

Pupil premium strategy statement – Our Lady & St Benedict Catholic Academy

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 “GROWING TOGETHER FOR LIFE”

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North 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 Our Lady & St Benedict Academy is summed up in the words-

The school 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 our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils’ needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	199 + 17 Nursery =216
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	S Clowes / D Mason
Pupil premium lead	A Lowell
Governor / Trustee lead	C Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,340
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£148,340

Statement of intent

Key Principals of the Strategy	
<ul style="list-style-type: none"> • 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. • Difficulties with metacognition social and emotional learning are explicitly addressed in class teaching across the curriculum. • <i>Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.</i> • <i>Access to improved educational resources and experiences for all disadvantaged students across all subject areas.</i> • <i>Targeted academic support for disadvantaged and disadvantaged with SEND students including intervention, small group tuition, as well as assessment and examination support.</i> • <i>Ensuring that the curriculum meets the needs of disadvantaged children with SEND through adaptive teaching strategies within the classroom.</i> • Ensuring evidence based interventions are used to further improve outcomes for all pupils including those who are disadvantaged • <i>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.</i> • <i>Bespoke support to meet the needs of individual circumstances.</i> • Continue teaching for mastery through the Power Maths scheme ensuring continuing relevant training for staff and resources are available across all year groups to improve outcomes in Maths. • Embed a coaching model to the teaching of communication, ensuring staff are thoroughly trained so that sessions are delivered effectively leading to enhanced progress and attainment. 	

Challenges

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

Challenge number	Detail of challenge
1	A key challenge is to provide professional development for teachers new to EYFS in order to effectively develop speech, language and communication skills so that all pupils, including those who are disadvantaged with SEND, can communicate effectively and access the curriculum on offer.
2	To embed a mentoring and coaching approach to ensure high quality teaching which responds to the needs of all pupils to ensure higher attainment of disadvantaged pupils in phonics, reading, writing and maths
3	Implementing quality training for support staff to deliver high-quality, effective and timely interventions both within the classroom in small groups and one-to-one.
4	Time to provide interventions that support pupils with their language development in literacy and maths whilst ensuring that all pupils access the full curriculum.
5	To have continuing capacity to support those with social, emotional and behavioural needs.
6	Improve the attendance of disadvantaged children with a focus on persistent absenteeism of disadvantaged children with SEND.
7	Increase the engagement of parents in their child's learning through a range of strategies.
8	Ensure the extra-curriculum opportunities and the extended school programme gives disadvantaged children the opportunities to further develop their knowledge and cultural capital.

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
<p>Professional development for teachers new to EYFS ensures teachers effectively develop speech, language and communication skills so that pupils can communicate effectively and access the curriculum on offer.</p>	<p>-Support for staff new to EYFS and the development of the teaching of language which ensures high quality teaching and pedagogical expertise across the curriculum.</p> <p>-A curriculum in place that is regularly evaluated and amended to meet the needs of all pupils.</p> <p>-Professional continuous development based on the most recent research for all EYFS staff with a particular focus ensures disadvantaged and disadvantaged children with SEND access well-developed vocabulary to prepare them for the next stage in their education.</p>
<p>An embedded mentoring and coaching approach to ensure high quality teaching which responds to the needs of all pupils including disadvantaged children with SEND leading to higher attainment of disadvantaged pupils in phonics, reading, writing and maths</p>	<p>Continuous and sustained professional development on evidence-based classroom approaches.</p> <p>Ensuring ECF is met by any future ECT's.</p> <p>Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practice.</p> <p>Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.</p> <p>Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes in the school.</p> <p>The CPD, coaching and mentoring is well-designed, selected, and implemented so that the investment is justified.</p> <p>Raising of standards in maths, reading, and multiplication.</p>
<p>Quality training for support staff enables them to deliver high-quality, effective and timely interventions both within the classroom in small groups and one-to-one, matched to the children's specific needs and based on learning in the classroom.</p>	<p>High quality teaching and specific approaches to support disadvantaged pupils with SEND are in place, these including explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Pupils' access to the full curriculum is not inhibited through the use of interventions.</p> <p>Effective interventions to support literacy and numeracy impact on raising standards in identified children.</p> <p>Targeted communication support is used to narrow inequalities in language.</p> <p>Strategic deployment of support staff ensures priority children are supported.</p>

