



Our Lady and Saint Benedict Catholic Academy

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 2022 to 2023 academic year.

Speech, Language and Communication

Here at OLSB we see the curriculum as the most effective tool that allows us to effect social mobility, raise aspirations and allow children to see and experience the world beyond their local neighbourhood. The school has an ambitious curriculum that prepares them fully for the next phase of education and ultimately to adult life. Children enter the academy with low communication, language and understanding skills. Many children lack experience of a range of books and literacy opportunities. The school believes it is of the utmost importance that this gap is plugged and a rich literate curriculum is delivered so that children can access all other areas of the curriculum. Communication and Reading are at the heart of our curriculum and staff are clear that this is the key to accessing the quality curriculum that we offer. The School has worked with the Thrive to Five , Stoke Speaks Out and Neli Project. Staff have received training and have engaged with both of these programmes. The Neli Project has been delivered to groups of pupils successfully via the Neli Tutor. The British Picture Vocabulary Scale (BPVS) and the Communication screen have been used regularly to identify key priorities and areas for development. These have been acted upon swiftly through High Quality First Teaching, adaptive teaching and Teaching Assistant Support and Intervention. High Quality EEF recommended resources have been purchased to support pupils. Early intervention has been swift and rapid which has resulted in progress which is clearly evident with 4 non-verbal pupils who began in our Nursery class conversing with peers and the adults with whom they work by the end of their nursery year. By the end of the Foundation Stage 75% of pupils achieved a Good Level of Development (GLD) which is above National Averages. 57% of the Pupil Premium Group achieved GLD which is again above the National average for this group. We acknowledge that the PP group need further targeting to being them in line with National Data. The research document Bold Beginnings has been fully unpicked to support this practice. A priority for Language and Literacy with it seen as the cornerstone of learning is held. Time is given to develop children's spoken language and then in teaching them to read and write. There is a balance of whole class, small group, partner work and play. Reading is at the heart of the curriculum alongside high expectations. The CPD of staff is taken seriously.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/663560/28933_ofsted_-_early_years_curriculum_report_-_accessible.pdf

Neli is used an evidence based and researched tool and project.

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention1&utm_medium=search&utm_campaign=site_search&search_term=nuff

The following approaches and practice are used.

https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term

Foundation Stage

2023 % of children making a good level of development		
No Pupils	School	National 2021
16	12	75

Percentage of Pupils making a good level of development at end of the early years foundation stage								
	All pupils	Male	Female	FSM	Non-FSM	SEN (EHCP)	SEN Support	No SEN
Cohort	16	6	10	7	9	0	3	13
School %	75%	71.4 %	70%	57.1%	80%	0%	50%	58.9%

National 2022 %	65.2 %	60.8 %	73.6%	47.1%	67%	3.4%	21.6%	68.7%
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Throughout the school a sum of money £6,150 has been used to provide targeted Speech and Language Therapy via Mable therapy and teaching assistants for xxxx number of pupils.

Pupil Attainment in Maths

By the end of Key Stage Two Pupil attainment in Maths is in line with National Averages. We continue to work on raising the attainment of the PP group. We have a focus on plugging the gap between the PP and Non-PP pupils.

Maths Y6 2023			
	Cohort	School	National
All	31	74	73
PP	17	35	52

Maths Y6 2022			
	Cohort	School	National
All	30	40	79
PP	16	31	68

This raise in attainment has been led by a significant investment in the teaching of Maths. New Power Maths resources were purchased for all classes in the school with pupils having their own text books and workbooks. A range of Maths manipulatives have been purchased to aid teaching and have been used to further develop children's understanding of mathematical concepts using the pictorial, concrete and abstract approach. We have worked with a Maths Mastery Specialist (Mark Cotton) and The North Mids and Peak Maths hub. All teaching staff have received 3 full days of training. They have received coaching sessions with the Mastery Specialist and have had the opportunity to visit local outstanding

schools and work with outstanding maths teachers. The academy has made a significant investment in the above of well over £5,500. This has further developed Quality first teaching in Maths. A new Maths lead was appointed to the school to drive these significant improvements in Maths. Careful assessment and monitoring has ensured that children keep up and adaptive teaching and catch up sessions have been targeted as and where needed to aid pupil progress.

