

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Mary's Catholic Academy
Number of pupils in school	241 (inc nursery)
Proportion (%) of pupil premium eligible pupils	20.3 % (inc nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dianne Mason
Pupil premium lead	Jessica Davis
Governor / Trustee lead	Rebecca Page

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,712
Recovery premium funding allocation this academic year	£6235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Funding	£5130
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,077

## Part A: Pupil premium strategy plan

## Statement of intent

### 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 St Mary’s Catholic 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.

#### **The schools 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.

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

##### **Key principles of the strategy plan**

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to improved educational resources and experiences for all disadvantaged students across all subject areas
- Targeted academic support for disadvantaged students including an academic tutor, intervention, small group tuition, as well as assessment
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club, after school clubs and instrumental tuition.  
Bespoke support to meet the needs of individual circumstances.

# Challenges

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

Challenge number	Detail of challenge
1	Maintaining effective excellent teaching in all year groups consistently across the school.
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to lower KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Addressing and closing any identified gaps in prior learning. Internal and external assessments indicate that attainment of disadvantaged children at GDS is below that of non-disadvantaged pupils at the end of KS1 and in lower KS2. In addition to this, Year 5 is a target group for closing gaps between disadvantaged and non-disadvantaged at the expected standard in all areas and in Year 4, Maths is an area of focus for pupils at the expected standard.
4	Observations and discussions with pupils indicated difficulties with Metacognition, self-regulation and self-regulated learning since children returned fully to school and some children have become over reliant on adult support due to periods of lockdown over the past 18 months.
5	Attendance data indicated that attendance of disadvantaged pupils, although higher than disadvantaged pupil nationally, is lower than non-disadvantaged pupils within the school.
6	Assessments, observations and discussions with pupils identified social and emotional issues for some disadvantaged pupils
7	Observations and discussions with children indicate that there is a gap between attendance of disadvantaged pupils at extra-curricular activities compared to their non-disadvantaged peers.

## Intended outcomes:- 3 year plan 2021- 2024

This explains the outcomes we are aiming for **by the end of our current strategy plan by 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>1. Effective Teaching is embedded in all cohorts and impacts on improving the attainment of Pupil Premium pupils.</p>	<ul style="list-style-type: none"> <li>-Quality, effective teaching across the school is evident through learning walks, deep dives. All teaching is a least good or better.</li> <li>-Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils’ needs</li> <li>-Effective implementation, particularly in the preparation stage of key development strategies such as language, metacognition and Social and Emotional Learning.</li> <li>-Effective use of research particularly for diagnostic assessment.</li> <li>-Teacher feedback improves pupil learning and continues to address misconceptions swiftly.</li> <li>- The % of disadvantaged pupils in achieving GDS in KS1 improves in KS2</li> <li>-Effective, evidence informed CPD for staff ensures staff retention.</li> <li>- Metacognition strategies help pupils to work independently with success and impact on pupils attainment.</li> <li>- Research and professional development supports the teaching of disadvantaged pupils with SEN in mainstream education ensuring disadvantaged pupils with SEND achieve the best possible outcomes.</li> <li>-Effective teaching ensures Pupil Premium children achieve at least in line with this group of children nationally at the end of KS2.</li> </ul>
<p>2. The teaching of language is embedded across the school improving outcomes in language, comprehension and reading for Pupil Premium children.</p>	<ul style="list-style-type: none"> <li>- Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>-An evidence- based approach used that provides quality first teaching of language to all pupils and a robust form of assessment. As a result, language development across the school is improved</li> <li>- Collaborative working ensures leaders have a collective responsibility to sustain the gains made in language across the subjects</li> <li>-All staff (including support staff) appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum</li> <li>-Robust assessment of children’s needs in language used consistently and constantly across the school to identify areas of further development and any gaps in children’s language.</li> <li>- The expectations in relation to language outcomes for each year group are clear and all staff are aware of how these can be achieved.</li> <li>-Language development is consistent across the school and is a priority, which is addressed in all subject areas.</li> <li>-Access to high quality texts is consistent across the school.</li> <li>-Reading is used to support language development in all subject areas, ensuring that pupils’ are able to build their cultural capital.</li> <li>- Development of language across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations.</li> <li>Effective teaching of language ensure Pupil Premium children have the language needed to achieve at least in line with this group of children nationally at the end of KS2.</li> </ul>
<p>3. Addressing the identified gaps, ensures improved attainment for disadvantaged children in identified cohorts; with a focus on greater depth attainment.</p>	<ul style="list-style-type: none"> <li>- Rigorous assessment of pupils’ individual needs are continuously carried out across the school and curriculum.</li> <li>- Staff use the school’s progression documents to identify and assess any gaps in children’s learning.</li> <li>- Subject leaders are aware of the needs of disadvantaged pupils’ in their subject and take collective responsibility for diminishing any gaps caused by socio- economic disadvantage, ensuring good outcomes for disadvantaged children.</li> <li>-Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content.</li> </ul>

