

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 John the evangelist Catholic Academy
Number of pupils in school	168 (155 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	35% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Dianne Mason
Pupil premium lead	Natalie Meakin
Governor / Trustee lead	Clare Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,320
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Funding	£6811 (including 25% top-up)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96, 541

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 John the Evangelist 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.

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils’ needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.

- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

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

Key principles of the strategy plan

- To embed the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment.
- To address any gaps in prior learning associated with school closures during COVID 19.
- Difficulties with metacognition, social and emotional learning are explicitly addressed in class teaching across the curriculum.
- Addressing socio economic disadvantage

What are the key principles of your 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	<p>Addressing and closing the gaps in prior learning due to COVID-19 in EYFS, Phonics and at the end of KS2 in reading, writing and maths so that disadvantaged pupils are at least in line with all pupils nationally.</p> <p>EYFS</p> <p>Current assessment data in 2021 shows that there was a gap between disadvantaged and non-disadvantaged students at the end of EYFS in 2021. This is shown below:</p> <table><tr><td>Percentage of Pupils making a good level of development at end of the early years foundation stage</td></tr></table>	Percentage of Pupils making a good level of development at end of the early years foundation stage
Percentage of Pupils making a good level of development at end of the early years foundation stage		

	All pupils	Male	Female	FSM	Non-FSM	SEN (EHCP)	SEN Support	No SEN
Cohort	22	14	8	11	11	3	4	15
School %	64%	57%	75%	55%	73%	0%	0%	93%
National %	72%	66	78	74	74	4.5	28.5	77

PHONICS

Current assessment data shows that there was a gap between disadvantaged and non-disadvantaged students in performance at the end year 1 (current year2) and year 2 current year 3). This is shown below:

	School	National
% of disadvantaged who passed the screen	71%	82%

Phonics Year 1 (now Year 2) attainment by pupil group					
	Cohort	Number achieving standard	% School	% National comparator	Average Mark School
All Pupils	23	19	83%	82	33
Male	6	5	83%	78	30
Female	17	14	82%	85	34
PP	7	5	71%	84	30
Non-PP	16	14	88%	84	34

KEY STAGE 1 & 2

Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students at the end of academic year in 2021 in identified year groups. This is shown below:

Gaps identified between PP and others internally and nationally in:-

- Reading, writing and maths at the expected standard for the current year 1
- Writing and maths attainment at the expected standard in current year 2
- Reading and writing at greater depth in current year 2
- Maths at the expected standard in year 3
- Writing and maths attainment at expected standard of PP children in year 4,
- Writing at greater depth in year 4
- Reading and writing attainment at expected standard in year 5
- Reading at expected, writing at greater depth of PP children in year 6

3	A challenge is to address the deficit in language development / comprehension between disadvantaged pupils and others and close the gap.
4	Difficulties with Metacognition, self-regulation and self-regulated learning are evident since returning fully to school and some children have become over reliant on adult support due to periods of lockdown over the past 18 months.
5	Engaging parents in their children's learning and promoting the development of reading habits.
6	Attendance for Pupil Premium children including the Persistent Absence of disadvantaged children to be at least in line with national.
7	The socio economic disadvantages of the pupil premium children in the school which has led to an increase in the number of families needing support via Early helps, CIN or CP plans and an increase in referrals to the SENCO to support children whose mental health has been impacted by the pandemic.
8	Increasing the numbers of disadvantaged children who attend enrichment activities before and / or after school to enrich the curriculum.

Intended outcomes

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

Intended outcome	Success criteria
1. Effective Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts retention of staff and continually improving teaching and attainment	<p>Good effective teaching across the school is evident through learning walks, deep dives</p> <p>Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs.</p> <p>Effective implementation, particularly in the preparation stage of key development strategies such as language, metacognition and Social and Emotional Learning.</p> <p>Effective use of research particularly for diagnostic assessment, improving maths in EYFS and KS1, preparing for literacy and literacy in KS1 and KS2</p> <p>A focus on teacher feedback improves pupil learning</p> <p>Data reflects shows disadvantaged pupils in line with all pupils at the end of EYFS, key stage one and two.</p> <p>Effective, evidence informed CPD for staff impacts on supporting staff retention including CPD for the new EYFS framework and the new</p>

