>Develop remote learning skills of children and staff to secure continuity of learning,</p> <p>Procure high quality subject training for staff.</p> <p>Carefully track and target gaps in learning.</p> <p>Use outdoor space when possible to deliver specific interventions and be creative with class timetable.</p>
Wider strategies	<p>Anxiety by parents and children about being in school.</p> <p>Lack of self confidence to return to school routines and learning.</p> <p>Lack of stamina to cope with full days back in school and the COVID-19 safety measures.</p> <p>Restricted access to bubble extra curricular activities reduces range of choices for pupil premium children to engage with.</p>	<p>EWO and safeguarding team to build good relationship with families to secure a full return to school.</p> <p>Use PSHE curriculum and well being programme to build confidence.</p> <p>Adapt timetable to rebuild stamina and enjoyment of learning.</p> <p>Change bubble activities regularly.</p>

Review: last year's aims and outcomes

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. Children have been supported by well qualified</p>

	<p>staff who have received additional training particularly in maths mastery.</p>
<p>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</p>	<p>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.</p>
<p>All children needing emotional literacy support are identified promptly and support put in place in a timely manner learning.</p>	<p>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.</p>
<p>Punctuality rates for children eligible for Pupil Premium improve and children are well prepared for the start of the day and ready to learn.</p>	<p>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.</p>
<p>High aspirations and expectations are in place for all pupils.</p>	<p>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> <p>Our transition project our new nursery children could not go ahead as planned due to the</p>

	<p>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>