	<p>An Enrichment Programme, which explicitly addresses the identified needs of pupils', is used consistently across the school and consequently disadvantaged children achieve well across the curriculum.</p> <ul style="list-style-type: none"> <li>-The learning environment is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</li> <li>- Additional teaching of phonics and early reading skills for those disadvantaged children that need it in EYFS and KS1 ensures that all children develop the reading skills needed to access the curriculum at a young age</li> <li>-Use of rigorously evaluated interventions delivered by teachers and support staff addresses the gaps caused by socio- economic disadvantage.</li> <li>- High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils, including those who are disadvantaged.</li> <li>-The deployment of support staff is rigorously and regularly evaluated so that it supplements rather than supplants high quality teaching.</li> <li>- Pupil Premium children achieve at least in line with this group nationally at the end of KS2.</li> </ul>
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<p>4. Successfully implementing the teaching of metacognitive strategies impacts on improving self-regulated learning skills across the curriculum enabling children to work more independently</p>	<ul style="list-style-type: none"> <li>- The recommendations set out in the EEF metacognition guidance are taught explicitly throughout the school.</li> <li>- An evidence- based approach has been implemented and embedded across the curriculum that develops pupils metacognition strategies enabling pupils to work independently.</li> <li>- Teachers are continuously supported with quality CPD and resources to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</li> <li>-Senior leaders ensure they provide teachers with time and support to make sure approaches have been implemented consistently.</li> <li>-Staff have the expertise to draw on a range of metacognitive strategies and language strategies to support disadvantaged learners.</li> <li>- Strategies that help children to work independently with success are taught consistently and embedded across the school and curriculum.</li> <li>- Subject leaders have been and continue to be supported to ensure that they are confident in working with staff to develop metacognition strategies in their subject area.</li> <li>-Collaborative working ensures all leaders have a collective responsibility to sustain the gains made in metacognition across the subjects</li> <li>- Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate their learning are consistently explicitly taught to pupils.</li> <li>- Teachers have been trained to model their own thinking to help pupils develop their metacognitive and cognitive thinking skills.</li> <li>- appropriate level of challenge to help pupils develop their own knowledge of metacognition and self-regulation is seen in the classroom and across the curriculum.</li> <li>- Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result, disadvantaged children are working more independently and achieving well.</li> </ul> <p>Self-confidence and independence impacts on improving outcomes for Pupil Premium children.</p>
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<p>5. Attendance of Pupil Premium children including the Persistent Absence of disadvantaged children is at least in line with all pupils nationally.</p>	<ul style="list-style-type: none"> <li>- The overall absence rate for disadvantaged pupils being no more than 3.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers in school is diminished</li> <li>- The percentage of disadvantaged pupils who are persistently absent being no more than 8.4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers in school is diminished.</li> <li>- EWO works closely with the school to ensure:-</li> <li>- Safeguarding officer monitors attendance every term.</li> <li>- Persistent absence for disadvantaged pupils is below national absence for this group.</li> <li>- Strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships are used.</li> </ul>
<p>6. The impact of socio-economic disadvantage including the identified needs linked to social and emotional learning are explicitly addressed in class teaching across the curriculum and are evident in monitoring and pupil discussions.</p>	<ul style="list-style-type: none"> <li>- All staff have a secure knowledge of the EEF recommendations for SEL and use them consistently.</li> <li>- Teachers are continually supported with high quality Professional Development to develop SEL approaches and these are rigorously evaluated to ensure a positive impact on children.</li> <li>- The 5 core skills of SEL have been embedded across the school and are referred to throughout the day.</li> <li>- Positive relationships are maintained with parents; to make sure that all families are held in high regard by the school and feel a sense of belonging to the school community.</li> <li>- Support to encourage reading for pleasure, educational trips and out of school study opportunities are provided to promote attainment for disadvantaged pupils at all ages.</li> </ul>
<p>7. The numbers of disadvantaged children who attend enrichment activities before and / or after school to enrich the curriculum is increased.</p>	<ul style="list-style-type: none"> <li>-Pupil Premium children are targeted to attend extra-curricular activities through invitations.</li> <li>-A wide variety of activities are available including non-academic subjects.</li> <li>-Monitoring and analysis of the uptake of pupil premium children engaging in extra-curricular activities shows that the numbers have increased.</li> </ul>