The following research document has been fully utilised to support the teaching of Maths at OLSB.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths

Aspirations and Expectations of Pupils

An Ofsted area of development was to develop the curriculum so that it is planned and sequenced so children know more and remember more. A lot of work has been undertaken at the school to put in a broad and balanced curriculum that progresses from EYFS through to Y6 with learning sequenced across the year groups and from lesson to lesson. Flashbacks have been introduced to aid children memory on previous learning. All subject leaders have had Professional Development opportunities to develop their subject area. These opportunities have included training, coaching, working with other subject leaders through the Collegiate Curriculum Development Groups and visiting other schools.

All staff have had training on Adapting Learning with a specific focus on Rosenshine's 10 Principals of Instruction.

The curriculum here at Our Lady and Saint Benedict Catholic academy extends allowing for pupils to develop in a broader sense. We plan for our pupils to see the best that has been said and done and allow them to know that they too can be anything that they want to be. Many of our children's lives do not extend beyond their home and so we provide opportunities for Children to see the wider world by taking them on visits. The sporting opportunities and extra curricular clubs are of paramount importance and for many children provides them with an opportunity to partake in sports and compete that they wouldn't get the chance to do outside of school.

Here at OLSB Pupil now have access to a great range of enrichment activities linked to the curriculum and the schemes of learning throughout the year. Children have been provided with a range of opportunities to enrich, complement and raise aspirations.

All children are given equal opportunities and the school uses a large proportion of it's PP funding to ensure that every child is able to take part in all activities. This has included Residential Visits to Stanley Head, The Penkull Music Festival, Packington Farm, Hulton Abbey, The New Vic Theatre visit to view Alice in Wonderland, Animal Handlers and Reindeers Visit, A Synagogue Visit, whole school AAshiyana Arts- Indian Workshop, Young Voices at Birmingham The Lichfield Cathedral School project, Ford Green Hall, The Lowry Museum Manchester, Train journeys, JCB Girls in Engineering Project, The Liverpool Museum Egyptians workshop, Llandudno and Alton Towers to name just a few.

The school also operates Forest school on a weekly basis.

Sporting events and competitions have also resumed including Tag Rugby, Hanley Schools Football Tournament, Cross Country competition and the Northwood Athletics. Kits and transport have been provided to all of these events.

We have our own in house Before and After school Club 'Owls Nest' which provides wraparound care. We have a Strong set of Extra-curricular activities provided which include: Multi Skills(Port Vale), PE (Craig Sigley), Football, Drawing, Reading, Mindfulness and Yoga, Ukulele and Songbirds Choir, Cross country and cricket these are all fully funded by the school and we ensure that all children have the opportunity to attend at least 1 after school activity. Some children attend 3 !

Peripatetic guitar lessons began in January for groups of pupils – pupils are currently learning to play the guitar and we hope to increase this number in due course. This again is funded by the school and we ensure that PP children are targeted to attend these lessons. ‘City Songbirds’ has also begun as an after-school choir club.

There has also been a whole school focus on vocations and we have had a range of visitors into school to share their roles and to talk to the children about the world of work. This has included Police Officers, yoga teachers, nurses, pet groomers, a children’s author, a tv presenter, a CEO to name a few. So much so that pupils can now talk much more confidently about what they would like to be when they grow up !

The school also provides Whole Class Ukulele lessons for Year the 4 class.

During the school Holiday’s OLSB runs a HAF holiday club alongside the Newman Collegiate schools so that PP pupils receive free holiday club and care.

School uniform has also been provided for all children entering our Reception Class and for parents who have needed support.

