

# 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	19.9 % (inc nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Dianne Mason
Pupil premium lead	Debra Statham
Governor / Trustee lead	Rebecca Page

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,688.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£67,688.00

# 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 our 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.

#### **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 ECTS	Capacity to provide continuous on-going high quality support for ECT's to enable effective excellent teaching in all year groups consistently across the school.
2 Coaching	Experienced high quality staff to support continuous and sustained professional development of all staff including ECTs and developing a programme of mentoring and coaching – maths, reading, phonics and RE
3. EYFS	To ensure that all children in EYFS receive high quality education and that the 5 recommendations of 'Strong foundations' are securely embedded.
4 Technology	Further development of technology to support high quality teaching and learning Technology is used successfully to support improved teaching and learning.
5 PP with SEND	Continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND
6 Language	Ensuring the Interventions that support language development, phonics, reading, literacy and numeracy have a clear impact.
7 Attendance	Sustain the attendance of pupil premium children
8 SEMH	Supporting pupils social, emotional and behaviour needs
9 Parental Engagement	Engagement of parents in their child's learning .
10 Extra-curricular	To continue to run extracurricular activities whilst considering staff well being

## Intended outcomes:- 3 year plan 2024- 2027

This explains the outcomes we are aiming for **by the end of our current strategy plan by 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. For all ECT to be at least good or better throughout the curriculum	<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>ECT's will receive ECT training, mentoring, a named mentor, regular coaching opportunities,</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>
2. A programme of mentoring and coaching is firmly embedded and part of the school culture and impacts on raising attainment	<ul style="list-style-type: none"> <li>- SLT and subject leaders to provide coaching and support throughout the school</li> <li>Continuous and sustained professional development on evidence-based classroom approaches.</li> <li>Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practise.</li> <li>Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.</li> </ul>

<p>3. To ensure that all children in EYFS receive high quality education and that the 5 recommendations of 'Strong foundations' are securely embedded.</p>	<p>Quality, effective teaching within the foundation stage is evident through learning walks, deep dives. All teaching is a least good or better.  Training, support and monitoring ensures that the 5 recommendations as set out in 'Strong Foundations' are securely embedded.  The Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs  -Effective implementation, particularly in the preparation stage of key development strategies such as language, metacognition and Social and Emotional Learning.</p>
<p>4. The further use of technology in the classroom supports all children's learning including PP and SEND children</p>	<p>There is a pedagogical rational for adopting an increased use of ipads including careful planning and training for teachers so that they use it effectively  Training for teachers in the further use of technology within the classroom  Technology offers ways to improve the impact of pupil practice    Increased use of technology supports all children    Using technology supports children's learning and retention  The use of technology helps to support to reduce gaps in pupil attainment (PP, SEND)</p>

<p>5. Continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND</p> <p>Refresh teachers knowledge of the 5 strategies in the EEF document 'Special Educational Needs in Mainstream).</p> <p>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>Monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p>	<p>Staff training ensures that staff have the knowledge and skills to meet the needs of specific pupils, particularly those who are PP with SEND.</p> <p>Specific approaches to support disadvantaged pupils with SEND are in place including: explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Training and the use of 5 strategies helps to close the gap between PP and SEND children</p> <p>Approaches to support disadvantaged pupils with SEND, help to close the gap and ensure that pupils achieve as well as they can, particularly in Maths and Writing.</p>
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<p>6. Language Interventions used in whole class teaching small groups and 1:1 have a clear impact on pupil progress and ensure that PP children achieve well in phonics and early years</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <ul style="list-style-type: none"> <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> </ul> <p>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.</p> <p>Continue to target enrichment for Y1 phonics to ensure that identified children are supported</p> <p>Regular opportunities for phonics coaching and drop in sessions ensures that all children are exposed to high quality phonics</p>
<p>7. The attendance of PP children is in line with national</p>	<p>All staff prioritise attendance and encourage pupil attendance through greeting children daily, commenting that children have been missed and engage in restorative practices. A wide range of approaches to improve attendance are in place, such as weekly celebration, punctuality prize week, attendance trips and whole class attendance rewards. Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.</p>
<p>8. The social and emotional learning skills are integrated and modelled through everyday teaching and reinforced through the whole school ethos and activities</p>	<p>All staff have received training in order to support children in the social and emotional aspects of learning including attachment and trauma.</p> <p>By the end of 2027 the school will have achieved ARC accreditation for implementing and delivering practices associated with trauma and attachment</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 heavily involved with the development of social and emotional support.</p> <p>Restorative practise, including the introduction of a ‘Relationships’ policy is firmly embedded.</p> <p>The school development plan identified children’s resilience as a priority. Through the development of social and emotional learning children are becoming increasingly resilient in their learning and confidently use strategies to support independent learning.</p>
<p>9. To continue to promote parental engagement in children’s learning</p>	<p>Parents are actively engaged in their children’s reading</p> <p>Parents are supported regularly in well designed and planned learning sessions</p> <p>To implement a plan in working with and engaging parents and to monitor progress towards the aim of the plan.</p> <p>In EYFS promoting shared book reading is a central component of parental engagement.</p> <p>Home learning activities, such as playing with letters and numbers form part of weekly homework activities</p>
<p>10. The schools before and after school programmes are structured and have a strong link to the curriculum</p> <p>Extra curricular activities have an impact on Social and emotional aspects of learning and personal growth</p>	<p>Targeted after school programme of enrichment, homework and summer school programmes are in place.</p> <p>Monitoring engagement in extra-curricular activities increases engagement in learning and is translated into improved teaching and learning.</p> <p>Extending school time:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Homework:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>EEF evidence research on Life Skills and Enrichment</p>