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

## Teaching

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Intent 1.</i></b>  <b><i>Effective Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on continually improving teaching and attainment of pupils.</i></b></p>		<p>Challenge 1, 2, 3 and 4</p>

<p>Develop (where identified) and sustain high quality teaching to improve pupil attainment for disadvantaged pupils.</p> <p>Build teacher knowledge and pedagogical expertise in curriculum development, and the purposeful use of assessment.</p> <p>Staff Development in the use of 'Power Maths' to build teacher knowledge and pedagogical expertise.</p> <p>Further staff development in phonics and developing fluency in reading</p> <p>Continued staff development of the teaching of language both in EYFS and across the school. All staff (including support staff) appropriately trained on how to implement, monitor and assess the teaching of language across the curriculum.</p> <p>Staff trained and supported in delivering different approaches to develop language</p> <p>Continued focus on staff development in the teaching of SEND children</p> <p>Continued staff Development in the use of Cognitive Science approaches to improve the quality of teaching. Use of approaches such as:-</p> <p><b>Spaced learning</b> —distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice;</p> <p><b>Interleaving</b> —switching between different types of problem or different ideas within the same lesson or study session;</p> <p><b>Retrieval practice</b> —using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping;</p> <p><b>Strategies to manage cognitive load</b> —focusing students on key information without overloading them, for example, by breaking down or 'chunking' subject content or using worked examples, exemplars, or 'scaffolds';</p> <p><b>Dual coding</b> —using both verbal and non-verbal information (such as words and pictures) to teach concepts; dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning (CTML)</p>	<ul style="list-style-type: none"> <li>- Evidence Based Education's Great Teaching Toolkit to improve teacher effectiveness.</li> <li>-EEF's guidance reports for practical, evidence-based advice on a range of topics to support high quality teaching, in literacy, maths, science and improving teacher feedback.</li> <li>- Continuous and sustained professional development (PD) on evidence-based classroom approaches using:- <ul style="list-style-type: none"> <li>- The EEF Toolkit and guidance reports.</li> <li>- The EEF's 'Effective Professional Development' guidance report</li> <li>- The EEF support tools to go alongside the 'Effective Professional Development' guidance, eg: 'Considering a balanced design'</li> </ul> </li> <li>-The EEF 'Cognitive Science Approaches in the Classroom: eg:</li> </ul>	
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<p>Teaching staff (including those new to the school) have a shared understanding of the curriculum.</p> <p>Use of subject assessment tool which has been developed to be manageable and effective leading to an improved focus in teaching and learning and outcomes for pupils.</p> <p>Staff engage and use evidence based research</p> <p><b>Intent 2</b>  <b>2. Successfully implementing and embedding the teaching of language across the school impacts on improving language comprehension and reading. EYFS</b></p> <p>Further develop Communication and Language approaches used Early years by:-</p> <ul style="list-style-type: none"> <li>- Carefully matching approaches with the needs of children – for example diagnosing whether a child is struggling with vocabulary or with social communication</li> <li>- Link children’s spoken language to the development of their reading and writing skills</li> <li>- Ensure children are exposed to a range of strategies by combining different communication and language approaches which is more effective than using a single approach</li> <li>- Ensuring staff are trained and supported in delivering different approaches</li> </ul> <p><b>KEY STAGE 1 AND2</b></p> <p>Further development of the use of oral language approaches in all cohorts to include:</p> <ul style="list-style-type: none"> <li>- targeted reading aloud and book discussion with young children;</li> <li>- explicitly extending pupils’ spoken vocabulary;</li> <li>- the use of structured questioning to develop reading comprehension;</li> <li>- the use of purposeful, curriculum-focused, dialogue and interaction</li> </ul> <p><b>Intent 3</b>  <b>Addressing the identified gaps, across the school to ensure improved attainment for disadvantaged children in identified cohorts; with a focus on attainment at Greater Depth. By the end of KS2 Pupil Premium children achieve in line with national.</b></p>	<p>EEF Diagnostic assessment</p> <p>EEF- Key Lessons Learned.</p> <p>Use of the <u>Early Years Evidence Store</u> which offers some additional ideas for how communication and language approaches could be implemented in different contexts, along with exemplification materials.</p> <p>Professional judgement and an understanding of your children are key to applying the evidence.</p> <p>EEF Oral Language Interventions.</p>	<p>Challenge 2</p> <p>Challenge 3</p>
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<p>Staff to be familiar with the 15 key lessons learned from the first six years of Pupil Premium and the school addresses identified issues.</p> <p>Transition between phases of education – notably early years to primary, is a risk-point for vulnerable learners and this is addressed through a diagnose of pupils’ needs and effective support put in place to help those falling behind to catch up.</p> <p>A focus on the attainment and progress of Pupil Premium children in reading in the current year 2 so that they achieve at least in line with national PP.</p> <p>A focus on the attainment and progress of Pupil Premium children in SPAG in the current year 4 so that by the end of year 6 at least 72% of PP children are at the expected standard</p> <p>A focus on the Pupil Premium boys in reading, SPAG and maths in the current year 5 and year 6. At least 75% of PP boys achieve the national standard in maths and at least 70% achieve the expected standard in SPAG.