	<p>validated systematic, synthetic phonics programme.</p> <p>Metacognition strategies that help pupils to work independently with success are in place.</p> <p>Use of research to support the teaching of SEN in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes.</p>
<p>2 . Addressing the gaps in prior learning, due to COVID-19, improves attainment for disadvantaged children at the end of EYFS, KS1 in Phonics and end of KS2 and is at least in line with the government expectations 2022</p>	<p>Rigorous diagnostic assessment of pupils' individual needs carried out across the school and curriculum to ensure the teaching addresses the pupils needs.</p> <p>CPD in EYFS on improving maths and early literacy and the impact of the new curriculum in EYFS on what Pupil Premium children know and can remember is improved and impacting on an improvement in progress.</p> <p>CPD ensures that teachers have good knowledge of the new validated phonics programme and this impact on improving attainment.</p> <p>The EYFS curriculum is evidence based and is ambitious and designed to enable the disadvantaged to be ready for the next stage in learning.</p> <p>The systematic synthetic Phonics programme, CPD and the leaders provide effective support for the further development of phonics throughout the year.</p> <p>There is a sharp focus on the teaching of phonics in EYFS and KS1 and as a result the gap between disadvantaged children and others diminishes.</p> <p>Governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are made.</p> <p>Effective remote learning is in place for if or when it is needed for individual pupils.</p> <p>Endowment Foundation (EEF) research and the effectiveness of remote teaching is used to</p>

	<p>ensure the effectiveness of live classroom teaching in all classes.</p> <p>Deployment and practice of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants research evidence and rigorous evaluation of interventions, including the use of the National Tutoring Programme shows impact on diminishing gaps.</p> <p>Subject leaders share a collective responsibility to ensure Disciplinary Literacy in all subjects is impacting on children's achievement.</p> <p>The impact on the gap between disadvantaged and others caused by lockdown is minimised.</p> <p>Targeted academic support is embedded across the school.</p> <p>Teacher feedback is improves pupil learning</p>
3. Successfully implementing the teaching of language across the school impacts on improving language comprehension and reading.	<p>All staff, teaching and non-teaching have the requisite level of language and articulation and demonstrate effective teaching and scaffolding of language.</p> <p>A clear implementation plan, shared with key stakeholders, Leaders and Governors leads to the school achieving well in the activities set out in the plan and all key strategies for improvement will have been successfully implemented across the curriculum and the school.</p> <p>High quality management of planning, resourcing, delivery, monitoring and refinement of the implementation process by key leaders in the school ensures that language is consistently, explicitly taught through the school in all subjects and impacts on improving learning.</p> <p>Rigorous, robust assessment, evaluation and monitoring shows that by explicitly teaching language children make good progress and gaps that were previously difficult to close are diminishing as evidenced by attainment in reading.</p>

	<p>High quality teaching and learning by all leaders and staff shows evidence of implementation of EEF guidance and recommendations.</p> <p>CPD opportunities lead to staff becoming experts with regards to language development and the needs of individual pupils.</p> <p>CPD opportunities completed by all staff and evident in the delivery of language programmes (Word Aware, Nuffield, Time to Talk).</p> <p>Rigorous assessment and evaluation shows a positive impact on the implementation of language programmes such as Nuffield, Time to Talk and Talk Boost to aid language development and progress across the EYFS.</p> <p>High quality, consistent delivery of language programmes such as 'Word Aware' across the school show an enhancement to the teaching of vocabulary.</p> <p>Evidence of the use of further research based resources to develop oral communication and language, for example, 'Voice 21'</p> <p>Evidence in planning, book scans and lesson visits/monitoring show that teachers plan, teach and deliver specific vocabulary across the curriculum and pupil interviews show an increase in the use and extent of their vocabulary</p> <p>Staff have a clear understanding of the language expectations and outcomes to be achieved for each year group.</p> <p>Monitoring and evaluation shows the consistence of language development threaded through all subjects.</p> <p>Language development and acquisition in all subject areas is clear and all subject leaders take a shared collective responsibility for this.</p> <p>Reading attainment is at least in line with national attainment at the end of EYFS, KS1 and KS2 for disadvantaged pupils.</p>
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<p>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</p>	<p>The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school</p> <p>Sufficient time is devoted to CPD, to enable all staff develop knowledge and understanding of metacognition through high quality professional development and resources.</p> <p>All teachers develop their use of metacognitive strategies throughout the year and use the strategies and tools to develop pupils' self-regulated learning skills. As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn.</p> <p>Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies.</p> <p>The seven recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school:</p> <ol style="list-style-type: none"> 1) CPD 2) Explicit teaching of metacognition strategies 3) Modelling and scaffolding 4) Setting challenge 5) Promoting metacognition through talk in the classroom 6) Explicit teaching of organisation and independence 7) Developing Leadership <p>Monitoring and assessment of pupils shows an improvement in the use of metacognitive strategies to improve self-regulated learning skills across the curriculum and as a result, children are working more independently and achieving well.</p>
<p>5. Improved engagement of parents in their children's learning especially in developing their engagement in the development of reading supports the schools drive to raise attainment.</p>	<p>The aims and current approaches focussing on 3 areas using the EEF guidance report are reviewed and strategies put in place to:</p> <ul style="list-style-type: none"> - support parents to have high academic expectations for their children; - develop and maintain communication with parents about school activities and schoolwork - promote the development of reading habits.

