

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 (225 including Nursery)
Proportion (%) of pupil premium eligible pupils	56%
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)	2025-2026 2024-2027
Date this statement was published	17.09.2025
Date on which it will be reviewed	17.09.2026
Statement authorised by	Mrs Sarah Clowes
Pupil premium lead	Mrs Adam Lowell
Governor / Trustee lead	Mrs Christine Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,744
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>	£170,744

Part A: Pupil premium strategy plan

Statement of intent

Key Principals of the Strategy

- 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.
- *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 and disadvantaged with SEND students including intervention, small group tuition, as well as assessment and examination support.*
- *Ensuring that the curriculum meets the needs of disadvantaged children with SEND through adaptive teaching strategies within the classroom.*
- 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.*
- 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. Time to provide interventions that support pupils with their language development in literacy and maths whilst ensuring that all pupils access the full curriculum.
4	To have continuing capacity to support those with social, emotional and behavioural needs.
5	Improve the attendance of disadvantaged children with a focus on persistent absenteeism of disadvantaged children with SEND.
6	Increase the engagement of parents in their child's learning through a range of strategies.
7	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
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.	<ul style="list-style-type: none"> -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. -A curriculum in place that is regularly evaluated and amended to meet the needs of all pupils. -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.
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	<ul style="list-style-type: none"> Continuous and sustained professional development on evidence-based classroom approaches. Ensuring ECF is met by any future ECT's. Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practice. Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher. Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes in the school.

	<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>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>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>
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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: £76,744

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 the school in 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>Ongoing and continuous development to support the delivery of DfE validated phonics programme Phonics Bug Club in EYFS.</p> <p>Consolidate 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 consolidating 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>Ensuring teachers are up to date with the new EYFS framework The new EYFS lead to review and amend their comprehensive and progressive long term and medium-term plans to ensure they meet pupils' needs.</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-</p>	<p>1.</p>

<p>Structured monitoring opportunities in EYFS are timetabled. This includes visits to lessons, amendment of the curriculum in light of the new EYFS framework, implemented in September 2025, 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>The writing Curriculum is reworked (using the writing framework) to build transcriptional fluency. Where complex tasks are delayed and foundational skills are mastered. Pupils use their knowledge and skills to enable them to write. Transcription is used as a tool for teaching children to write using their phonics knowledge to spell the words and the skills to form the letters easily and speedily. Pupils have transcriptional fluency which enables them to be successful writers.</p>	<p>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</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary</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>Coaching opportunities provided through the Maths Mastery approach and collegiate vision.(Drawn from Rosenshines 10 principles of instruction)</p> <p>Purposeful models of observation, development of practice and exposure to outstanding practice, in maths mastery, phonics and reading</p> <p>Mentoring and professional training is in place for any identified teachers.</p>	<p>Coaching for Teaching & Learning</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</p> <p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions</p> <p>To focus on spoken language and verbal interaction in the classroom.</p>	2.

