

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 |
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| 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 2022 |
| Date on which it will be reviewed | September 2024 (also reviewed annually) |
| Statement authorised by | Dianne Mason |
| Pupil premium lead | Natalie Meakin |
| Governor / Trustee lead | Simon Jones |

Funding overview

| Detail | Amount |
|--|------------------------------|
| Pupil premium funding allocation this academic year | £85,148 |
| Recovery premium funding allocation this academic year | £8700 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| National Tutoring Funding | £9072 (including 40% top-up) |
| Total budget for this academic year | £102,920 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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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.

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 | Continue to address and close 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. EYFS Current assessment data in July 2021 shows that the disadvantaged pupils achieved better compared to their peers at the end of the EYFS. This is shown below: | | | | | | | |
| | Percentage of Pupils making a good level of development at end of the early years foundation | | | | | | | |
| | | All pupils | Male | Female | FSM | Non-FSM | SEN (EHCP) | SEN Support |
| | Cohort | 19 | 6 | 13 | 4 | 15 | 0 | 5 |
| | School % | 63 | 17 | 85 | 75 | 60 | n/a | 40 |
| | National % | 72 | 66 | 78 | 74 | 74 | 72 | 72 |
| | PHONICS | | | | | | | |

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

| | School | National |
|--|--------|----------|
| % of disadvantaged who passed the screen | 81% | 82% |

Phonics Year 1 attainment by pupil group

| | Cohort | Number achieving standard | % School | % National comparator | Average Mark School |
|------------|--------|---------------------------|----------|-----------------------|---------------------|
| All Pupils | 21 | 17 | 81% | 82 | 33 |
| Male | 14 | 11 | 79% | 78 | 32 |
| Female | 7 | 6 | 86% | 85 | 34 |
| PP | 11 | 8 | 73% | 84 | 32 |
| Non-PP | 10 | 9 | 90% | 84 | 34 |

Year 2

Phonics

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

| | School |
|-------------------------|--------|
| % who passed the screen | 92% |

Phonics Year 2 attainment by pupil group

| | Cohort | Number achieving standard | % School | Average Mark School |
|------------|--------|---------------------------|----------|---------------------|
| All Pupils | 25 | 23 | 92% | 36 |
| Male | 6 | 5 | 83% | 32 |
| Female | 19 | 18 | 95% | 37 |
| PP | 8 | 7 | 88% | 34 |

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| | Non-PP | 17 | 16 | 94% | 37 |
| | <p>KEY STAGE 1 & 2</p> <p>Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students at the end of academic year in 2022 in identified year groups. This is shown below (Year groups as in July 2022):</p> <p>Gaps identified between PP and others internally and in:-</p> <ul style="list-style-type: none"> - Reading, writing and maths at the expected standard in year 1 - Reading at the expected standard in year 2 - Reading, writing and maths at greater depth in year 2 - Reading, Writing and maths attainment at expected standard of PP children in year 3 and 4 - Writing attainment at expected standard in year 5 - Reading, writing and maths at expected level of PP children in year 6 <ul style="list-style-type: none"> - PP are achieving in line with non-PP children in writing and SPAG at the expected level in Year 2 - PP are achieving above non-PP children in maths at the expected level in Year 2 - PP are achieving in line with non-PP at the expected level in Reading, Maths and SPAG in Year 5 | | | | |
| 3 | Continue to embed 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 | Continue to engage 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 | Continue to increase 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 |
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| 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</p> |

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| | <p>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 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</p> |

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| | <p>for the further development of phonics throughout the year.</p> <p>Continue 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 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 continues to improve pupil learning</p> |
| <p>3. Successfully implementing the teaching of language across the school impacts on improving language comprehension and reading.</p> | <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</p> |

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| | <p>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>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 across the school shows 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> |
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| | <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> |
| <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</p> |

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| | <p>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> |

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| <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>PP children are asked what interest they have.</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> |
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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: £56,983

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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>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>Continue to 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>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</p> | <p>Challenge 1</p> |

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| <p>Continue to 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>Use formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery.</p> <p>Professional development is valued and prioritised Planning and use of researched CPD to implement the strategies planned for the academic year such as: Phonics Language/vocabulary Metacognition Subject Specific</p> <p>Use of digital technology to further enhance learning and communication with parents.</p> | <p>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>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 EYFS Leader develops a curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do 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>EEF Early Years Guidance Report Early Years Framework Updated Development Matters Early years evaluation Early Year Interventions (+5) 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</p> | <p>Challenge 2</p> |

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| <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>Professional development is used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. 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 Mentoring of teaching and learning in EYFS Monitoring and tracking ongoing assessment to identify children who need specific intervention to close the gap with an emphasis on PP</p> <p>PHONICS Staff continue to use the validated phonics programme</p> <p>Embed the schools systematic approach to teaching early reading and synthetic phonics</p> <p>Continue to ensure that all reading books match the sounds the children know.</p> | <p>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 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>Continue to implement a system to ensure that pupils read widely and often, both in school and at home.</p> <p>Continue to monitor 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 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 teacher’s 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>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> | |
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| <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>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>EEF Making the most of Teaching Assistants.</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>EEF guidance to Supporting School Planning</p> <p>EEF Diagnostic Assessment guidance</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>EEF Preparing for Literacy Guidance Report. (+4)</p> <p>EEF KS1 Literacy Guidance Report</p> <p>Parental Engagement Guidance Report</p> <p>Continuous use of diagnostic assessments – EEF guidance</p> | <p>Challenge 3</p> |