<p>Pupils with social, emotional and behavioural needs are well-supported.</p>	<p>Early identification of children with Social and emotional needs identified prior to entering EYFS so appropriate programme of support are implemented rapidly.</p> <p>Whole class approaches as well as targeted interventions are in place.</p> <p>Monitoring of these approaches and the impact is in place.</p> <p>Family support worker and other agencies are heavily involved with the development of social and emotional support ensuring children are given appropriate support, tailored to their needs.</p>
<p>The attendance of disadvantaged children, disadvantaged children with SEND and those who are persistently absent is in line with national averages for these groups of children.</p>	<p>A wide range of approaches to improve attendance are in place including the use of the Collegiate EWO.</p> <p>Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.</p> <p>All staff prioritise attendance through regular contact and conversation with parents informally and formally.</p>
<p>The engagement of parents has a positive impact on their child's learning.</p>	<p>A range of practical approaches to support parental engagement are in place.</p> <p>Improved levels of parental engagement support improved academic outcomes.</p>
<p>Extra-curriculum opportunities and the extended school programme give disadvantaged children the opportunities to further develop their knowledge and cultural capital.</p>	<p>Extra-curriculum activities are seen by all staff, children and parents as an important part of the schools education and these increase engagement in learning.</p> <p>Pupils are developed to confidently lead their own clubs.</p> <p>Monitoring engagement in extra-curricular activities shows an increase in the uptake and impact and addresses any gaps in knowledge and cultural capital.</p> <p>Extended school time is purposeful and includes tuition, homework and summer school and impact on attainment.</p> <p>Weekly forest school sessions enhance the curriculum providing a deeper understanding of knowledge and skills and improved engagement in their learning.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intended Outcome 1:</u> Professional development for teachers new to EYFS ensures teachers effectively develop speech, language and communication skills so that pupils can communicate effectively and access the curriculum on offer.</p> <p><u>Activities</u> To continue to develop teachers' knowledge and expertise, especially in those new to EYFS, in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>Continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club in EYFS.</p> <p>Build teachers knowledge and pedagogical expertise in the teaching of reading, ensuring that accuracy through decoding in EYFS, automaticity (fluency) and prosody are taught effectively to all children.</p> <p>Focus on building teachers' knowledge and pedagogical expertise in the teaching of master the curriculum in the Nursery, mastering number in EYFS and Power Maths from Reception through to Year 6.</p> <p>CPD through the CCDG supports the EYFS leader to implement an effective EYFS curriculum.</p> <p>The EYFS lead continuously reviews and amends their comprehensive and progressive long term and medium term plans to ensure they meet pupils' needs.</p> <p>Structured monitoring opportunities in EYFS are timetabled. This includes visits to lessons, amendment of the curriculum in light of recent research, scrutinising of pupils work, engage in meaningful conversations with pupils and staff, to gather valuable insights and observations. This is used to provide constructive feedback to all staff to ensure high quality delivery. Staff devise interventions and seek professional support quickly.</p> <p>There will be a sequenced programme of nursery rhymes and stories, to build upon prior vocabulary.</p> <p>Professional development opportunities such as NPQs are accessed when appropriate.</p> <p>Evaluate the effectiveness of the CPD provided and its impact on teaching and learning</p>	<p>ECT Induction Handbook</p> <p>Mentoring and coaching of teachers</p> <p>Effective Professional Development</p> <p>Power Maths/Maths Mastery Improving Mathematics in the Early Years and Key Stage 1</p> <p>Improving Mathematics in Key Stage 2 and 3</p> <p>Bug Club Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Bug Club Reading https://educationendowmentfoundation.org.uk/reading-house/fluency https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning#best-start-in-life-overall-conclusions</p> <p>https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene</p> <p>https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary</p>	<p>1.</p>