	<p><a href="https://www.educationendowmentfoundation.org.uk">Essential life skills   EEF (educationendowmentfoundation.org.uk)</a></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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Essential life skills   EEF (educationendowmentfoundation.org.uk)</a></p>
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This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching 2024 – 2025**

**Budgeted cost: £40, 612.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Intent 1:</i></b> <b><i>For all ECT to be at least good or better throughout the curriculum</i></b></p> <p>To continue to develop teachers’ knowledge and expertise, especially in those new to EYFS &amp; ECTS, in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>Continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club.</p> <p>Build teachers knowledge and pedagogical expertise in the teaching of reading, ensuring that accuracy through decoding, automaticity (fluency) and prosody are taught effectively to all children in KS1 and KS2</p> <p>Focus on building teachers’ knowledge and pedagogical expertise in the teaching of master the curriculum in the Nursery and Power Maths from Reception through to Year 6.</p> <p>CPD through the CCDG supports the subject leaders in implementing an effective curriculum. All subject leaders have developed comprehensive and progressive long term and medium term plans.</p> <p>Effective implementation of the school’s curriculum across all key stages, including the new art programme, Access Art.</p> <p>Structured monitoring opportunities are developed, which include visits to lessons, scrutinise pupils work, engage in meaningful conversations with pupils and staff, to gather valuable insights and observations. This can be used to provide constructive feedback to all staff.</p> <p>Professional development opportunities such as NPQs are accessed when appropriate</p> <p>Structured monitoring opportunities are developed, which include, coaching, visits to lessons, subject leader book scans and pupil voice, engage in meaningful conversations with pupils and staff, to gather valuable insights and observations. This can be used to provide constructive feedback to all staff.</p> <p>Professional development opportunities for ECT’s, including coaching and mentoring</p> <p>Professional development opportunities such as NPQs are accessed when appropriate</p> <p>Evaluate the effectiveness of the CPD provided and its impact on teaching and learning</p>	<p>The EEF’s guidance reports. <a href="https://www.educationendowmentfoundation.org.uk">Guidance reports   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>EEF Toolkit:</b> <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Fluency   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading fluency</p> <p><a href="#">Effective Professional Development</a></p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p><b>Great teaching toolkit:</b> <a href="#">Great Teaching Toolkit</a></p> <p>Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Considering a balanced design: <a href="#">Planning professional development</a></p>	

