



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 2023 to 2024 academic year.

Speech, Language and Communication

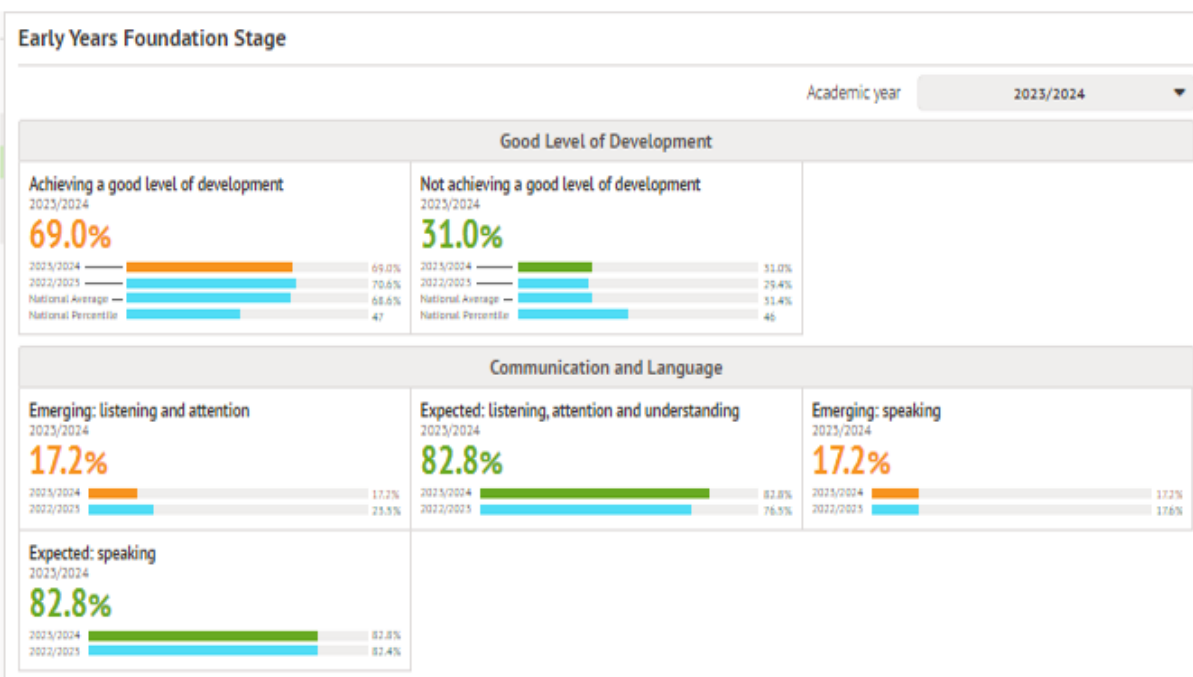
Here at OLSB we see the curriculum as the most effective tool that allows us to effect social mobility, raise aspirations and allow children to see and experience the world beyond their local neighbourhood. The school has an ambitious curriculum that prepares them fully for the next phase of education 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, Soundpots and Neli Project. Staff have received training and have engaged 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 **69%** of pupils achieved a Good Level of Development (GLD) which is above National Averages. **61.5%** of the Pupil Premium Group achieved GLD which is again above the National average for this group. **82.8%** of this cohort reached the expected standard in listening attention and understanding and **82.8%** of this cohort reached the expected standard in Speaking. This clearly shows the impact of the work we have been doing with significant gains over time.

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 a number of pupils.

Foundation Stage

2024 % of children making a good level of development		
No Pupils	School	National
29	69%	68.6%

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	29	13	16	16	13	1	3	26
School %	69%	69.2%	68.8%	61.5%	75%	0%	33%	73.1%



SPAG

We have purchased the new SPAG scheme 'The place value of Punctuation and Grammar.' All staff received extensive training on the use of the scheme. The English curriculum was re-mapped to include discrete grammar teaching and included progression documents and expectations as to what would be included within pieces of writing completed through the T4 Writing curriculum. Early indications are showing a rise in standards and pupils effectively using taught grammar in their written work.

