

Pupil premium strategy statement for Our Lady and Saint Benedict Catholic Academy



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	196 (nursery not included) 211 (nursery included)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Diane Jones
Pupil premium lead	Mrs Sarah Clowes
Governor / Trustee lead	Mary Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,348
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year PUPIL PREMIUM PLUS RECOVERY PREMIUM If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£154,268

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady and Saint Benedict Catholic Academy we live the mission statement of our school: "Loving, learning and Looking forward with Christ" In our school we value and respect every person made in the image and likeness of Christ. The Mission Statement of the school reflects our commitment to living and developing Our Lady and Saint Benedict Catholic Academy as a faith community. Our aim is to provide first-class education in order to develop and fulfil the potential of all children in our care. We are committed to ensuring the progress of all pupils and especially those that are disadvantaged. The faith development of our children is of paramount importance and whilst we strive to live in a faith community, we also ensure opportunity for the development of religious belief and religious literacy to ensure the foundations of faith in all our students. As part of this process, we guide and encourage all pupils to achieve and ensure their God-given gifts and talents flourish through a rich knowledge based curriculum, alongside the provision of extra-curricular and enrichment opportunities. Then the children can truly look forward with Christ.



THE NEWMAN CATHOLIC COLLEGIATE MISSION

The Newman Catholic Collegiate is a partnership of nine Catholic academies in 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 the Collegiate is summed up in the words- ***'Growing Together for Life'***

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

Ensuring that the needs of all disadvantaged pupils across the Newman Catholic Collegiate are effectively met;

Ensuring that all schools have a detailed Pupil Premium Strategy and action plan in place.

- Outlining how Newman Multi Academy Company will allocate its Pupil Premium funding;
- Detailing the monitoring and evaluation processes that will be used to ensure impact;
- Identifying the roles and responsibilities involved in our Pupil Premium provision;
- Meeting the required statutory obligations.

“GROWING TOGETHER FOR LIFE”

- ***What are your ultimate objectives for your disadvantaged pupils?***

- *To ensure pupils develop speech, language and communication skills so that they can communicate effectively.*
- *To raise the achievement of disadvantaged pupils from their starting points particularly in reading and Maths so that they achieve in line with national averages.*
- To raise aspirations and expectations of pupils and ensure all pupils, including those who are disadvantaged, have access to a range of opportunities to develop aspirations, learn from the best and view the wider world whilst building cultural capital to enrich, complement and enhance their schooling.
- To ensure all pupils including those who are disadvantaged have access to excellent care to support and maintain / improve their Social, Emotional and Mental Health.
- To ensure teachers are well trained with continual CPD and Coaching.

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

- At present, we will focus on the key challenges that are preventing our disadvantaged students from attaining well: These include:
 - Poor speech, language and communication skills and delays on entrance to school
 - Children not having access to a rich literate environment outside of school
 - attendance of disadvantaged students in all year groups
 - low aspirations and expectations and lack of opportunity to view the wider world and cultural capital experiences
 - Attendance of PP Children at school
 - Progress and attainment of our disadvantaged pupils especially in Maths
 - Provision for supporting children's Social Emotional and Mental Health

What are the key principles of your 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
- Difficulties with metacognition social and emotional learning are explicitly addressed in class teaching across the curriculum.

- *Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.*
- *Access to improved educational resources and experiences for all disadvantaged students across all subject areas.*
- *Targeted academic support for disadvantaged students including intervention, small group tuition, as well as assessment and examination support*
- Ensuring evidence based interventions are used to further improve outcomes for all pupils including those who are disadvantaged
- *Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club, welfare officer, attendance lead, safeguarding officers, first day phonecalls and follow up.*
- *Bespoke support to meet the needs of individual circumstances.*
- Embed teaching for mastery through the Power Maths scheme ensuring relevant training for staff and resources are available across all year groups to improve outcomes in Maths.
- Embed the teaching of communication, ensuring staff are thoroughly trained so that sessions are delivered effectively leading to enhanced progress and attainment.
- Personalised learning paths supported through the use of school based tutoring, interventions, academic mentoring and The National Tutoring Programme.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, language and communication is a fundamental part of learning. Some pupils in our Nursery and Early years are starting school with a significant delay in this area. This has become apparent over the past few years and has been a focus across the city of Stoke-on-Trent as a whole. Clearly this aspect of development is essential for pupils to reach their full potential. A key challenge is to develop speech, language and communication skills so that pupils can communicate effectively and access the curriculum on offer.</p> <p>Class teacher Baseline data further supports this statement alongside BPVS Screening through the Stoke Speaks Out programme.</p>
2	<p>Pupils do not necessarily have access to a rich literate environment outside of school. Pupils enter school with an unawareness of correct grammar and do not see spelling and punctuation outside of school. In school we expose children to a range of literature through our curriculum which includes daily reading. Our T4W curriculum includes model texts. SPAG is taught consistently but from reviewing practice we feel we need a new SPAG scheme which will further expose children, ensure further coverage of the NC objectives, raise expectations including those for the disadvantaged group and will lead to more pupils reaching ARE.</p>
3	<p>Pupils do not have access to a literate environment outside of school. A survey showed that many children do not have books or reading material in their home environment. We know that many adults within the home environments are unable to read. Last academic year we had a whole new reading scheme and teaching sequence implemented. This requires further embedding this academic year. Data shows that</p>