<p><b><i>Intent 2:</i></b> <b><i>Support continuous and sustained professional development of all staff including ECTs and developing a programme of mentoring and coaching</i></b></p> <p>The core components for the effective delivery of a coaching programme are identified.</p> <p>Implement and embed a structured coaching programme for the delivery of RE for all ECT's</p> <p>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 subject 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>Training and development are staff in Social and emotional learning strategies.</p> <p>Professional development opportunities for ECT's, including coaching and mentoring</p> <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>maths:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=improving%20maths</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p>Bug Club Phonics</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Bug Club Reading</p> <p><a href="https://educationendowmentfoundation.org.uk/reading-house/fluency">https://educationendowmentfoundation.org.uk/reading-house/fluency</a></p>	
<p><b><i>Intent 3:</i></b> <b><i>Further development of technology to support high quality teaching and learning</i></b></p> <p>Monitor the use of technology and how it is being used, checking that all learners have the skills required to use technology effectively to allow all to become successful learners.</p> <p>Teachers to use technology to support retrieval and increase the retention of key ideas and knowledge.</p> <p>In order to improve learning, technology is used in a way that is informed by effective pedagogy.</p> <p>For leaders to explore other school on how the use of technology supports teaching and learning and make decisions about whether to introduce technology should also include an analysis of the costs of implementing the technology, alongside the expected benefits. This should include both the upfront costs and any ongoing requirements</p> <p>To consider the pedagogical rationale for how technology will improve learning. The principles of how to use technology successfully are not distinct from questions of how to teach effectively or how children learn</p>	<p><a href="#">Using Digital Technology to Improve Learning</a></p>	
<p><b><i>Intent 4:</i></b> <b><i>Continuous professional development, especially ECTs, to support teachers to meet the specific needs of disadvantaged pupils with SEND</i></b></p> <p>Recap on SEND training with a focus on ECTs to ensure they are clear on the strategies to use.</p> <p>Continue to closely monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted</p>	<p>EEF Effective approaches to support Literacy <a href="#">Literacy   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) <a href="#">Oral language interventions</a></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><a href="#">Phonics approaches</a> – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to</p>	

<p>use of technology so that they can access the curriculum and have the appropriate level of challenge.</p> <p>Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis to identify and children who may be falling behind and to carefully track their progress.</p> <p>Continue to monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p> <p>Evaluate the effectiveness of the teachers adaptation of teaching its impact on learning.</p>	<p>learn to read. <a href="#">Reading comprehension strategies</a></p> <p>Focus on learners' understanding of the text. Teach a range of techniques that enable pupils to comprehend the meaning of what is written. Ensure additional support in the form of high-quality, structured, targeted interventions to make progress. EEF Effective approaches to support numeracy</p> <p><a href="#">Mathematics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Improving problem solving Assisting pupils struggling with mathematics.</p> <p>EEF guidance report on SEND in Mainstream Education <a href="#">Special Educational Needs in Mainstream Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk) <a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF</a></p> <p>EEF guidance report on SEND in Mainstream Education <a href="#">Special Educational Needs in Mainstream Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>Making Best Use of Teaching Assistants <a href="#">Making Best Use of Teaching Assistants   EEF</a></p> <p>Recommendation 3: Use TAs to help pupils develop independent learning skills and manage their own learning</p> <p>Recommendation 6: Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p> <p>Developing children's language, communication and Literacy in the Early years to lead to improved EYFS outcomes for PP children <a href="#">Preparing for Literacy   EEF</a></p> <p><a href="#">Communication and language approaches   EEF</a></p>	
<p><b><i>Intent 8</i></b> <b>To ensure that all children in EYFS receive high quality education and that the 5 recommendations of 'Strong foundations' are securely embedded.</b></p> <p>To implement training and monitoring to develop teacher's understanding of the 5 recommendations of 'Strong foundations'</p> <p>Recommendations: 1) Ensure that the curriculum clearly identifies the foundational knowledge and skills, as outlined in the EYFS and national curriculum, that children will need for later learning 2) give children sufficient high-quality opportunities to practise using foundational knowledge and skills so that they become fluent</p>	<p><a href="#">Strong foundations in the first years of school - GOV.UK</a></p> <p>Language and communication: <a href="#">EEF   Communication and Language</a></p> <p>PSED <a href="#">EEF   Personal Social and Emotional Development</a></p> <p><a href="#">Social and emotional learning strategies   EEF</a></p> <p><a href="#">Self-regulation strategies   EEF</a></p>	