	<p>Positive relationship with parents supports home engagement with children's learning and dispels any potential unconscious bias.</p>
<p>6. Attendance of Pupil Premium children including the Persistent Absence of disadvantaged children is at least in line with national.</p>	<p>EWO works closely with the school to ensure:-</p> <p>Attendance is maintained so that after the impact of the school closure and bubble closures attendance for PP children is at least in line with national attendance.</p> <p>Persistent absence for disadvantaged pupils is below national absence for this group.</p> <p>Strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships are used.</p>
<p>7. Difficulties with social and emotional learning are addressed and strategies to address socio-economic disadvantage are used by all teachers so that all pupils have access to the necessary resources and Cultural Capital experiences.</p>	<p>Social and emotional aspects of learning are supported using recommendations set out in the EEF Social and Emotional Learning guidance i.e. five key areas of self-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills.</p> <p>Teachers are continually supported with high quality CPD to develop SEL approaches and these are rigorously evaluated to ensure a positive impact on children. As a result, the 5 core skills of SEL have been embedded across the school and are referred to throughout the day.</p> <p>Any issues with resilience are addressed ensuring disadvantaged pupils achieve success to improve motivation.</p> <p>Physical health is a priority and strategies to improve the physical health of disadvantaged pupils are used and are successful</p> <p>The social and emotional and mental health of pupils is prioritised in all year groups</p>
<p>8. The numbers of disadvantaged children who attend enrichment activities before and / or after school to enrich the curriculum is increased</p>	<p>Pupil Premium children are targeted to attend extra-curricular activities.</p> <p>Staff plan some extra-curricular activities remotely so the children can access them remotely if they are unable to attend</p> <p>A wide variety of activities are available including non-academic subjects.</p> <p>Monitoring and analysis of the uptake of pupil premium children engaging in extra-curricular activities shows that the numbers have increased.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Complete Reception baseline for diagnostic assessment.</p> <p>Use the EEF guidance to support planning for the academic year 2020-21.</p> <p>Look at current planning and proposes and consider the use of a tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school improvement planning efforts</p> <p>Support expert teaching by developing and sharing teaching strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Embed our broad, balanced and engaging curriculum across the school to enhance children's knowledge and skills using the tiered approach.</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality first teaching.</p> <p>Continue to evolve the teaching of Maths Mastery across the school leading to an improvement in the progress of Maths.</p> <p>Develop the progressive teaching and application of vocabulary, linked as closely as possible to the curriculum, alongside the teaching of SPAG to aid progress and attainment across the curriculum.</p>	<p>EEF Guide to Supporting School Planning</p> <p>EEF COVID 19 support guide for schools and EEF guide to supporting school planning 2020 research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all.</p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months.</p> <p>EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. Communication and language provide the foundations for learning and thinking and underpin the development</p>	<p>Challenge 1</p>