<p><u>Intended Outcome 2</u></p> <p>An embedded mentoring and coaching approach to ensure high quality teaching which responds to the needs of all pupils including disadvantaged children with SEND.</p> <p><u>Activities</u></p> <p>Coaching cycle embedded</p> <p>Implement a structured coaching programme for the delivery of Power Maths</p> <p>Implement a structured coaching programme for the delivery of Phonics and Reading using the core components.</p> <p>Implement a coaching programme for the delivery of other identified subjects using the core components. .</p> <p>Mentoring by subject leaders in all other subjects for identified staff is in place using the core components.</p> <p>Mentoring and professional training is in place for any identified teachers.</p> <p>Coaching staff to develop a range of strategies to improve recall of times tables so that pupils are not cognitively overloaded and can more confidently solve mathematical problems due to improved fluency.</p> <p>Coaching staff to provide children with more opportunities to read across the whole curriculum and to develop their fluency and comprehension, matched to reading age and phonics stage.</p> <p>Embed the SPaG scheme 'Power of Punctuation and Grammar'. Provide coaching for identified staff to ensure high quality SPaG is taught consistently across the school, to enable the development of fluent writers. Explicit teaching of spellings and opportunities for pupils to practise.</p> <p>Recap on SEND training with a focus on ECTs to ensure they are clear on the strategies to use.</p> <p>Continue to closely monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted use of technology so that they can access the curriculum and have the appropriate level of challenge.</p> <p>Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis to identify and children who may be falling behind and to carefully track their progress.</p> <p>Continue to monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p>	<p><u>Coaching for Teaching & Learning</u></p> <p><u>Mentoring and coaching of teachers</u></p> <p><u>Effective Professional Development</u></p> <p>Power Maths/Maths Mastery <u>Improving Mathematics in the Early Years and Key Stage 1</u></p> <p><u>Improving Mathematics in Key Stage 2 and 3</u></p> <p>Bug Club Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Bug Club Reading https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>EEF Effective approaches to support Literacy <u>Literacy EEF (educationendowmentfoundation.org.uk)</u> <u>Oral language interventions</u> To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p><u>Mathematics EEF (educationendowmentfoundation.org.uk)</u></p> <p>Improving problem solving Assisting pupils struggling with mathematics.</p> <p>EEF guidance report on SEND in Mainstream Education <u>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</u></p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>2.</p>
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<p>CPD for all staff on interventions for SEND children to ensure effective approaches and strategies are structured and staff have high-quality support and training and development in the pedagogy and content of the specific intervention they are expected to use.</p> <p>Training for the new SENCO who is completing the NPQSEND and SEND for new SENCOs run by Stoke-on-Trent LA.</p> <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning.</p> <p>Evaluate the effectiveness of the teachers adaptation of teaching its impact on learning.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 34,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended Outcome 3</p> <p>Quality training for support staff enables them to deliver high-quality, effective and timely interventions both within the classroom in small groups and one-to-one, matched to the children’s specific needs and based on learning in the classroom.</p> <p>Intended Outcome 4</p> <p>Time to provide interventions that support pupils with their language development in literacy and maths whilst ensuring that all pupils access the full curriculum.</p> <p><u>Activities</u></p> <p>Trained staff deliver well-structured, targeted academic support to assist language development, literacy and/numeracy are carefully linked to classroom teaching and matched to specific needs</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. Interventions continue to be carefully timetabled.</p> <p>Continue to use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> • Small group tuition for key knowledge and skills • One to one support for key knowledge and skills • Language interventions in EYFS (Time to talk) which are regular, brief and maintained over a sustained period of time and delivered by well trained staff. 	<p>EEF Selecting Interventions Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching Assistants delivering Interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report ‘Using Teaching Assistants.’ EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p>	<p>3 & 4</p>