</p> <p>A focus on the Average Point score of Pupil Premium children in the Times Tables Assessment. The Average point score for Pupil Premium is at least in line with that of others in the school (20.02)</p> <p>Continue to focus on the development of spelling across the school. Research and implement an effective spelling programme.</p> <p>Review the impact on a termly basis through specific spelling assessment and book scans for independent application</p> <p>Continue to support the implementation of ‘Power Maths’ and monitor the teaching and learning in maths and its impact on children’s knowledge and understanding.</p> <p>Identify any potential reasons why there are no Greater Depth PP children at the end of KS1 in maths and address this through Power Maths and the use of manipulatives.</p>	<p>EEF – Closing the Attainment Gap</p> <p>- EEF 15 Key Lessons learned in the First Six Years of PP.</p> <p>Enrichment sessions and one to one and small group sessions.</p> <p>Catch up is difficult: the school should aim to get it right first time round for all children. The EEF evaluated over 20 catch-up programmes that aimed to support struggling readers at the transition from primary to secondary school. Though some were shown to be effective in boosting attainment, no single programme delivered enough to close the gap</p> <p>Researched spelling programme which links with the National curriculum spelling</p> <p>EEF Early Maths Guidance report.</p> <p>EEF maths guidance report for KS1 and KS2</p> <p>DFE recommended maths programme Power Maths. Use of Concrete Resources. EEF maths mastery guidance report</p> <p>EEF Teacher feedback to improve learning (6+)</p> <p>EEF Diagnostic Assessment.</p>	
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<p>Rigorous assessment using standardised and subject specific assessments.</p> <p><b>Intent 4.</b>  <b>Successfully implementing the teaching of metacognitive strategies to pupils impacts on improving self-regulated learning skills across the curriculum enabling children to work more independently</b></p> <p>Embed the teaching and application of metacognition, linked as closely as possible to the curriculum.</p> <p>Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate learning are consistently explicitly taught to pupils.</p> <p>Strategies that help children to work independently with success are embedded across the school and curriculum.  Teachers model their own thinking to help pupils develop their metacognitive and cognitive thinking skills.</p> <p>An appropriate level of challenge to help pupils develop their own knowledge of metacognition and self-regulation is seen in the classroom and across the curriculum.</p> <p>Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result</p>	<p>NFER tests and standardised scores.</p> <p>EEF metacognition guidance report.</p>	<p>Challenge 4</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Intent 1,2,3 and 4</b></p> <p>Continued improvement of SEND provision for those pupils that are Pupil Premium and SEND. Specific approaches to support these pupils to include explicit instruction, cognitive and metacognitive strategies, scaffolding (including pre teaching) flexible grouping, and the targeted use of technology.</p> <p>Strategic deployment of TAs to ensure priority pupils are supported ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Intensive individual support, either one to one or as a small group, to support pupil learning is provided in addition to and explicitly linked with normal lessons.</p> <p>Ensure those delivering tuition are well-prepared, and monitor impact.</p> <p>Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. This approach requires careful coordination, training and development, along with assessment that is likely to require teacher leadership.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. These are timetabled for before school and during the day.</p>	<p>EEF guidance report- SEND in Mainstream Education</p> <p>Interventions are carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <ul style="list-style-type: none"> <li>- EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme.</li> <li>- EEF has dedicated web pages on effective approaches to support literacy and numeracy</li> <li>- EEF guidance report on 'Making the Best Use of Teaching Assistants' includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>- EEF Toolkit has a strand on teaching assistant interventions.</li> <li>- EEF Toolkit has a strand on one to one tuition and small group tuition.</li> <li>- EEF Toolkit has a strand on peer tutoring.</li> </ul> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>DFE Validated phonics programme</p> <ul style="list-style-type: none"> <li>-EEF Toolkit has a strand on extending school time, summer schools, and homework.</li> </ul>	<p>Challenges 2,3 and 4</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intent 5- Attendance</b></p> <p>Use a range of approaches which aim to improve attendance.</p> <p>Parental communication approaches and targeted parental engagement interventions are reviewed and developed to support pupil attendance.</p> <p>Pupil Premium Absentees is at least in line with or less than with national.</p> <p>Attendance trips embedded. School council select award / trip for 100% attendance</p> <p>Attendance shared in weekly assemblies and prioritised by class teachers. Use of class 'attendance monitors'</p> <p>Attendance on the agenda of a SLT meeting to identify children at risk of poor attendance / punctuality</p> <p>Safeguarding lead to monitors punctuality and attendance of Pupil Premium children and provide support to families where necessary especially those where the children are Persistent absentees.</p> <p>Liaise with school's EWO where necessary</p> <p>Termly attendance letters to be shared with parents</p>	<p>- 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>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge 5</p>
<p><b>Intent 6</b></p> <p><b><i>The impact of socio-economic disadvantage.</i></b></p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Continue to develop whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	<p>- EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.</p> <p>- EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> <p>- EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p>	<p>Challenge 6</p>