	2022/2023	2023/2024
End of KS 1	69%	71.4%
End of KS 2	68%	73%

Reading

Our new reading curriculum has continued to be embedded across the school and has developed into a strength of the school. The reading scheme and teaching sequence is set in place throughout the school and is demonstrating positive gains in attainment and progress. All children have Bug Club books (matched to the level and skill of phonics acquisition alongside a library choosing book to take home and share with their families. The school's reading vending machine also allows pupils to select a book to take home.

	2022/2023	2023/2024
Reading ALL End of KS2	65%	90%
Reading PP End of KS2	53%	79%

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.

	2022/2023	2023/2024
Maths ALL EXP	74%	83%
Maths PP EXP	65%	79%
Maths ALL GDS	13%	37%
Maths PP GDS	0%	14%

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.

Times Tables

The school is currently re-working it's teaching and focus upon the teaching of Times Tables following the introduction of Mad Minutes and TT Rockstars. Data is showing an increasing picture.

	2022/2023	2023/2024
All Av Score	18	19.7
National Average score ALL		19.8
PP Av Score	14	20.25
PP National Average Score		

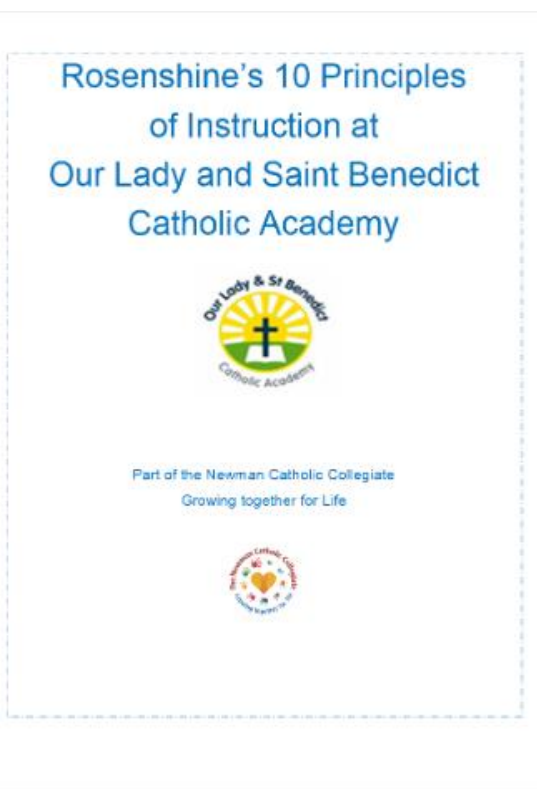
Coaching

The school has worked with a Mastery and Coaching expert to support teaching and Learning across the school at the highest levels. All teachers have received coaching in relation to Maths and Teaching and Learning. The school is fully rehearsed in the CONNECT, ACTIVATE / EXPLORE, EXPLAIN AND PRACTICE MODEL. This is applied across the school. The school has developed it's own culture of coaching and this is now used consistently throughout the school as the way to support teachers and improve practice in all subject areas. There is an open approach to coaching here at OLSB and staff see it as both a professional development opportunity and a supportive model to ensure children receive the very best teaching and learning opportunities.

Cognitive science

EEF research has been fully investigated and the school has developed it's way to teach based around this and the Rosenshine's 10 principles of instruction. It appears that this approach is directly translating into accelerated progress for our pupils. At the start of every OLSB lesson, pupils complete a flashback to recall prior learning and ignite it. The medium-term plan shows the links of learning to previous year groups or prior knowledge in the current year group. This recap of knowledge is built upon through the lesson and improves fluent recall. They also practise the language they've already learned. This sustained recapping means knowledge enters pupils' long-term memory for lifelong retention and automatic recall. The Curriculum is split into easily digestible chunks. The schemes of work are written to ensure that cognitive overload does not take place. New learning is well managed, planned and delivered in small steps. This includes disciplinary knowledge, whereby new skills are presented and modelled in small steps. The introduction of new knowledge and words is carefully arranged to ensure that pupils are not overloaded and have the opportunity to ask questions, discuss meanings and use new knowledge and words during lessons. Lessons require learners to answer a range of questions about planned learning. Teachers use a