	Pupils attainment in Reading is not quite in line with national averages in Key Stage 2. We wish to Raise the achievement of all pupils including those who are disadvantaged from their starting points at school. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current internal assessment data shows that there is a gap between disadvantaged and all pupils.
4	Some pupils in our Nursery and Early years are starting school with significant delays within the EYFS areas of learning. Some children have delayed development which has not always been identified prior to them starting in our setting. Some of these are around a lack of exposure to stimulus whilst others are in response to an unidentified special educational need. The attainment of pupil premium children in EYFS needs to be raised so that more of this group of children achieve GLD.
5	The use of Power Maths has been a great success in the school. New staff and exisiting staff will need continual training in teaching mathematics using this DFE recommended programme so that the progress made can be sustained. Disadvantaged children are attaining below their peers and attainment for this group needs to be raised so that more children in this group reach both the expected standard and the exceeding standard by the end of KS2.
6	SEND children need more adaptations to teaching to be made across the school to ensure they are able to access all areas of the curriculum alongside their peers and make the progress of which they are capable.
7	Attainment needs to increase for the PP group of children. We wish for all of our pupils to reach their full potential regardless of their background. We know that Cognitive science approaches have the potential to improve outcomes for all children particularly those that are most disadvantaged. There is value in teachers having working knowledge of cognitive science principles. We wish to further develop the 7 aspects within the EEF research report to benefit all of our pupils and increase rates of learning.
8	Aspirations and Expectations of pupils are not always high. Many children do not have access to the wider world beyond the local area in which they live. The school sits within the highest area of deprivation within the country as a whole and further to this Stoke-on-Trent has been identified as a priority area in the governments levelling up agenda. We wish to ensure all pupils including those who are disadvantaged have access to a range of opportunities to develop aspirations, (thus ensuring equality of opportunity) so that they can learn from the best and view the wider world whilst building cultural capital to enrich, complement and enhance their schooling.
9	<p>Attendance for PP is lower than non- PP. Attendance of disadvantaged pupils is not in line with national averages. Current data indicates from July 23 that there are gaps in the attendance of disadvantaged pupils in the school. PP children attendance is below all and non-PP attendance data. During the academic year 2021-2022 Attendance for all pupils in school was 92.6% which is below target of 97%</p> <p>PP children have 8.97% of sessions missed due to overall absence and a 38.1% PA for 10% or more which is some 10.5% higher then the figure for Non PP pupils.</p> <hr/>

	Sept 2022 – July 2023	Current academic yr 2022-2023	Current academic yr 2022-2023		
		School %	National Average %		
	% of sessions missed due to overall absence	6.3	7.5		
	% PA absence for 10% or more	20.7	22.3		
	Figures for current academic year	% of sessions missed due to overall absence		% PA absent for 10% or more	
		School %	National %	School %	National %
	All Pupils	6.3	7.5	20.7	17.2
	Male	7.1	7.4	12.4	
	Female	7.8	7.6	28.6	
	PP (DfE stat Ever 6 FSM)	4.8	11.4	31.5	
	Non PP (DfE Stat non Ever 6 FSM)	5.2	6.2	10.4	
	EAL	6.5	x	9.1	
	Non EAL	5.2	3.9	23.4	
	SEN	7.5	11.1	19.5	
	Non SEN	6.0	6.9	19.8	
			Number of permanent exclusions Sept	0	
10	Pupils have a range of social, Emotional and Mental health needs. We wish to Ensure pupils including those who are disadvantaged have access to excellent care to support, maintain and improve their Social, Emotional and Mental Health.				