<p>3) choose teaching methods that are suited to what is being taught and what children already know</p> <p>4) Make sure that assessment picks up children’s misunderstandings quickly and gives teachers early opportunities to help children who need extra teaching and practice</p> <p>5) make sure that end of key stage 1 assessments do not disproportionately influence decisions about curriculum and teaching methods</p> <p>Communication, language and literacy remains a focus within EYFS through the use of Talking time (nursery) Talk boost (Reception)</p> <p>For EYFS staff to understand how executive function impacts children’s learning and to support the development self regulation and executive function</p>	<p><a href="#">EEF   Self-Regulation and Executive Function</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £13, 537.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intent 5:</b> <b>Interventions used in whole class teaching small groups and 1:1 have a clear impact on pupil progress and ensure that PP children achieve well in phonics and early years</b></p> <p>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>Staff trained so that delivery is consistent.</p> <ul style="list-style-type: none"> <li>- Small group tuition</li> <li>- One to one support</li> <li>- Effective deployment of Teaching Assistants in class</li> </ul> <p>Impact of interventions is rigorously monitored.</p> <ul style="list-style-type: none"> <li>- Use of pre-teaching vocabulary for targeted support groups.</li> </ul> <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><b>Gaps in learning:</b></p> <p><b>EYFS</b> - Well-structured interventions taking place for children who have been identified as needing further support.</p> <p>Use structured interventions for key skills to close identified gaps (small tuition groups). Such as Talking time (nursery) More time to Talk / Talk Boost (Reception) Rapid phonics (KS2) Before school interventions – Y1 phonics Phonics intervention for Y2 who did not achieve expected standard</p>	<p>EEF guidance report ‘Using Teaching Assistants.’ EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p> <p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Selecting Interventions <a href="#">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	

<p>Monitoring of interventions to ensure they are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Identify and target PP children in the current year one and two with quality adaptive teaching, small group and one to one interventions to increase PP attainment in phonics at the end of Year 1 and KS1. Monitor progress carefully. Continue to teach phonics twice a day until pupils are on track to achieve the expected standard at the end of year one.</p> <p>Evaluate the effectiveness of the interventions and their impact on pupil progress.</p>	<p>EEF Effective approaches to support Literacy  <a href="https://www.educationendowmentfoundation.org.uk/Literacy-EEF">Literacy   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Oral language interventions</a>          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><a href="#">Phonics approaches</a> – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read.  <a href="#">Reading comprehension strategies</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Making-Best-Use-of-Teaching-Assistants-EEF">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Maximising-the-Impact-of-Teaching-Assistants-trial-EEF">Maximising the Impact of Teaching Assistants - trial   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance report on SEND in Mainstream Education  <a href="https://www.educationendowmentfoundation.org.uk/Special-Educational-Needs-in-Mainstream-Schools-EEF">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £13537.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Intent 6 :</u></b>  <b><u>The attendance of PP children is in line with national</u></b></p> <p>Further reduce the percentage of persistent absentees in pupil Premium so it is at least in line with national using a range of approaches to sustain school attendance such as:</p> <p>Further develop parental communication</p> <p>Attendance awards such as Punctuality prize week,</p> <p>Monthly attendance meetings to review attendance and punctuality with principal, head of school, attendance lead and family support worker.</p> <p>Staff expectations of addressing attendance are in line with the updated attendance policy, such as meet and greet, conversations with children, etc</p> <p>Attendance trip to take place for the children with 100% attendance.          Attendance shared in weekly assemblies.</p> <p>Attendance reviews to take place regularly between the Principal, family support worker and SLT</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Parental-Engagement-Guidance-Report.pdf">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	

<p>EWO support when necessary</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>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 consistently used.</p>		
<p><b><u>Intent 7:</u></b> <b><u>The social and emotional learning skills are integrated and modelled through everyday teaching and reinforced through the whole school ethos and activities</u></b></p> <p>The implementation of SEL strategies in EYFS to improve emotional and/or attitudinal outcomes.</p> <p>Whole class approaches as well as targeted interventions are used to develop social and emotional skills and these are monitored carefully.</p> <p>Continue to further improve the quality of social and emotional learning (SEL). SEL approaches to be embedded into routine educational practices.</p>	<p>EEF Social and Emotional learning in school <a href="https://educationendowmentfoundation.org.uk/Improving-Social-and-Emotional-Learning-in-Primary-Schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and Emotional Learning <a href="https://educationendowmentfoundation.org.uk/Social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF Behaviour Interventions <a href="https://educationendowmentfoundation.org.uk/Behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Personal social and emotional development <a href="https://educationendowmentfoundation.org.uk/EEF-Personal-Social-and-Emotional-Development">EEF   Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</a></p>	
<p><b><u>Intent 9</u></b> <b><u>To continue to promote parental engagement in children's learning</u></b></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>Timetable for parent workshops developed to encourage read, rhyme time (EYFS)</p> <p>Phonics / English workshops, maths workshops. PE workshops (Active Families)</p> <p>Workshops delivered by 'Family Learning Stoke' (Employment and Skills Hub)</p>	<p>- EEF parental engagement. <a href="https://educationendowmentfoundation.org.uk/Parental-engagement">Parental engagement   EEF</a></p> <p>- EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents <a href="https://educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Children's-Learning">Working with Parents to Support Children's Learning   EEF</a></p> <p>Early Years – <a href="https://educationendowmentfoundation.org.uk/Parental-engagement">Parental engagement   EEF</a></p>	
<p><b><u>Intent 10.</u></b> <b><u>The schools before and after school programmes are structured and have a strong link to the curriculum</u></b></p> <p>Extra curricular activities have an impact on Social and emotional aspects of learning and personal growth</p> <p>Pupil Premium children continue to attend enrichment curriculum activities.</p> <p>Enrichment activities to provide skills that will be translated in to improved teaching and learning.</p>	<p>Extending school time: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Homework: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>EEF evidence research on Life Skills and Enrichment <a href="https://educationendowmentfoundation.org.uk/Essential-life-skills">Essential life skills   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF research states that enriching education has intrinsic benefits.</p>	