<p>Identify pupils who require further support for the multiplication check. Interventions to take place targeting additional support for the multiplication check.</p> <p>Continue to embed the use of well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Relevant CPD allows staff to be trained so that delivery continues to be consistent.</p> <p>Gaps in learning:</p> <p>EYFS - Well-structured interventions taking place for disadvantaged children who have been identified as needing further support.</p> <p>Use structured interventions for key skills to ensure disadvantaged pupils achieve.</p> <p>Year 1/2 Additional phonics using Bug Club to ensure children keep up.</p> <p>Year 3/4 Rapid Phonics and Rapid Reading intervention ensures children who haven't yet passed the phonics screen achieve.</p> <p>KS2 SPaG interventions for identified children</p> <p>Year 4 Ensure high quality teaching of times tables and recall to ensure children are getting daily practice to improve maths fluency.</p> <p>Year 6 Writing interventions and 'Place Value of Punctuation and Grammar' scheme to ensure more fluent writers.</p> <p>Careful timetabling of interventions to ensure children are accessing the full curriculum.</p> <p>Interventions based on the clearly specified approaches which all support staff will have been trained to deliver.</p> <p>Evaluate the effectiveness of the interventions and their impact on pupil progress.</p>	<p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Effective approaches to support Literacy Literacy EEF http://educationendowmentfoundation.org.uk Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF http://educationendowmentfoundation.org.uk</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intended Outcome 5</u> Pupils with social, emotional and behavioural needs are well-supported.</p> <p><u>Activities</u> Activities. The implementation of SEL strategies to improve emotional and/or attitudinal outcomes.</p> <p>Whole class approaches as well as targeted interventions are used to develop social and emotional skills and these are monitored carefully.</p> <p>Continue to further improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches to be embedded into routine educational practices.</p> <p>Regularly review the PSHE curriculum to ensure children's needs are being met and understood.</p> <p>Investment into 'Young Minds Counselling' to offer support for disadvantaged pupils.</p> <p>Use of qualified Forest School providers to enhance children mental well-being.</p>	<p>EEF Social and Emotional learning in school Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Behaviour Interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Personal social and emotional development EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p><i>Intended Outcomes 6 :</i> <i>The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium children</i></p> <p><u>Activities</u> Further reduce the percentage of persistent absentees in pupil Premium so it is at least in line with national using a range of approaches to sustain school attendance such as:</p> <p>Further develop parental communication</p> <p>Attendance trip to take place for the children with 100% attendance.</p> <p>Attendance to be shared in weekly assemblies to identify the class with the greatest attendance.</p> <p>Staff to receive weekly attendance reports showing the persistent absentees.</p> <p>Attendance reviews to take place regularly between the Principal, family support worker and the EWO.</p> <p>Attendance incentives to be discussed at staff meetings.</p> <p>Weekly collegiate EWO visits to be in place.</p> <p>Continue to use the effective procedures that are in place for managing absence providing challenge and support for families of pupils who are consistently absent.</p> <p>Monthly meetings held with the principal, EWO and invited parents of identified children.</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wwo1iusb.cloudfront.net)</p> <p>Supporting School Attendance</p> <p>Attendance Strategy EEF</p>	<p>6.</p>

<p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>First call home to be consistently used.</p> <p>Continue to provide Breakfast Club specifically targeting disadvantaged pupils.</p> <p>Evaluate the strategies used and their impact on improving attainment.</p>		
<p><u>Intended Outcome 7:</u> The engagement of parents has a positive impact on their child's learning.</p> <p><u>Activities</u> Further develop the use of practical approaches to support parental engagement such as:</p> <p>Weekly newsletters to be sent out</p> <p>Termly Curriculum Newsletters to be sent out</p> <p>Parent partnerships continued to support attendance, behaviour and attitudes.</p> <p>Parent questionnaires to be sent out, analysed and acted upon.</p> <p>Support given to parents to promote good homework habits.</p> <p>Facebook page which is regularly updated with photos of children and their work, giving parents an opportunity to see what their children have been learning in class.</p> <p>Family learning initiatives/partnerships</p> <p>Parental engagement coffee mornings each half-term</p> <p>Opportunities for parents to come into school at various key times during the year (father's day, mother's day, Easter craft, Christmas activities) to spend time with their child.</p> <p><u>Thrive at Five</u> -Owlets (early intervention project to signpost to outside agencies and services). -Mouse project which runs during the summer holidays to allow parents and children to be school ready.</p> <p><u>EYFS & KS1</u> Reading workshops to allow parents to see how phonics is taught in order to help with home reading.</p> <p>Learn Maths With Me in partnership with Family Learning Partnership</p> <p>Parents invited into school to take part in sacramental preparations with their children EYFS Book Start project. Family Learning.</p> <p>Time to Talk Sessions</p> <p>Evaluate the strategies used and their impact on improving parental engagement.</p>	<p>EEF guidance report on Parental Engagement. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on 'Working with Parents to Support Children's Learning' which has practical approaches and insights for communicating and supporting parents. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>7.</p>