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
To focus on developing Language and communication within the early years setting and across the school focussing on building teacher knowledge and pedagogical expertise.	<ul style="list-style-type: none"> • CPD for staff (Inset, external, Thrive at Five training for Sound pots, NELI, Time to Talk) • Engagement with Thrive at Five sees increased progress • Early identification of pupils with SPLC difficulties • Outside agency involvement • Word rich environment • Parental workshop and key information sharing • Engagement with nationally recognised programmes Nuffield NELI , Time to Talk, Soundpots, Word Aware, Stoke Speaks Out, With support from local authority CPD and our speech and language team, those disadvantaged pupils with significant speech, language and communication difficulties will be able to access support and interventions early so to ensure rectification by Year 6. • The recommendations set out in the EEF implementation guidance are used. • staff have the requisite level of language and articulation required for effective teaching. • Effectiveness of language programmes is rigorously evaluated. • Language expectation for each year group is clear and staff understand the outcomes to be achieved. • Language development is consistent throughout the school and threaded through all subjects. • Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school. • Use of Mable Therapy (Speech and Language Therapy and Support to provide therapy and intervention to those with identified SPLC difficulties)
<ul style="list-style-type: none"> • To Raise attainment in SPAG through development of teacher knowledge and investment in high quality curriculum materials for SPAG. 	<ul style="list-style-type: none"> • Monitoring of lessons by SLT and English lead. <ul style="list-style-type: none"> • New Spag Scheme Power of punctuation and grammar (Grammasaurus) purchased and used to teach high quality SPAG matched to year group expectations. • Specific interventions focused on SPAG

	<ul style="list-style-type: none"> • Careful monitoring of disadvantaged pupils through assessment meetings. • Resource audit to increase impact of resource purchase • CPD (in house and external Grammasaurus) • Feedback, coaching culture <p>PP pupils will access quality first teaching planned through the scheme. This will include keep up and catch-up intervention sessions to ensure that at the end of year 6, disadvantaged pupils perform as well as their peers.</p> <ul style="list-style-type: none"> • SPAG scheme is used to aid teaching and further develop children's understanding.
<ul style="list-style-type: none"> • Raising attainment in Reading throughout Ks2 so that pupils perform at or above the national average at the end of KS2. • Further develop teachers knowledge of and pedagogical expertise in the teaching of reading and investment in high quality standardised assessments to carefully track progress. 	<ul style="list-style-type: none"> • CPD • Bug Club reading scheme • NFER tests • Target setting • Daily Reading fluency • Teaching sequence • Daily whole class reading • 1;1 reading
<ul style="list-style-type: none"> • To continue to focus on raising the attainment of Pupil premium children in EYFS so that more of these children achieve GLD. Provide sustained professional development on evidence based classroom approaches. 	<ul style="list-style-type: none"> • CPD • Regular assessments and target setting identifying next steps • Classroom approaches linked to EEF research • Opportunities • Use of DfE recognised schemes Bug Club Phonics, Power Maths • Neli Project
<ul style="list-style-type: none"> • To ensure continual professional development and mentoring and coaching in the teaching of mathematics using the DfE recommended programme Power Maths with a focus on raising the attainment of disadvantaged children at both the expected Standard 	<ul style="list-style-type: none"> • SLT attendance at Maths Hub meetings. • Monitoring of lessons by SLT and maths lead. <ul style="list-style-type: none"> • Work with Mark Cotton NLE Maths Hub • Whole school engagement with the Maths Hub, • Attendance at Maths Hub training. • Specific interventions focused on Y4

<p>and exceeding standard at the end of KS2.</p>	<p>times tables and Y5, Y6 arithmetic)</p> <ul style="list-style-type: none"> • Careful monitoring of disadvantaged pupils through assessment meetings. • Resource audit to increase impact of resource purchase <ul style="list-style-type: none"> • Coaching in Maths mastery for all teaching staff. • CPD (in house and external) • Feedback, coaching culture <p>PP pupils will access quality first teaching planned through the power maths scheme. This will include keep up and catch-up intervention sessions to ensure that at the end of year 6, disadvantaged pupils perform as well as their peers.</p> <ul style="list-style-type: none"> • Maths manipulatives are used to aid teaching and further develop children's understanding of mathematical concepts.
<ul style="list-style-type: none"> • A focus on developing the teaching of Times Tables across the school to improve the outcomes for disadvantaged children in the test in year 4. Investment in high quality materials to support. 	<ul style="list-style-type: none"> • Timetable Rockstars • Mad Minutes • Daily Maths Fluency • Mini-Maths (x) • Intervention • Rapid recall
<ul style="list-style-type: none"> • Continue to develop adaptive teaching through coaching and mentoring across the school 	<ul style="list-style-type: none"> • CPD adaptive teaching • Coaching • Mentoring • Teacher's planning • Resources / toolbox • Manipulatives • SEND passports and targets • 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. • The deployment of support staff is rigorously evaluated so that it supplements rather than supplants high quality teaching. • 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.