<p>Enrichment activities to develop pupil's self-efficacy, allowing pupils to show greater persistence, interest and performance.</p> <p>A wide variety of activities are available including non-academic subjects.</p> <p>Continue do work in partnership with the Children's University to raise children's aspirations</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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Essential life skills   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Total budgeted cost: £67,688.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2024 academic year.

<p><b><u>Intended Outcome 1: Maintaining effective excellent teaching in all year groups consistently across the school.</u></b></p> <p><u>Progress towards intended outcome at end of academic year 2023 - 2024</u></p> <p>A cycle of learning walks and deep dives have 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>5 key strategies are in place across the school</p> <ul style="list-style-type: none"> <li>- 5 EEF key strategies continue to be embedded across the school. Observations and teaching reviews show evidence of these being used across the school and good teaching is evident. These 5 strategies support the teaching of SEND. These have now been embedded. Teacher feedback supports pupils learning. Staff retention is good. Pupil premium children have full access to all areas of the curriculum.</li> </ul> <p>Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs.</p> <ul style="list-style-type: none"> <li>- Power Maths continues to be embedded across the school to support the disadvantaged pupils by ensuring consistent use of concrete resources. Continuous and consistent use of Phonics Bug across EYFS and Key Stage 1. Further professional development has been completed by staff in the effective use of Power Maths and Phonics Bug. Observations across the school show concrete resources being used effectively. Continue to embed across the school. In Nursery children are taught daily mathematics through the Mastery in number in approach. In reception children are taught daily maths using Power maths</li> </ul> <p>Embedding of strategies such as language, metacognition and Social and Emotional Learning across the school.</p> <ul style="list-style-type: none"> <li>- There has been a focus on the development of language across the subjects across the school. Progressive document in place across the school. Evidence of the use of metacognition across the school. Continue to embed.</li> </ul> <p>Effective use of diagnostic assessment</p> <ul style="list-style-type: none"> <li>- NFER tests used from Year 2 up to Year 6 for the Autumn, Spring and Summer term. Thorough diagnosis of the assessment which is used to plan for improvement and target pupils.</li> </ul> <p>Continuous CPD on the delivery of phonics ensuring staff are regularly updated on any additions to the validated phonics programme that the school uses.</p> <p>As a result of the implementation of the implemented phonics scheme and language training attainment at the end of EYFS has improved for disadvantaged children. 77% of children achieved GLD, 60% of PP children achieved GLD (2024) However, there remains to be a gap between PP (60%) and non PP (85%). This will remain to be a priority.</p>
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PSC (2024) 90% of children achieved PSC at the end of Year One. 57% of PP achieved PSC compared to 100% non PP. Phonics and early reading will remain to be a priority

97% achieved PSC at the end of Year 2 (one child took retake and did not pass due to SEND needs)

Year 2 SATS (2024) assessments showed that 80% children achieved expected in reading and writing and 77% expected in maths. PP children was in line with this – 86% achieved expected in reading and writing and 71% in maths.

2023 PP data 62.5% achieved expected in reading and writing and 75% achieved expected in maths.

Year 6 SATS (2024) assessments showed that 83% children achieved expected in reading and maths and 80% expected in writing. PP children – 86% achieved expected in reading and maths and 100 % in writing.