<p>Intended Outcome 8 Ensure the extra-curriculum opportunities and the extended school programme gives disadvantaged children the opportunities to further develop their knowledge and cultural capital.</p> <p>Activities The targeted use of before and after school programmes have an impact on attainment.</p> <p>Pupil Premium children continue to attend enrichment curriculum activities.</p> <p>Provide enrichment activities to develop skills that will be translated in to improved teaching and learning.</p> <p>Provide enrichment activities to develop pupil's self-efficacy, allowing pupils to show greater persistence, interest and performance.</p> <p>A wide variety of activities are available including non-academic subjects.</p> <p>Continue to monitor the uptake of pupil premium children engaging in enrichment curriculum activities.</p> <p>Disadvantaged pupils are offered support with funding to attend an enrichment activity if there is a charge attached.</p> <p>Audit and analyse the extra-curricular activities to consider the range, quality and take-up of extra-curricular activities.</p> <p>Implement a targeted programme of tuition, homework and summer school which are linked to the curriculum and are led by qualified and well trained staff.</p> <p>Use of Forest School specialists to further enhance the curriculum and to enhance cultural capital for disadvantaged children.</p> <p>SATs booster club twice a week before school targeting specific year 6 children.</p> <p>Evaluate the strategies used and their impact on improving parental engagement.</p> <p>Evaluate the impact of the extracurricular activities and the extended school provision on improving pupil engagement (extracurricular activities) and academic outcomes (extended school</p>	<p>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF evidence research on Life Skills and Enrichment Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research states that enriching education has intrinsic benefits.</p> <p>EEF Evidence is strongest in relation to skills underpinning academic outcomes: - Children's perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils. Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>Summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>8.</p>
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Total budgeted cost: £ 64,00 +34,340 + 50,000= **£148,340**

Outcomes for disadvantaged pupils

Speech, Language and Communication

Challenge: Children start school with significant language delays this deficit must be addressed so that pupils are able to achieve at least age related expectations and developmental milestones.

Intended Outcome: Develop speech, language and communication skills (Within the Early Years Setting and across the school) so that pupils can communicate effectively and access the curriculum on offer.

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, Soundspots 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.

Outcome at end of Academic year 2023-2024.

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%

Early Years Foundation Stage

Academic year 2023/2024

Good Level of Development

Achieving a good level of development

2023/2024

69.0%



Not achieving a good level of development

2023/2024

31.0%



Communication and Language

Emerging: listening and attention

2023/2024

17.2%



Expected: listening, attention and understanding

2023/2024

82.8%



Emerging: speaking

2023/2024

17.2%



Expected: speaking

2023/2024

82.8%



SPAG

Challenge Pupils do not have access to a rich literate environment outside of school. Pupils are often unaware of the correct grammar, punctuation and spelling. This must be addressed and gaps must be closed so that pupils achieve at least in line with pupils nationally.

Intended Outcomes: Raise attainment in SPAG through development of teacher knowledge and investment in high quality curriculum materials for SPAG.

Outcomes at end of academic year 2023-2024

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

Challenge: Children do not have access to a rich literate environment outside of school. Pupils attainment in reading is not quite in line with national averages in Key Stage 2.