	<ul style="list-style-type: none"> •
Continue to re-visit the curriculum to make amendments when necessary but to particularly focus on key priorities.	<ul style="list-style-type: none"> • Curriculum audit • Curriculum development time • CCDG meetings • Subject leaders
Research cognitive science approaches which offer principles for further improving the quality of teaching.	<ul style="list-style-type: none"> • EEF Research is followed so that lessons take account of spaced learning, interleaving, retrieval, cognitive load, schemas, dual coding, encoding ensuring effective learning is in place. • Rigorous assessment of pupils' individual needs carried out across the school. • Prior learning checks completed and used to inform planning and teaching. • Spaced learning is planned. • Gaps identified and plugged. • Misconceptions dealt with swiftly and effectively across all subjects. • Teacher modelling and My Turn, Your turn approach leads to pupils learning effectively. • Pupils needs are identified and support is put in place to assist them ensuring progress is made . • Assessments identify pupils strengths and areas for development. Areas to develop are planned and taught to ensure pupils keep up. • There is nothing less than high quality teaching across the school..
To ensure pupils have equality of opportunity and are provided with opportunities so that they can learn from the best and view the wider world whilst building cultural capital to enrich, complement and enhance their schooling thus raising aspirations.	<ul style="list-style-type: none"> • Disadvantaged students to access a greater range of enrichment activity/ educational visit evident in all subjects and all schemes of learning. • Curriculum maps opportunities • Disadvantaged students have increased exposure to cultural capital and enrichment opportunities for all pupil premium students with at least 2 opportunities per term across the year. Equality for all is evident with pp and non pp students being able to access the same opportunities. • Outdoor learning provision – Forest School • Use of school Mini -Bus to transport pupils

<p>Raise attendance of the Pupil Premium children so that it is in line with National averages (7.6 absence rate against 4.7)</p> <p>Reduce the Persistent Absenteeism rate for Pupil Premium children. (PP have a PA figure of 25.7%, some 16.8% more than the non pp group and above national absence for this group)</p>	<ul style="list-style-type: none"> • Weekly attendance meetings (HT,Admin and Attendance). • Employment of EWO, safeguarding and attendance worker to work with specific families to overcome attendance barriers • Attendance incentives. (rewards, Trophies, badges and certificates, 100% attendance trip, Best class attendance reward day) • Through the use of support from the EWO, Attendance and Safeguarding team and other agencies, data will show a continuing narrowing of the gap between PP and Disadvantaged students and their peers. • to attend at least in line with all non-disadvantaged students nationally. • Attendance of disadvantaged increased to 97% in all year groups and PA levels are below national figures. • Use of school mini-bus collection service for vulnerable families.
<p>To Ensure pupils including those who are disadvantaged have access to excellent care to support, maintain and improve their Social, Emotional and Mental Health.</p>	<ul style="list-style-type: none"> • School has a Qualified Mental Health Lead • 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-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills. • All staff are supported to develop SEL approaches and these are rigorously evaluated for impact on children. • Positive relationship with parents supports home engagement with children's learning • Strategies shared and engaged. • Referrals completed as necessary • Work with outside agencies • Nurture –Pod • Young Minds Counselling • PSHE curriculum • Mind Up programme

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language development and acquisition. Provide staff training on delivering the progressive vocabulary curriculum and whole school expectations. Provide staff training on delivery across the school of stem sentences in mathematics. Use assessment tools to track knowledge and use of vocabulary in context across the curriculum. Monitor teaching of vocabulary and use of stem sentences. Track reading progress and attainment. Track understanding of mathematics vocabulary and application in mastery curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181549/DFE-RR134.pdf https://www.stokespeaks.org/ https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1, 4
SPAG Provide staff training New Spag Scheme Power of punctuation and grammar (Grammasaurus) purchased and used to teach high quality SPAG matched to year group expectations.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/grammar-for-writing?utm_source=/projects-and-evaluation/projects/grammar-for-writing&utm_medium=search&utm_campaign=site_search&search_term=grammar	2
Reading Staff training, reading sequence including daily fluency and comprehension using the Buc Club reading scheme.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading?utm_source=/projects-and-evaluation/projects/reciprocal-reading&utm_medium=search&utm_campaign=site_search&search_term=reading	3