Attainment in CLLD at the end of – reception demonstrates that there is a gap between PP and non PP. Non PP achieved L&A – 83%, Speaking 87% PP children achieved 60% in both L&A and Speaking. Language and communication remain a priority.

**Intended Outcome 2: Successfully implementing the teaching of language across the school impacting on improving language comprehension and reading.**

Progress towards intended outcome at end of academic year 2024

By the end of EYFS CLLD – L&A – 83% children achieved EXP in L&A and 87% in speaking

% PP children achieving EXP in L&A and speaking was 60% (additional SEND needs) Language and communication remain a priority.

Whole class reading has been introduced across the school. Children are exposed daily to new vocabulary

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 to 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.

**Intended Outcome 3: To increase the % of PP children achieving both ARE and greater depth in reading, writing and maths**

Progress towards intended outcome at end of academic year 2024

EYFS

At the end of EYFS (2024) 60% of the Pupil Premium children achieved the Early Learning Goals. (6 out of 10 PP children).

PHONICS

At the end of year 1 (2024) 40% of Pupil Premium children achieved the national standard in phonics (60% of PP children have SEND needs with a pupil passport in place, with 1 having an EHCP and now attending alternate provision)

At the end of year 2 83% (5/6) Pupil Premium children passed the phonics screening (one child retook test)

END OF KEY STAGE 1

At the end of Year 2 (2024), 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 (2024), 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 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.

We have adopted a 'mastery' approach through the use of 'Power Maths' to Mathematics, prioritising success for all children in every lesson through skilful teaching and the use of manipulatives and pictorial representations to represent mathematical concepts.

Leaders have received training for Trauma and attachment and the impact of learning on development. All staff have received initial training which will continue.

**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). Attendance of Pupil Premium is in line with National.

Desired Outcome: Monitoring the system of attendance and punctuality to ensure that it is rigorously applied across the school. Attendance for all PP children is at least in line with National.

Outcome:

PP absence was 5.34 % compared to 3.86 for all pupils. Significant measures and intervention ensured that PP children are almost in line all pupils.

The school has identified this as a priority

Measures in place used to tackle this include:

- Working with the collegiate EWO to raise attendance
- Attendance clinics with families where attendance is an issue
- Pastoral care in place to support families to improve attendance
- Referral to outside agencies where there are barriers which need to be managed with further support

Attendance rewards – weekly class celebrations, weekly achievement points for attendance and punctuality, punctuality prize week, best class in house prize, 100% attendance prize.

- Attendance is celebrated weekly at assemblies where parents are present
- Colour coded attendance letters sent out to parents termly

PP strategy funding towards EWO has had impact on improving the attendance rate.

**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 2024

PP children have received additional support from the Learning Mentor and MIND as targeted support to support children social and emotional needs.

All staff have had training on the EEF recommendations for SEL and use them consistently within everyday practise. The 5 core skills of SEL have been implemented across the school and are referred to throughout the day.

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.

Opportunities to develop and promote social and emotional skills are taught through the JIGSAW curriculum which is a dedicated Personal Social Health and Economic education (PSHE) curriculum. Jigsaw is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. RHSE is planned across all year groups throughout the year.

Leaders ensure that cost is never a barrier to participation and opportunities. For example, all pupils in Years 3 and 4 learn a musical instrument. 39% of disadvantaged children in KS2 receive personalised music lessons. The school meets the cost for all disadvantaged pupils.

We provide opportunities for children to share their voice to influence decisions, to express their views through school council meeting and pupil's questionnaires. The school's behaviour and anti-bullying policies with SEL. The school has a Service level agreement with MIND and 22% of KS2 received targeted 6 week support from a specialist counsellor.

Results from children questionnaire:

I enjoy School- 86% agree or strongly agree

I feel safe at school- 89% Agree or strongly agree

My school encourages me to look after my emotional and mental health- 91% agree or strongly agree

**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 2024

The school continues to offer a range of extended opportunities beyond the classroom and work with the Children's University continues. The number of PP children attending clubs is in line with non PP. However, there is a gap between non PP (48%) and the number of PP (32%) gaining a CU award in 2024

## Externally provided programmes

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

Programme	Provider
Power Maths	Pearson
Evidence Me	2 Simple
Purple Mash	2 Simple
Bug Club	Pearson
Phonics Bug	Pearson
JIGSAW	BESA
Ten Town	Ten Town
Mastery in Number	Mastery in Number
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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)