<p>Use formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery.</p> <p>School establishes a culture whereby professional development is valued and prioritised</p> <p>Planning and use of researched CPD to implement the strategies planned for the academic year such as:</p> <p>Phonics</p> <p>Language</p> <p>Metacognition</p> <p>Subject Specific</p> <p>Use of digital technology to further enhance learning and communication with parents.</p>	<p>EEF guide to Diagnostic Assessments.</p> <p>The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy</p> <p>EEF Using Digital Technology to Improve Learning guidance</p>	
<p>2. EYFS gaps</p> <p>EYFS Leader develops a curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do</p> <p>Staff Training for all relevant staff on the new EYFS Curriculum</p> <p>Use the EEF guidance preparing for Early Literacy which builds on the recommendations in Improving Literacy in Key Stage One and Two reports, but is specific to the needs of three to five year old children</p> <p>Use of the seven practical evidence-based recommendations in the guidance to provide every child – but particularly those from disadvantaged homes – with a high quality and well-rounded grounding in early literacy, language and communication.</p>	<p>EEF Early Years Guidance Report</p> <p>Early Years Framework</p> <p>Updated Development Matters</p> <p>Early years evaluation</p> <p>Early Year Interventions (+5)</p> <p>EEF guidance-Preparing for Literacy (+4)</p> <p>Working with parents to support children's learning (+5)</p> <p>The Early Intervention Foundation's Guidebook which provides evidence reviews on a large number of early years programmes.</p> <p>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the Nuffield Early Language Intervention. The programme is</p>	<p>Challenge 2</p>

<p>Professional development is used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Reinforce mathematical vocabulary.</p> <p>Use manipulatives and representations to encourage discussion about mathematics.</p> <p>Develop the use of self-regulation and metacognitive skills which are linked to successful learning in early mathematics</p> <p>EYFS reviews and action plans to be undertaken</p> <p>Mentoring of teaching and learning in EYFS</p> <p>Monitoring and tracking ongoing assessment to identify children who need specific intervention to close the gap with an emphasis on PP</p> <p>PHONICS</p> <p>Staff training in the use of the new validated phonics programme and the use of phonics across the curriculum</p> <p>Ensure schools approach to teaching early reading and synthetic phonics is systematic</p> <p>Ensure reading books match the sounds the children know.</p> <p>Implement a system to ensure that pupils read widely and often, both in school and at home.</p> <p>Monitoring of the teaching and learning of phonics</p> <p>CLOSING GAPS YEARS 1-6</p> <p>Support expert teaching by developing and sharing teaching strategies such as</p>	<p>designed to improve the language skills of reception pupils (ages 4 – 5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner.</p> <p>EEF guidance- Improving mathematics in Early Years using the 5 recommendations. (+6)</p> <p>EEF Metacognition (7+)</p> <p>Validated Systematic Synthetic Phonics Programme (+4)</p>	
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<p>instruction, scaffolding, flexible grouping, cognitive and metacognition strategies</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality for teaching</p> <p>The Recovery funding explicitly addresses the identified needs of pupils and is used consistently across the school</p> <p>Strategies that help pupils to work independently with success are in place.</p> <p>Further develop teachers feedback to ensure it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Monitoring of feedback to ensure the focus is on moving learning forward, targeting the specific learning gaps that pupils exhibit.</p> <p>Specifically developing high quality feedback that focuses on the task, subject, and self-regulation strategies</p> <p>Learning environments ensure it is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</p> <p>Use the five evidence-based recommendations to support disadvantaged pupils with SEND, reviewing current approach and implementing practical ideas</p> <p>Monitoring, book trawls and pupil voice evidence that there is nothing less than high quality teaching across the school.</p> <p>Rigorously evaluated interventions are in place to close any gaps and to build on whole class teaching.</p> <p>Deployment and practice of support staff during remote learning maximises learning.</p> <p>Rigorously monitor and evaluate of the deployment of support staff ensures that they supplement rather than supplant high quality teaching.</p>	<p>EEF Covid support guide for schools</p> <p>EEF Covid recovery document</p> <p>Quality of Teaching for All (EEF small group tuition +4/ Mastery leaning +5)</p> <p>EEF Metacognition (7+)</p> <p>EEF Teacher feedback to improve learning (6+)</p> <p>EEF guidance report- Special Educational Needs in Mainstream</p> <p>EEF Making the most of Teaching Assistants.</p>	
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<p>All children have access to appropriate devices to access remote teaching if and when necessary</p> <p>Monitoring and evaluation of the remote learning policy clearly ensures that children continue to use technology effectively to access learning opportunities in order to build on the skills that have been taught during lockdown.</p>		
<p>Produce a clear implementation plan and share with key stakeholders to enable leaders and Governors to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are being made.</p> <p>Identify using diagnostic tools to indicate areas for development with individual pupils or across classes and year groups. Some methods in the diagnostic tools guide help teachers isolate the specific misconceptions pupils might hold.</p> <p>Implement the progressive vocabulary curriculum across all subject areas across the school.</p> <p>Embed assessment of vocabulary to support the development and acquisition of language across the school.</p> <p>Ensure that all staff are secure with the language expectations for each year group and understand the outcomes to be achieved.</p> <p>All relevant staff receive training, which includes follow up opportunities, to deliver the teaching of vocabulary in all areas across the school and provide effective feedback</p>	<p>EEF guidance to Supporting School Planning</p> <p>EEF Diagnostic Assessment guidance EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. Communication and language provide the foundations for learning and thinking and underpin the development</p> <p>EEF Preparing for Literacy Guidance Report. (+4) EEF KS1 Literacy Guidance Report Parental Engagement Guidance Report Continuous use of diagnostic assessments – EEF guidance</p> <p>EEF Teacher feedback to improve Learning</p>	<p>Challenge 3</p>