range of different question types, monitor understanding and adapt questions accordingly new concepts are modelled to the pupils. Teachers provide pupils with a range of strategies and model lessons thoroughly prepare pupils for their independent work – following from the I do (teacher modelled), we do (paired work) we now move to the you do (Independent practice). When there has been sufficient rehearsal, the students are able to retrieve this material easily and thus are able to make use of this material to foster new learning and aid in problem solving. Therefore, pupils make connections of understanding of the new information to existing concepts or “schema”. Live marking ensures misconceptions are identified early as when errors have been learned, they are very difficult to overcome. Teachers provide pupils with effective verbal or written feedback ensuring that pupils know their strengths and where they need to improve. Small steps of progression ensure learning is deepened. Live marking and feedback throughout the lesson identifies misconceptions and aims to ensure that all children are given the opportunity to meet the intended learning outcome. Lessons can involve structured practical activities that allow new learning and disciplinary skills to be developed in multiple contexts. Both disciplinary and substantive knowledge will be practiced independently in lessons. This ensures new knowledge develops schemas and ensure long term learning. To ensure substantive knowledge remains in pupils’ long-term memory, each lesson includes a flashback to previous learning. This ensures misconceptions are identified and lessons can be adapted to ensure all learners know and retain substantive knowledge.



Equality of Opportunity = Raise of Aspirations

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 Pupils 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 its PP funding to ensure that every child is able to take part in all activities. This has included Residential Visits to Stanley Head, The Penkhull 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, The Houses of Parliament and Trip to London 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, Bee Active, PE (Craig Sigley), Football, Drawing, Reading, Mindfulness, 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 take place for groups of pupils – pupils are currently learning to play the guitar and we hope to increase this number in due course. Whole class Ukulele lessons and Recorder lessons also take place and children have the opportunity to perform in the City Recorder Festival for example. 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 and the children take part twice a year in the City Songbirds Concert at the Victoria Hall.

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 !

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 throughout the year.

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.

Academy Name	OLSB
Date Range	September – July 2024

* [statistics](#) are required for children of compulsory school age only

	Current academic yr Sep 2023/4	Current academic yr 2023-2024	Academic Year 2022-2023	Academic Year 2022-2023
	School %	National Average %	School %	National Average %
% of sessions missed due to overall absence	5.6	7.2%	6.3	6.0%
% PA absence for 10% or more	19.6	20.7%	20.7 %	17.2%

5.6% absence rate and 19.6% persistent absent rate

Figures for current academic year Sep		% of sessions missed due to overall absence		% PA absent for 10% or more	
	Number of pupils	School %	National % 2023-2024	School %	National % 2023-2024
All Pupils		5.6	7.2	19.6	15.2
Male		5.7	7.1	18.6	
Female		5.5	7.3	20.6	
PP (DfE stat Ever 6 FSM)		6.3	11.1	23.6	
<u>Non PP</u> (DfE Stat <u>non Ever 6</u> FSM)		4.7	5.8	14.4	
EAL		4.5	-	16.7	
Non EAL		5.9	-	20.4	
SEN		6.2	10.9	25.0	
<u>Non SEN</u>		5.3	6.5	18.6	
Any other significant group eg GRT This could also be a class or year group of concern					
EHCP	3	10.9	13.3		

Number of fixed term exclusions Sep	0	Number of permanent exclusions Sep	0
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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 approached 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?	Targeted support in class for identified areas. EYFS Service child attended the early bird club for English including phonics. KS2 Service child worked with a university lecturer over the summer term as part of the scholars programme.
What was the impact of that spending on service pupil premium eligible pupils?	EYFS child was above expected in reading and maths. 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.