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| <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>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>EEF Teacher feedback to improve Learning</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>EEF guidance report on metacognition (+7)</p> | <p>Challenge 4</p> |

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| <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>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: £36,875

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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>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 | <p>Challenge 1</p> |

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| <p>Use well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <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>- effective feedback structures in place</p> <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p> <div data-bbox="520 320 1069 358" style="border: 1px solid black; height: 17px; width: 344px;"></div> | |
| <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>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</p> | <p>Challenge 2</p> |

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| <p>Teach phonics twice a day until are on track to achieve the expected standard at the end of year one</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>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 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> | <p>Challenge 3</p> |

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| <p>Provide whole staff training on EEF guidance on metacognition.</p> <p>High quality teaching across all subjects</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>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/ mentor team.</p> | <p>EEF guidance report on metacognition (+7)</p> <p>EEF guidance report 'Using Teaching Assistants.'</p> | <p>Challenge 4</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9062

| 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>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</p> | <p>Challenge 6</p> |

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| <p>First call home consistently used.</p> <p>Attendance rewards- class and individual. Red, amber, green letters home to all pupils.</p> <p>Attendance trip at the end of the year for the class with the best attendance.</p> <p>Use some strategies set out in EEF working with parents guidance.</p> | <p>mentors for chronically absent students.</p> | |
| <p>Address social and emotional difficulties in learning.</p> <p>Use a range of experiences outside the classroom to enhance skills and learning 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. Increased number of families needing support via Early helps, CIN or CP plans. Increased referral to the SENCO via staff and parents/carers to support children whose mental health has been impacted by the pandemic</p> | <p>Challenge 7</p> |
| <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> | <p>Challenge 8</p> |
| <p>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.</p> | <p>EEF Engagement with parents guidance (+3 months)</p> | <p>Challenge 5</p> |

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| | | |
| <p>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</p> | <p>EEF SEL guidance report (+4 months)</p> | <p>Challenge 7</p> |

Total budgeted cost: £102,920

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 2022 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?

Challenge: Maintaining effective excellent teaching in all year groups consistently across the school.

Intended Outcome: 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

Outcome: Observations show good effective teaching across the school. The Section 48 RE Inspection highlighted many positive comments linked to teaching taking place over the school:

- Teachers consistently use higher-order questioning skills in the pupils' books to extend and improve their learning.
- The school nurtures the pupils in its care and puts the children's needs first. All staff take time to listen to the pupils, ensuring that they are happy, confident, and secure in their spiritual, physical, and emotional growth.
- The staff work together to improve outcomes for all pupils, and the leadership team is motivational in enabling rapid improvement.
- In lessons, pupils concentrate well and enjoy learning, approaching their studies with interest and enthusiasm. Pupils can articulate and understand how well they are doing and what they need to improve
- Teachers plan good lessons and are confident in their subject knowledge. Consequently, most pupils can apply themselves well.

Further learning walks and deep dives will take place over the coming year.

Staff inset days and training have taken place on developing language across the school and staff have met to discuss the most effective way to do this.

The 'Feedback for Learning' policy has recently been reviewed by all teaching staff to ensure that teacher feedback improves pupil learning.

Staff complete data and its analysis. Part of this highlights PP children and their achievements compared to non-PP children.

The EYFS lead has undertaken training on the new EYFS framework. Collegiate network meetings have also taken place regarding the new framework.

A new validated systematic, synthetic phonics programme has been implemented across the school throughout the last academic year. This will continue over the coming academic year.

There is regular contact (and review meetings) held between the SENCo and staff regarding SEND children. Pupil passports are reviewed and new targets created (where applicable). Interventions are taking place for the SEND children.

Staff have received some metacognition training and so have the allocated leads but this needs to be developed a lot further over the coming year.

Challenge: 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.

Intended Outcome: 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

Outcome: Pupils needs have been reviewed on a regular basis. Gaps in teaching (due to Covid-19) were highlighted and these were addressed throughout the year.

All staff received phonics training for the new validated phonics programme. Further training will be required over the coming year for staff new to Key Stage 1.

The teaching of phonics is now becoming a lot more consistent over the EYFS and Key Stage 1. Reading books are well matched to the children's phonic ability.

Reception and Year 1 have been delivering 2 phonics sessions per day to close the gap in missed learning (due to Covid-19).

Termly link Governor meetings took place over the last year. Detailed discussions were held between PP Lead and the Link Governor regarding PP provision across the school and the progress being made by PP children (also compared to non-PP children).

Staff in the EYFS plan carefully to make sure that the curriculum is ambitious. The GLD for the end of EYFS was below national in the year 2021-2022. During transition meetings this was relayed to the Year 1 teacher and plans have been put into place to close any gaps in learning.