<p>Staff to complete Nuffield training and attend 'Time to Talk' training and Word Aware training.</p> <p>Nuffield language programme and Time to Talk to be implemented in the EYFS. Nuffield programme to be used in Year 1 also to close any gaps missed due to Covid-19.</p> <p>Look into the use of further research based resources to develop oral communication and language – 'Voice 21'</p> <p>Reintroduce the Stoke '25 reads' (EYFS) and Stoke '100 reads.'</p> <p>Leaders monitor progress in vocabulary to ensure that all children, regardless of background and ability, have exposure to high quality language and vocabulary.</p> <p>Rigorous assessment using standardised and subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place.</p> <p>Interventions carefully timetabled and staff are trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class <p>Impact of interventions is rigorously monitored.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>	<p>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the Nuffield Early Language Intervention. The programme is designed to improve the language skills of reception pupils (ages 4 – 5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner.</p> <p>EEF Diagnostic guidance</p> <p>EEF Making the Most of Teaching Assistants.</p>	
<p>Address metacognition needs across the curriculum</p> <p>Provide whole staff training on EEF guidance on metacognition</p> <p>Agree and roll out approaches which meet needs of children.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p>	<p>EEF guidance report on metacognition (+7)</p>	<p>Challenge 4</p>

<p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/ mentor team.</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p> <p>Strategies that help children to work independently with success are in place.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> • Small group tuition for key knowledge and skills • One to one support for key knowledge and skills • Switch On Reading and Writing • Catch Up Maths • Language interventions in EYFS (Time to talk and NELI) <p>which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Use same-day in-class interventions for maths in particular.</p> <p>Use well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p>	<p>The 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 Making the Most of Teaching Assistants guidance</p> <p>Use of EEF evidence base which includes the use of the following researched strategies-</p> <ul style="list-style-type: none"> -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>	Challenge 1

<p>Use pre-teaching and effective feedback for identified children in key subject areas.</p> <p>Provide early bird or after school sessions to support learning and application for identified groups of children.</p> <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Staff are trained so that delivery is consistent</p>		
<p>EYFS</p> <p>Identify Pupil Premium children that need additional support in phonics, reading and maths.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Base line assess and monitor progress.</p> <p>Focus on vocabulary and language interventions for identified children (Nuffield Early Language Intervention and Reading Wise Vocabulary Project).</p> <p>Phonics</p> <p>Identify Pupil Premium children that need additional support in phonics.</p> <p>Teach phonics twice a day until are on track to achieve the expected standard at the end of year one</p>	<p>EEF Early Years Guidance Report</p> <p>Early Year Interventions (+5)</p> <p>Validated Systematic Synthetic Programme (+4)</p> <p>EEF reports for:</p> <p>Early Literacy - preparing for Literacy</p> <p>Improving maths in EYFS and KS1</p> <p>Use of Teaching Assistants</p> <p>Validated Phonics Programme (+4)</p> <p>The 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>Challenge 2</p>