<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning are a focus for the school.</p> <p>.</p> <p>Timetable for parent workshops developed to encourage read, rhyme time (EYFS)</p> <p>Phonics / English workshops, maths workshops. PE workshops (Active Families)</p>	<ul style="list-style-type: none"> <li>- EEF Toolkit has a strand on parental engagement.</li> <li>- EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents</li> </ul>	<p>Challenge 6</p>
<p><b>Intent 7.</b> <b>Life Skills and Enrichment.</b></p> <p>Audit and analyse the extra-curricular activities to consider the range, quality and take-up of extracurricular provision.</p> <p>Extra-curricular activities can increase engagement in learning. Lead to look at how increased engagement will be translated into improved teaching and learning.</p> <p>Evaluate attendance data from the previous academic year and target pupils (particularly SEND and most disadvantaged pupils) to ensure they are aware of the support available and identify any clubs or opportunities of interest to strengthen the school's offer.</p> <p>Assistant principals continue to analyse the attendance of extra-curricular to increase the offer to ensure take-up is increased further for disadvantaged pupils.</p> <p>Class teachers/subject leaders/ SLT to gather feedback and reviews to evaluate how valuable the opportunities are for Pupil Premium children to enhance the curriculum and learners' character</p> <p>All relevant staff work together with Colligate Sports Leader, SMW, PVFC and other opportunities to identify dates and significant times of the year for events.</p>	<ul style="list-style-type: none"> <li>- EEF Toolkit has a strand on arts participation.</li> <li>- EEF Use of Digital Technology guidance</li> <li>-EEF evidence research on Life Skills and Enrichment</li> <li>- EEF research states that enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</li> </ul>	<p>Challenge 7</p>