Percentage of pupils making a good level of development at the end of EYFS:

| | All pupils | Male | Female | FSM | Non-FSM |
|------------|------------|------|--------|-----|---------|
| Cohort | 19 | 6 | 13 | 4 | 15 |
| School % | 63 | 17 | 85 | 75 | 60 |
| National % | 72 | 66 | 78 | 74 | 74 |

Year 1 phonics:

| Phonics Year 1 attainment by pupil group | | | | | |
|--|--------|---------------------------|----------|-----------------------|---------------------|
| | Cohort | Number achieving standard | % School | % National comparator | Average Mark School |
| All Pupils | 21 | 17 | 81% | 82 | 33 |
| Male | 14 | 11 | 79% | 78 | 32 |
| Female | 7 | 6 | 86% | 85 | 34 |
| PP | 11 | 8 | 73% | 84 | 32 |
| Non-PP | 10 | 9 | 90% | 84 | 34 |

Challenge: A challenge is to address the deficit in language development / comprehension between disadvantaged pupils and others and close the gap.

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

Outcome:

EYFS lead completed Nuffield baseline/ assessments.

All teachers complete PP capture sheets on a termly basis that outline the provision for the PP children in their class. Outcomes/evaluations are recorded at the end of each half term.

Vocabulary is explicitly taught across the school. Last year daily homework was also set, addressing language and vocabulary (researching the meaning of the given word and putting the word into a sentence).

Subject leaders have implemented vocabulary into their subject areas for each year group. Training has taken place for Tier 2 vocabulary for each subject area.

Reading Wise was used across the school and the children could use it at home.

Unfortunately, this wasn't used very effectively (apart from in Years 5 and 6).

EYFS – CLL:

PP: 100% (achieved GLD in CLL)

Non-PP: 80% (achieved GLD in CLL)

Challenge: 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.

Intended Outcome: 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

Outcome:

EEF recommendations shared with all staff.

Staff attended INSET training on Metacognition.

PP Lead and Vice Principal attended Metacognition training at SMW.

There has been little impact for this challenge as strategies have not been made explicit across the school. Further training needed which can then be shared with all other staff. Some self-regulated learning is taking place but it needs to be made more explicit and the children require further training with this.

Challenge: Engaging parents in their children's learning and promoting the development of reading habits.

Intended Outcome: 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.

Outcome:

Termly newsletters sent out to all parents outlining what is happening in each subject over the half term and key pieces of information e.g. reading books, spelling, PE days etc.

'Meet the Teacher' welcome meetings took place in September. All expectations were spoken about (expectations both in school and at home).

Information meetings took place – Phonics screening, KS1/KS2 SATs information evenings.

Daily conversations with staff/parents on the doors at the beginning and at the end of each day.

Information leaflets sent out where applicable.

'Reading for pleasure' books taken home to share with parents at home in EYFS/Year 1.

The levels of parental engagement differ across the school. Unfortunately, the numbers of parents engaging in the EYFS has decreased from previous years.

Each class teacher has implemented a recording strategy where stickers are put into the reading diaries showing whether they have read 3 or more times a week or not. If the children haven't read 3 or more times, then a sticker is put in asking parents to read with their child at least 3 times a week.

There is a good uptake of 'Reading for Pleasure' books in EYFS. This incentive will begin in Year 1 in the second half of the Autumn term.

The reading lead will regularly speak to all staff about the uptake of parental engagement with reading.

Challenge: Attendance for Pupil Premium children including the Persistent Absence of disadvantaged children to be at least in line with national.

Intended Outcome: Attendance of Pupil Premium children including the Persistent Absence of disadvantaged children is at least in line with national.

Outcome:

EWO continues to monitor the attendance of pupils.

Family support worker works closely with the EWO/Principal regarding attendance. Attendance clinics/meetings held with parents where needed.

100% attendance certificate given at the end of the year.

Absence rate for PP children last year:

Overall: 6.98% (non-PP: 5.3%)

Persistent absence: 30.35% (non-PP: 8.06%)

Challenge: 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.

Intended Outcome: 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.

Outcome:

JIGSAW PSHE lessons take place in all year groups.

Links made with RE curriculum.

Good links with the Mental Health team.

Having a part time family support worker has helped hugely to support children with their social and emotional learning. She is able to spend time with individual children to support them. She is also able to support/work with families.

This family support role will be made full time from September 2022 to meet the increasing needs of the children and families within the school. This will have a positive impact on the social and emotional learning of children (and families).

Challenge: Increasing the numbers of disadvantaged children who attend enrichment activities before and / or after school to enrich the curriculum.

Intended Outcome: The numbers of disadvantaged children who attend enrichment activities before and / or after school to enrich the curriculum is increased

Outcome:

Children are asked about their interests.

After school activity clubs change very half term.

A mixture of academic and non-academic after school clubs are offered.

The attendance of PP children at after school clubs is monitored and shared during Link Governor meetings each term.

The numbers of disadvantaged children attending enrichment activities is increasing slowly. This can differ depending on the range of activities on offer each half term.

The numbers of children attending each half term are recorded and shared with the Link Governor.

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 |
| 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.