<p>Base line assess and monitor progress.</p> <p>Closing gaps in prior learning.</p> <p>Baseline assess and monitor progress.</p> <p>Reassessment curriculum tool (What do I need to know statements) in place and staff trained to use in each curriculum lesson.</p> <p>Revisit prior learning at the beginning of each lesson.</p>	<p>The 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>Language development and acquisition.</p> <p>Rigorous assessment using standardised and subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place.</p> <p>Interventions carefully timetabled and staff are trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class <p>Impact of interventions is rigorously monitored.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>	<p>EEF guidance report 'Using Teaching Assistants.'</p> <p>EEF Early Literacy</p> <p>EEF KS1 and KS2 Literacy guidance.</p> <p>OA project recommendations</p>	Challenge 3
<p>Provide whole staff training on EEF guidance on metacognition.</p> <p>High quality teaching across all subjects</p>	<p>EEF guidance report on metacognition (+7)</p> <p>EEF guidance report 'Using Teaching Assistants.'</p>	Challenge 4

<p>Agree and roll out approaches which meet needs of children.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/ mentor team.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8607

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Collegiate EWO regular visits.</p> <p>Attendance clinics established and lead by the EWO and /or Principal and Academy Manager.</p> <p>Carefully monitor attendance and punctuality for PP children so that it is at least in line with national attendance</p> <p>Academy manager to promote good attendance throughout the school.</p> <p>Weekly monitoring of attendance embedded.</p> <p>Breakfast club to support punctuality of PP pupils.</p> <p>Improve communication with parents.</p> <p>First call home consistently used.</p> <p>Attendance rewards- class and individual.</p> <p>Red, amber, green letters home to all pupils.</p>	<p>Research shows that attendance is an important factor in student achievement. Poor attendance has serious implications for later outcomes as well.</p> <p>Attendance and Attainment research</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>Research shows attendance improves when a school engage students and parents in positive ways and when schools provide mentors for chronically absent students.</p>	Challenge 6

Use some strategies set out in EEF working with parents guidance.		
<p>Address social and emotional difficulties in learning.</p> <p>Use a range of experiences outside the classroom to enhance skills and learning</p> <p>Increase the number of devices which can be deployed to children without regular access to remote learning.</p> <p>Improve the internet speed to the school so that all children can learn how to access remote learning independently.</p> <p>Provide CPD support for staff to deliver effective remote learning which develops children's learning, motivation and confidence.</p>	<p>Use the recommendations in the EEF social and emotional learning in primary schools guidance.</p> <p>Increased number of families needing support via Early helps, CIN or CP plans.</p> <p>Increased referral to the SENCO via staff and parents/carers to support children whose mental health has been impacted by the pandemic</p>	Challenge 7
<p>Systems in place to encourage positive engagement in school life .</p> <p>Enrichment activities developed so they are not seen as optional extras.</p> <p>Pupil Premium children to attend enrichment curriculum activities.</p> <p>Staff plan some enrichment curriculum activities remotely so the children can access them remotely.</p> <p>A wide variety of activities are available including non-academic subjects, ensuring that bubbles are not compromised.</p> <p>Monitoring of the uptake of pupil premium children engaging in enrichment curriculum activities.</p>	<p>Enrichment opportunities can impact on attainment.</p> <p>Allocating time to enrichment activities motivates pupils who have difficulty viewing aspects of the curriculum as relevant to their needs.</p> <p>Enrichment curriculum activities registers show an increased uptake of disadvantaged children attending.</p> <p>EEF Use of Digital Technology guidance</p>	Challenge 8
Use EEF guidance on engaging with parents in their children's learning with a particular focus on the development of reading habits to implement strategies across the school.	EEF Engagement with parents guidance (+3 months)	Challenge 5
Social and emotional learning is to be embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences	EEF SEL guidance report (+4 months)	Challenge 7

Total budgeted cost: £97,148

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 2020 to 2021 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim:

Improve progress in language development in the EYFS and to ensure high quality, consistent leadership and teaching in EYFS for the whole academic year resulting in improved attainment at GLD for disadvantaged children.