**Total budgeted cost:**

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p><u>Intended Outcome</u></p> <p><b>1. <i>Effective teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on continually improving teaching and attainment of pupils</i></b></p> <p><u>Progress towards intended outcome at end of academic year 2022 (Outcomes to be achieved and sustainable by 2024)</u></p> <p>A cycle of learning walks and deep dives has been implemented which runs throughout the academic year and which includes the review of all the curriculum areas. As a result any areas for further improvement have been identified and CPD, coaching and mentoring used to support and develop have been put in place. The use of concrete resources especially in mathematics has been a focus and will continue to further develop as we progress to further support the Pupil Premium children in mathematics.</p> <p>Introduction of Power Maths ensures that all children are exposed to a mastery approach to mathematics.</p> <p>Staff have received Mark Cotton training, Power Maths training and observed PM in other schools.</p> <p>RE peer review demonstrated that ALL children are exposed to high quality teaching. Barriers are removed through the use of effective scaffolding and pre-teaching strategies. Adaptive teaching is in place and mixed ability seating is used to facilitate learning and discussion.</p>
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<p><u>Intended Outcome</u></p> <p><b>2. <i>Successfully implementing the teaching of language across the school impacts on improving language comprehension and reading.</i></b></p> <p><u>Progress towards intended outcome at end of academic year 2022 (Outcomes to be achieved and sustainable by 2024)</u></p> <p>An evidence- based approach has been implemented that provides quality first teaching of language to all pupils. Staff have worked alongside other colleagues within the MAT, including the high school to develop the use of subject specific language so that it is progressive from EYFS to KS3 and spans the whole curriculum. This ensures that pupils can build upon their knowledge and articulation of language each year across all subject areas. All staff have received CPD with regards to how to implement language strategies and explicitly teach language across the curriculum. The use of a mastery approach in Maths is develop pupils' use of mathematical language and their articulation of ideas and the use of effective talking partners and structured conversation is now beginning to be used within other subject areas. Language development is consistent across the school and is a priority, which is addressed in all subject areas. Access to high quality texts is consistent across the school and reading is used to support language development in all subject areas, ensuring that pupils' are able to build their cultural capital. Language is a priority right from EYFS- parent workshops have been attended and positive feedback received.</p>
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### Intended Outcome

**3. Addressing the identified gaps, across the school, due to COVID 19 ensures improved attainment for disadvantaged children in identified cohorts; with a focus on Greater Depth.**

Progress towards intended outcome at end of academic year 2022 (Outcomes to be achieved and sustainable by 2024)

#### **EYFS**

At the end of EYFS 60% of the Pupil Premium children achieved the Early Learning Goals. (3 out of 5 PP children).

#### **PHONICS**

At the end of year 1 83% of Pupil Premium children achieved the national standard in phonics  
At the end of year 6 all Pupil Premium children (100%) passed the phonics screening.