<p>Training for two teachers to become coaches and for one teacher to be trained as a trainer.</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.</p> <p>Explicit teaching of spellings and opportunities for pupils to practise.</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 use 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>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>Refresh training to further embed adaptive teaching so that it is a key component of all lessons with all staff, ensuring that pupils are able to fully access all areas of the school Curriculum, this includes pupils with SEND.</p>	<p>A focus on oral language skills will have benefits for both reading and writing.</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>Improving problem solving Assisting pupils struggling with mathematics.</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intended Outcome 3</u> 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><u>Intended Outcome 4</u> 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> 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>Identify pupils who require further support for the multiplication check. Interventions to take place targeting additional support for the multiplication check.</p>	<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 Early Year Interventions 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>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</p>	<p>3 & 4</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 2 34% PP didn't pass phonics check in year 1.</p> <p>Year 3 3 PP children who did not pass phonics check- will need Rapid Reading to catch up. Also, focus on writing in year 3.</p> <p>Year 3/4 Rapid Phonics and Rapid Reading intervention ensures children who haven't yet passed the phonics screen achieve.</p> <p>Year 4 Times Tables. 22% of class scored full marks. 22% of pupil premium children scored full marks.</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>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 (educationendowmentfoundation.org.uk) Oral language interventions</p> <p>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 (educationendowmentfoundation.org.uk)</p> <p>Using evidence-based approaches to learning times tables such as teaching times tables in a logical order (through 'Mad Minutes'), using arrays, real life examples before moving to using strategies such as doubling and inverse operations.</p> <p>Ensuring grammatical structures learnt during the Place Value of Punctuation scheme are followed through and taught in the context of genres. (EEF Literacy Guidance KS2). EEF research consistently highlights the academic rigour and research-informed planning behind the Grammarsaurus resources.</p> <p>Targeted maths interventions for year 5 and 6 PP pupils. This includes keeping the structure of the interventions the same as Power Maths for consistency. (Pre-teaching, fluency practice, working in small groups, using manipulatives, formative assessment) Whole group Power Maths, small group interventions for pupils slightly behind, intensive individualised support for pupils with significant gaps.</p>	
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Interventions based on the clearly specified approaches which all support staff will have been trained to deliver.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intended Outcome 4</u> Pupils with social, emotional and behavioural needs are well-supported.</p> <p><u>Activities</u> Activities. Continue to teach and promote learning habits and executive functioning as well positive self-regulation and emotional regulation in all lessons and around school and through the 'Mind Up' curriculum.</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). SEL approaches to be embedded into routine educational practices.</p> <p>Implement the recently reviewed and updated 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>	5
<p><i>Intended Outcomes 5:</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>Activities Continue to 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>Continue to develop and sustain parental communication</p> <p>Attendance trip to take place for the children with 100% attendance.</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>	6.

<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>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>Support families with barriers to attendance through family support, minibus pickup, breakfast club, collaboration with external agencies and social care when needed.</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 (d2tic4wvo1iusb.cloudfront.net)</p> <p>Supporting School Attendance</p> <p>Attendance Strategy EEF</p> <p>EEF Research- Breakfast Clubs can lead to two months’ additional progress in reading, writing and maths.</p> <p>Alum research- School Bus Eligibility</p>	
<p><u>Intended Outcome 6:</u> The engagement of parents has a positive impact on their child’s learning.</p> <p><u>Activities</u> Continue to use 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>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.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	7.

<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>Thrive at Five</p> <p>-Owlets (early intervention project to signpost to outside agencies and services).</p> <p>-'School Readiness Project' project which runs during the summer holidays to allow parents and children to be school ready.</p> <p>EYFS & KS1</p> <p>Reading workshops to allow parents to see how phonics is taught in order to help with home reading.</p> <p>EYFS Book Start project. Family Learning.</p> <p>Time to Talk Sessions (Owlets)</p>		
<p>Intended Outcome 7</p> <p>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</p> <p>Before and after school programmes are used to target individuals and groups of pupils to have a positive impact on attainment and attendance.</p> <p>Pupil Premium children are targeted 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 made 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>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>8.</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 5/6 children.</p>	<p>Summer schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
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Total budgeted cost: £170,744 (£76,744 + £41,000 + £53,000)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-27 Challenges

Challenge One

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.

(Intended Outcome) 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.

Progress towards success criteria:

- 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.

Staff received the following training:

- **Sound Pots Training**
- **Nelli Intervention**
- **Tutors from Thrive at 5 supported the programme**
- **Early language and communication conference**
- **Stoke Speaks Out**
- **Big Talking Pictures**

Impact of this professional development on classroom outcomes

End of EYFS data:

- **74% class GLD**
- **79% PP GLD**
- **93% PP achieved communication**
The OxEd Language Programme was used to improve children's oral language skills which are critical for literacy, learning and social development. OxEd programmes have been shown to narrow the language gap, especially for disadvantaged children.
- **NELI Programme- positive mean score change of 13.58**

b) A curriculum in place that is regularly evaluated and amended to meet the needs of all pupils.