Attendance (Disadvantaged Pupils)

Here at OLSB the Attendance rate has consistently been at around 94% throughout the academic year, which is in line with data for all primary schools nationally and consistently above the city average. The Newman collegiate have providing an attendance officer and EWO for the school at a cost of just over £3,000 to the school. The attendance policy was re-shared with all parents. Letters and Fortnightly newsletters make the promotion of attendance a priority. Attendance assemblies took place and children are clear about rewards, certificates and reward trips. We have a dedicated member of staff who has taken on the role of attendance. First day absence phone calls are made in line with policy. Action is swift and effective. Door step visits take place if required and referrals to other agencies are made as necessary. EWO AH visits school every Tuesday and myself as headteacher attend weekly attendance meetings. Attendance clinics are held with parents. With this increased focus we are proud to say that Attendance is holding at around 94.4% which is line with attendance nationally across all primary schools. There has also been a focus on promoting the message ‘that children need to arrive in school on time’. This message alongside start times for the school day is consistently communicated to parents via letters and newsletters and face to face. Myself as headteacher and members of the SLT work the school gates every morning. Late arrivals enter school via the school office where parents need to log them in via the computerised system entering the reason for lateness. Face to face conversations also take place. Late postcards are also given to parents as required. A continued area of focus for the academy with regards to absence is the persistent absence of Pupil premium children.

Academy Name	OLSBA
Date Range	September 2022 – June 2023

* statistics are required for children of compulsory school age only

	Current academic yr Sep 2020	Current academic yr 2022-2023
	School %	National Average %
% of sessions missed due to overall absence	6.2	7.5%
% PA absence for 10% or more	18.5	22.3%

Figures for current academic year		% of sessions missed due to overall absence		% PA absent for 10% or more	
	Number of pupils	School %	National % 2022-2023	School %	National % 2022-2023
All Pupils	194	6.2	7.5%	18.5	17.2
Male	96	5.5	7.4	9.4	x
Female	98	7.0	7.6	25.5	x
PP (DfE stat Ever 6 FSM)	94	7.6	11.4	25.7	x
Non PP (DfE Stat non Ever 6 FSM)	100	4.7	6.2	8.9	x
EAL	38	4.9	x	5.2	x
Non EAL	156	6.5	3.9	20.5	x
SEN	34	7.5	11.1	21.0	x
Non SEN	160	6.0	6.9	16.2	x

The academy recognises the importance of working with the wider family for the wellbeing and long-term educational benefit for our children. We employ two safeguarding officers who work with a large amount of families to support them. This is a significant investment of over £50,000.

Pupils Social, Emotional and Mental Health Needs

Mental Health Lead Training was completed by our Vice Principal Mrs Janine Exon. The academy employs a counsellor Annabelle from Young Minds for One day per week to work with our pupils. This has been a significant investment by the academy of £7,500 which is much needed to support the SEMH needs of our pupils. Referrals are completed as needed. Our Safeguarding team also work with children and families to instate positive relationships and engagement and to offer support in times of need. Staff use SEL(EEF Research approached) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=social%20emotional

and Mind Up is delivered in class on a daily basis helping children to gain the skills of self awareness, self-management, social awareness, responsible decision making and relationship skills. Around school there is a calm and purposeful environment. The recent CSI inspection mentioned the school being a safe haven for pupils and families, an unwavering commitment to the most vulnerable pupils and families, with all staff going above and beyond to understand their needs. Pupils knowing that they are valued and cared for and excellent standards of behaviour with staff and pupils showing kindness and respect to all.

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
Bug Club Whole Class Reading	Pearson
Nuffield Early Language Intervention (NELI)	Nuffield / Oxford
Mable Therapy (Speech and Language)	Pearson/Mable
Young Minds	Young Minds

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Targeted support in class for identified areas.</p> <p>EYFS Service child attended the early bird club for English including phonics.</p> <p>KS2 Service child worked with a university lecturer over the summer term as part of the scholars programme.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>EYFS child was above expected in reading and maths.</p> <p>KS2 child was at age related expectation for reading writing and maths combined and also successfully secured an undergraduate degree as part of the scholars programme.</p>