#### **END OF KEY STAGE 1**

At the end of Year , 63% of Pupil Premium children achieved the expected standard in reading, 63% in writing and 75% in maths. Combined attainment of Pupil premium children achieving all 3 was 63%. There was a big improvement in the percentage of Pupil premium children achieving Greater Depth at the end of KS1. 29% of Pupil Premium children achieved Greater Depth in reading, 25% in writing and 14% in maths. This has been a focus for the academic year 2022-2023. ***This next year this will need to be sustained***

#### **YEAR 4 TIMES TABLES**

In the timetables test at the end of year 4, 68% of PP children scored 20+. This is an increase on the last academic year when just 43% of PP achieved 20+. This was a focus for this academic year and will ***need to be sustained in the next academic year***. 83% scored 15+. This is similar to the percentage achieving 15+ last year. The overall average was 18.3 which was below that of other pupils in the cohort. **This is an area of focus for the next academic year.**

#### **END OF KEY STAGE 2.**

At the end of KS2, 71% of the Disadvantaged children achieved the expected standard in reading, writing, maths and combined (85% reached expected standard in Maths) with 71% achieving the standard in GPS. At the end of KS2, 43% of PP children achieved Greater Depth in reading, 28% in writing and 14% in GPS. No PP children achieved Greater depth in Maths. This will be a focus for the next academic year.

### Intended Outcome

**4. Successfully implementing the teaching of metacognitive strategies to pupils impacts on improving self-regulated learning skills across the curriculum enabling children to work more independently**

Progress towards intended outcome at end of academic year 2022 (Outcomes to be achieved and sustainable by 2024)

All staff have received CPD with regards to metacognition and learning walks have indicated that the teaching of metacognitive strategies is evident. Strategies that help children to work independently with success are taught consistently and embedded across the school and curriculum. Teachers have been trained to model their own thinking to help pupils develop their metacognitive and cognitive thinking skills. An appropriate level of challenge to help pupils develop their own knowledge of metacognition and self-regulation is seen in the classroom and across the curriculum. Assessment of pupils is beginning to show an

improvement in the use of self-regulated learning skills across the curriculum and as a result, disadvantaged children are starting to work more independently and achieving well.

Intended Outcome

**5. Attendance of Pupil Premium children including the Persistent Absence of disadvantaged children is at least in line with all pupils nationally**

Progress towards intended outcome at end of academic year 2022 (Outcomes to be achieved and sustainable by 2024).

SMA data analysis shows that attendance is below national average. The school continues to work with the EWO to address attendance issues. Attendance is monitored termly by the safeguarding lead and evidence based strategies to improve attendance continue to be used.

Intended Outcome

**6. The impact of socio-economic disadvantage including the identified needs linked to social and emotional learning are always explicitly addressed in class teaching across the curriculum and are evident in monitoring and pupil discussion.**

Progress towards intended outcome at end of academic year 2022 (Outcomes to be achieved and sustainable by 2024).

All staff have received initial training with regards to the EEF's guidance on SEL. Staff are aware of the importance of SEL and strategies that can be taught to improve this. Increased self-awareness and regulation is beginning to be seen through the use of a mastery approach in Mathematics and pupils are beginning to show more articulation and awareness of their own learning style/journey. The school has a strong PSHE/ RSE curriculum in place that teaches many of the strategies linked to SEL and these are weaved throughout the whole curriculum. All pupils have access to purposeful opportunities that help to promote cultural capital and all classes have been on at least 2 school trips in the past academic year. There has also been an increase in the number of pupils taking up extended provision.

Intended Outcome

**7. The numbers of disadvantaged children who attend enrichment activities before and / or after school to enrich the curriculum is increased.**

Progress towards intended outcome at end of academic year 2022 (Outcomes to be achieved and sustainable by 2024).

The school continues to offer a range of extended opportunities beyond the classroom with an increase in children taking up extended provision. Data shows that the % of PP children gaining a CU award 2023 is higher than last year's and also higher than the % of non PP children achieving an award 2023.



## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Pearson
Reading Wise	Reading Wise
Classroom Secrets	Classroom Secrets
Phonics Bug	Pearson
Accelerated Reading	Renascence Place.

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Additional enrichment opportunities were also provided.</p> <p>Increased SEMH health support if needed- use of counsellor in school.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers noted an improvement in the engagement and well-being of these children.</p> <p>Additional clubs and enrichment promoted positive well being, relationships within school and increased cultural capital, which has a positive impact on learning. This is evidenced in teacher assessment.</p>

# Further information (optional)