Desired outcome:

Embed new oral language programme in EYFS.

Attainment in CLL end of EYFS will improve

Most disadvantaged children achieve in line with or closer to the national benchmark for GLD at the end of EYFS, particularly in Mathematics and Literacy.

Outcome:

Due to a delayed start and training (due to Covid), the Nuffield Programme began the Summer term (2nd half) and will continue into Year 1 until the programme is completed. Attainment at the end of the EYFS in CLL for disadvantaged children was 82% compared to 38% in the previous year.

55% of disadvantaged children achieved GLD at the end of EYFS.

Aim:

To ensure high-quality leadership and focussed high-quality teaching of Phonics in EYFS and KS1

Desired outcome:

By the end of Reception, children use their knowledge of Phonics to read with increasing accuracy and speed.

Disadvantaged pupils to achieve in line or above in the phonics screening (Yr1) in June, Yr 2 in November and the current Yr3 pupils who didn't pass in Yr2.

Outcome:

71% of disadvantaged children achieved the phonics screening in Year 1. This is in line with the attainment of disadvantaged children nationally.

75% of disadvantaged children in Year 2 achieved the phonics screening at the end of the year. This was below the National for disadvantaged children at 85%.

By the end of Year 3, 100% disadvantaged children passed the phonics screening.

Aim:

To ensure that high- quality, focussed teaching results in attainment and progress in Reading being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children

Desired outcome:

Most disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, in reading

Disadvantaged children achieve national average progress scores or above in Reading (at least 0)

Pupil Premium children with SEND achieve the best possible outcomes

Outcome:

63% of disadvantaged children achieved the expected level in reading at the end of KS1(61.9% national).

13% of disadvantaged children achieved greater depth in reading at the end of KS1 (13.8% national).

33% of disadvantaged children achieved the expected level in reading at the end of KS2 (62% national).

17% of disadvantaged children achieved the greater depth in reading at the end of KS2 (17% national).

Aim:

To ensure that high- quality, focussed teaching results in attainment and progress in Writing being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children

Desired outcome:

Disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards, with a specific focus on Greater Depth in writing

Most disadvantaged children achieve national average progress scores or above in Writing

Pupil Premium children with SEND achieve the best possible outcomes

Outcome:

63% of disadvantaged children achieved the expected level in writing at the end of KS1(54.7% national).

13% of disadvantaged children achieved greater depth in writing at the end of KS1 (7.2% national).

20% of disadvantaged children achieved the expected level in writing at the end of KS2 (68% national).

20% of disadvantaged children achieved the greater depth in writing at the end of KS2 (11% national).

Aim:

To ensure that high- quality, focussed teaching of maths mastery results in attainment and progress in Mathematics being at least in line with national expectations at both standards, in both KS1 and KS2 for disadvantaged children

Desired outcome:

To implement Maths mastery across the school

Most disadvantaged children achieve the national average or above at the end of KS1 and KS2 at both standards

Disadvantaged children achieve national average progress scores or above in Mathematics

Pupil Premium children with SEND achieve the best possible outcomes

Outcome:

50% of disadvantaged children achieved the expected level in maths at the end of KS1(62.3% national).

13% of disadvantaged children achieved greater depth in maths at the end of KS1 (11.7% national).

50% of disadvantaged children achieved the expected level in maths at the end of KS2 (68% national).

17% of disadvantaged children achieved the greater depth in maths at the end of KS2 (16% national).

Aim:

To embed the reviewed curriculum across the school

Desired outcome:

To make sure it's implemented ready to be embedded in the 2nd year.

Pupils develop detailed knowledge and skills across the curriculum as a result, achieve well ensuring disadvantaged children make at least average progress.

Outcome:

The reviewed curriculum continues to be embedded. Pupils continue to develop their detailed knowledge and skills across the curriculum.

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
Hamilton Trust	Hamilton
Classroom Secrets	Classroom Secrets
Maths Mastery	Painsley Hub (part of the North Midlands Hub)
Phonics Bug	Pearson

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.