	mpaign=site_search&search_term=reading ing https://educationendowmentfoundation.org.uk/news/moving-forwards-making-a-difference-reading-fluency-in-key-stage-2?utm_source=/news/moving-forwards-making-a-difference-reading-fluency-in-key-stage-2&utm_medium=search&utm_campaign=site_search&search_term=reading	
Early years Curriculum allows Exposure to stimulus Assessment tools used to Early identify early development issues Targeted approach to meet needs Referral to agency support as required	https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years?utm_source=/guidance-for-teachers/early-years&utm_medium=search&utm_campaign=site_search&search_term=early%20intervention	4
CPD for staff relating to the Teaching school hub and Maths Hub to support Early Career teachers, National professional Qualifications and other future DFE endorsed opportunities including EEF feedback guidance. Developed links with Research school and developing links with other outstanding schools, providing external support and verification for all subject areas	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	5
The school has made a proven programme for Maths a priority. Power maths has a mastery approach to mathematics and is used from the Early Years to Year 6. Staff continue to access inhouse CPD delivered by SLT and the maths lead. The Assistant Headteacher	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	5

and maths lead access Mastery in maths CPD through the Maths hub. SLT and maths lead continue to monitor and develop	https://thirdspacelearning.com/blog/ee-f-tutoring-report/	
Send Identification of need Agency referral and support Intervention	https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years?utm_source=/support-for-schools/evidence-for-the-early-years&utm_medium=search&utm_campaign=site_search&search_term=send%20early%20yearsxxx	6
utilising cognitive science research leading to effective teaching metacognition and SEL needs across the curriculum Provide whole staff training on EEF guidance on cognitive science and Agree and roll out approaches which meet needs of children. Monitor delivery and effectiveness of approaches across the curriculum and across the school. EEF Research is followed so that lessons take account of spaced learning, interleaving, retrieval, cognitive load, schemas, dual coding, encoding ensuring effective learning is in place.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-prior-knowledge-and-pupil-misconceptions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom?utm_source=/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom&utm_medium=search&utm_campaign=site_search&search_term=COGNITIVE	7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide and plan for interventions to support language development, literacy, and numeracy. These interventions to be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention	3, 5,6
If Teaching assistants are supporting children with SEND teachers to ensure the activities and resources meet the specific needs of disadvantaged pupils with SEND. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom?utm_source=/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom&utm_medium=search&utm_campaign=site_search&search_term=cognitive	6 , 7 ,
One to one and small group tuition. Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. (Phonics in KS2)	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention	1,2,3,4,5

Research the use of peer tutoring (for future development) which includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring?utm_source=/education-evidence/teaching-learning-toolkit/peer-tutoring&utm_medium=search&utm_campaign=site_search&search_term=peer	1,2,3,4,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise attendance of the Pupil Premium children so that it is in line with National averages (7.6 absence rate against 4.7)</p> <p>Reduce the Persistent Absenteeism rate for Pupil Premium children. (PP have a PA figure of 25.7%, some 16.8% more than the non pp group and above national absence for this group)</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf</p> <ul style="list-style-type: none"> • Evidence shows that children who miss significant amounts of their education in primary school are more likely to truant later on. • Schools understand that, without the opportunity to receive good teaching, every day, • from the start of their school career, their most • deprived pupils are unlikely to narrow the gap with their peers. • DfE research (2012) on improving attendance • at school found that: • Of pupils with absence over 50%, only • 3% manage to achieve 5 or more • GCSEs at grades A*-C including maths • and English 	9

	<ul style="list-style-type: none"> • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at • grades A*-C • Pupils with persistent absence are less likely • to stay in education Advice from the National • Strategies (hosted on the National Archives) • says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years • https://www.bps.org.uk/ School attendance, • exclusion and persistent absence <p>Understanding the use of Attendance & Family Liaison Officers... EEF (educationendowmentfoundation.org.uk)</p>	
Ensure pupils have access to support for identified SEMH needs.	<p>Use the recommendations in the EEF social and emotional learning in primary schools guidance.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	10
Continue to develop the provision of and take up of Extra Curricular activities to encourage more disadvantaged children to take part.	<p>The EEF Toolkit has a strand on arts participation which is very useful and shows the impact of such an activity.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	8 9

Continue to develop three levels of parental engagement as these are consistently associated with improved academic outcomes. The EEF Toolkit has a strand on parental engagement.	<ul style="list-style-type: none"> • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Use strategies set out in the EEF working with parents guidance.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1 3 4 9 10
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1. TEACHING = £74,000
2. Targeted Academic Support = £28,268
3. Wider Strategies= £52,000

Total budgeted cost: £154,268

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.

See Review Document

<https://www.ourladyandstbenedict.co.uk/attachments/download.asp?file=442&type=pdf>

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
Fluent in 5	Pearson
Word Aware	Routledge Education
Bug Club Phonics	Pearson
Bug Club Reading	Pearson
Mable Therapy (Speech and Language)	Pearson/Mable
NELI	Nuffield Oxford Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.