Bug Club has continued to be developed along with developing pedagogical expertise in reading and maths through the delivery of Power Maths. Alongside this, continued professional development through the Collegiate Curriculum Development Group (CCDG) has positively impacted on the development of the curriculum. The impact of the above has seen an increase in GLD from 69% to 74%, with 79% achieving GLD. As mentioned in the school's latest Ofsted report, "the curriculum is exceptionally well-developed and builds from the early years."

c) -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.

In addition to the training above, one member of the EYFS team completed their apprenticeship and is currently completing NVQ level 3. One of the members of teaching staff has completed the NPQLT, who is now the EYFS leader. The enhanced expertise of staff in EYFS has also had a positive impact on teaching and learning and outcomes. The HLTA in EYFS is an EYFS expert and has experience of leading the nursery.

Challenge Two

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.

Progress Towards Success Criteria

- Continuous and sustained professional development on evidence-based classroom approaches.
- Ensuring ECF is met by any future ECT's.
- Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practice.
- Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.
- Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes in the school.
- The CPD, coaching and mentoring is well-designed, selected, and implemented so that the investment is justified.
- Raising of standards in maths, reading, and multiplication.

All teachers and HLTAs received training by Mark Cotton in the delivery of Power Maths. Staff were part of 'coaching sessions', enabling them to see how teachers can work together in a coaching model. Two members of teaching staff are being trained to become coaches. This has had a positive impact on teaching and learning and outcomes as seen below.

End of KS1 data

75% achieved EXS in maths
25% achieved GDS in maths

End of KS2 data

74% achieved EXS in maths
13% achieved GDS in maths

Continuous and sustained training on Phonics Bug in EYFS and KS1 has continued to have a positive impact as seen below:

End of Year 1 Phonics Screen

79% passed the phonics check
(88.5% had passed by the end of year 2)
(81% PP passed the phonics check by the end of year 2)

CPD for reading led by senior leaders effectively developed the reading sequence in KS1 and KS2. The Bug Club scheme has been effectively embedded after a large investment on resources including reading books and work-books for all pupils. The latest Ofsted report states, "The school prioritise reading...the school has a meticulous programme for the teaching of phonics...this is implemented consistently." It also adds that, "expert teaching enables pupils to become fluent and confident readers".

The impact of this can be seen in the data below:

End of KS1 data

75% achieved EXS in reading
25% achieved GDS in reading

End of KS2 data

77% achieved EXS in reading
19% achieved GDS in reading

Challenge Three and Four

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.

Time to provide interventions that support pupils with their language development in literacy and maths whilst ensuring that all pupils access the full curriculum.

Progress towards Success Criteria

-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.

- Pupils' access to the full curriculum is not inhibited through the use of interventions.
- Effective interventions to support literacy and numeracy impact on raising standards in identified children.
- Targeted communication support is used to narrow inequalities in language.
- Strategic deployment of support staff ensures priority children are supported.

Use of Rapid Phonics and Rapid Reading in KS2 and Mastery of Number in EYFS, and daily fluency and targeted additional interventions in maths and GPaS across the school have enabled pupils to make improved progress leading to better outcomes. Mabel Therapy is made available for identified children who have low BPVS scores or have difficulties with their communication and language. This provides intensive speech and language therapy from a trained speech therapist. Staff have received training to deliver the appropriate interventions as mentioned above. Staff are also strategically deployed to certain year groups and groups of children depending on their area of expertise.

End of KS2 Data 24/25 (Pupil Premium)

67% achieved EXS in reading (5% above national 2024)

11% achieved GDS in reading

Average standardised score: 103.4

Average progress standardised score: 7.3

61% achieved EXS maths (5% above national 2024)

6% achieved GDS maths

Average standardised score: 99.9

Average progress standardised score: 5.3

GPaS interventions have led to an improvement in attainment for pupil premium children in year 4 with an average standardised score of 106.

Writing interventions have ensured that attainment in writing at the end of KS2 is in-line with national data (2024).

Challenge Five

To have continuing capacity to support those with social, emotional and behavioural needs.

Progress towards Success Criteria

Early identification of children with Social and emotional needs identified prior to entering EYFS so appropriate programme of support are implemented rapidly.

Whole class approaches as well as targeted interventions are in place.