Intended Outcome: Raise attainment in Reading throughout KS2 so that pupils perform at or above national averages at the end of KS2 this includes raising the attainment of all pupils including those who are disadvantaged. Further develop teachers knowledge of pedagogical expertise in the teaching of reading and invest in high quality assessments to track progress.

Outcomes at end of academic year 2023-2024

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 a 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

Challenges: New staff and existing staff need continual training in teaching mathematics so that progress can be sustained., Disadvantaged children are attaining below their peers and attainment needs to be raised.

Intended Outcomes: To ensure continual professional development, mentoring and coaching in the teaching of mathematics using the DFE recommended programme Power Maths with a focus on raising attainment of disadvantaged children at both the expected standard and exceeding standard at the end of KS2.

Outcomes end of academic year 2023-2024

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		

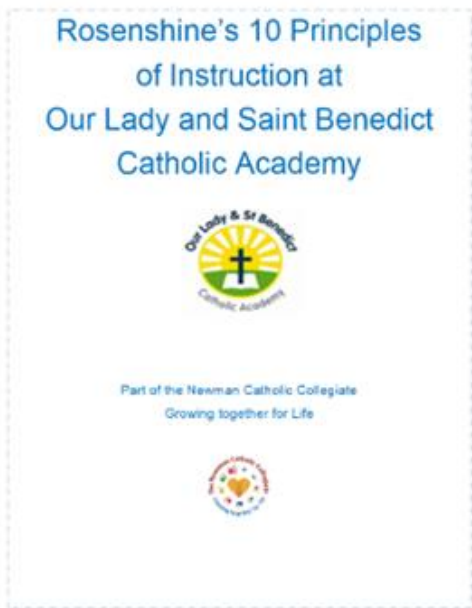
Coaching

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.



Rosenshine's 10 Principles of Instruction

- 1 Review prior learning at the start. 
- 2 Present new material in small steps. 
- 3 Ask lots of effective questions. 
- 4 Provide models and worked examples. 
- 5 Pupils practise using the new materials. 
- 6 Check for pupil understanding. 
- 7 Obtain a high success rate. 
- 8 Provide scaffolding and support. 
- 9 Encourage independent practice. 
- 10 Weekly and monthly review. 

Equality of Opportunity = Raise of Aspirations

Challenge: Children live within one of the most deprived areas within the UK. Aspirations and expectations are not always high. Many children do not have access to the world beyond the local area in which they live. These socio-economic disadvantages which includes children not having access to a range of opportunities, resources and activities significantly impacts upon attainment.

Intended Outcomes: 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 the curriculum whilst raising aspirations.

Outcomes end of academic year 2023-2024:

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)

Challenge: Attendance for pupil premium children including the persistent absence of disadvantaged children should be at least in line with national.

Intended Outcome: Raise attendance of the pupil premium children so that it is at least in line with National Averages. (7.6 Absence rate against 4.7) Reduce the persistent absence 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.

Outcomes end of academic year 2023-2024:

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 non Ever 6 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	

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

Challenge: Pupils and their families have a range of SEMH needs which significantly impact upon attendance and attainment.

Outcome: Ensure pupils including those who are disadvantaged have access to excellent care and counselling to support, maintain and improve their Social, Emotional and Mental Health.

Outcomes end of academic year 2023-2024:

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 used your pupil premium to fund in the previous academic year.

Programme	Provider
Power Maths	Pearson
Times Tables Rockstars	Maths Circle
Bug Club Phonics	Pearson
Bug Club Reading	Pearson
Rapid Phonics and Reading	Pearson
The place value of Punctuation and Grammar.	Grammasaurus
Mable Therapy(Speech and Language)	Mable
Young Minds Counselling	Young Minds
Nuffield Early Language Intervention	Nuffield Oxford Education
Thrive at Five NELI / Soundpots	Thrive at Five
Mind Up Curriculum	Goldie Hawn Foundation
Charanga Music / Songbirds/ Musical Tuition	City Music School

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.