Monitoring of these approaches and the impact is in place.

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.

Children are identified rapidly by the safeguarding team to support any issues and needs. Strong collaboration between the class teachers, parents and safeguarding leads ensures that children's needs are being met and plans put in place to support them. The EEF research documents around Social and Emotional Learning are used regularly in classroom situations. The 'Mind Up' curriculum is embedded and forms a key part of the daily classroom routines in all classrooms, enabling children to regulate their emotions and find ways to deal with different situations. The PSHE lead has received specific one to one support from the school improvement partner to develop the curriculum which is now fully progressive.

The latest OFSTED report from November 2023 states that "behaviour is impeccable" and "pupils concentrate well in lessons..." It also states that "problems are quickly resolved". It also goes on to mention that "Leaders have established clear systems that support behaviour. Pupils are calm and polite and focus well on their learning...The school ensures effective provision to promote pupils' mental health".

Challenge six

Improve the attendance of disadvantaged children with a focus on persistent absenteeism of disadvantaged children with SEND.

Progress towards Success Criteria

A wide range of approaches to improve attendance are in place including the use of the Collegiate EWO.

Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.

All staff prioritise attendance through regular contact and conversation with parents informally and formally.

The school's recent Ofsted report states that, "the school has taken precise and swift action to improve pupils' attendance...as a result, attendance is improving".

At the end of 2024/25 academic year, attendance was slightly above the national average for all pupils. For pupil premium pupils, the figure was 1.7% above. This was an increase on the previous year of 0.9% for both categories respectively.

A school minibus supports families who find it difficult to get their children to school on time. The safeguarding officers have strong relationships with parents and carers to help them to overcome challenges that might affect school attenders. This is also mentioned in the school's latest Ofsted report.

The EWO holds attendance clinics with identified families/children.

Challenge Seven

Increase the engagement of parents in their child's learning through a range of strategies.

A range of practical approaches to support parental engagement are in place.

Improved levels of parental engagement support improved academic outcomes.

Due to ongoing building issues (PFI), the hall was out of use for the majority of the spring term which made it difficult to put on as many events as planned.

'Owlets' has ensured that more local families have access to early support and everything the school has to offer. This has led to a higher number of places being taken up in EYFS.

Termly newsletters ensure parents are kept up to date with the curriculum.

Reading and phonics workshops have been held to ensure parents are well-equipped to help their children with their reading.

The school have worked closely with Thrive at Five to offer opportunities to local families.

The 'Readiness to School Campaign' run by Thrive at Five that the school took part in has helped to prepare new children for school. Thrive at Five have labelled the campaign 'a huge success'.

The school has held social events and opportunities for families to engage in communication with both the school and the school parish and local community. The school's family support workers are also always in attendance at these events.

Parents are also invited into schools to celebrate their child's successes and performances.

Challenge Eight

Ensure the extra-curriculum opportunities and the extended school programme gives disadvantaged children the opportunities to further develop their knowledge and cultural capital.

Progress towards the Success Criteria

Extra-curriculum activities are seen by all staff, children and parents as an important part of the school's education and these increase engagement in learning.

Pupils are developed to confidently lead their own clubs.

Monitoring engagement in extra-curricular activities shows an increase in the uptake and impact and addresses any gaps in knowledge and cultural capital.

Extended school time is purposeful and includes tuition, homework and summer school and impact on attainment.

Weekly forest school sessions enhance the curriculum providing a deeper understanding of knowledge and skills and improved engagement in their learning.

After school clubs run every night after school with a range of activities throughout the year, targeted at pupil premium children. Of the pupils who attended clubs in the previous academic year, 56% of those were pupil premium eligible.

Summer schools again took place during the 6 weeks at the end of the 2024-25 academic year.

Targeted interventions in maths in year 6 enabled children to make accelerated progress.

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
Bug Club Phonics	Pearson
Bug Club Reading	Pearson
NELI	Nuffield Oxford Education
Mable Therapy (Speech and Language)	Pearson / Mable
Young Minds Counselling	Young Minds
Rapid Phonics/ Reading	Pearson

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.