

Pupil premium strategy statement

School overview

Detail	Data
School name	St John the Evangelist Catholic Academy
Number of pupils in school	180 (162 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	39% (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	July 2023
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	£9500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Funding/School Led Tutor Funding	£8234 (including 100% 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	£102,882

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.

Challenges

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

Challenge number	Detail of challenge																																										
1	Due to changes in staffing, maintaining effective excellent teaching in all year groups consistently across the school.																																										
2	<p>Close the gaps in prior learning 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>Phonics</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6">Phonics Year 1 attainment by pupil group</th> </tr> <tr> <th></th> <th>Cohort</th> <th>Number achieving standard</th> <th>% School</th> <th>% National comparator (21-22)</th> <th>Average Mark School</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>19</td> <td>15</td> <td>79%</td> <td>75%</td> <td>36.8</td> </tr> <tr> <td>Male</td> <td>7</td> <td>4</td> <td>57%</td> <td>72%</td> <td>22.9</td> </tr> <tr> <td>Female</td> <td>12</td> <td>11</td> <td>92%</td> <td>79%</td> <td>34.42</td> </tr> <tr> <td>PP</td> <td>6</td> <td>5</td> <td>83%</td> <td>62%</td> <td>30.34</td> </tr> <tr> <td>Non-PP</td> <td>13</td> <td>10</td> <td>77%</td> <td>80%</td> <td>29.77</td> </tr> </tbody> </table> <p>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 2023 in identified year groups. This is shown below (Year groups as in July 2023): Gaps identified between PP and others internally are in:- - Reading, writing and maths at the greater depth standard in Year 1 - Writing at the expected standard in Year 1 - Reading, writing and maths at the expected standard in year 2 - SPaG at the end of year 2 - Writing at greater depth in year 2 - Reading, writing and maths attainment at expected standard of PP children in year 3 - Reading attainment at the greater depth standard of PP children in Year 3 - Reading, writing and maths at greater depth in Year 4 - Reading, writing and maths at the expected standard in Year 5</p>	Phonics Year 1 attainment by pupil group							Cohort	Number achieving standard	% School	% National comparator (21-22)	Average Mark School	All Pupils	19	15	79%	75%	36.8	Male	7	4	57%	72%	22.9	Female	12	11	92%	79%	34.42	PP	6	5	83%	62%	30.34	Non-PP	13	10	77%	80%	29.77
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	<ul style="list-style-type: none"> - Maths at greater depth in Year 5 - Reading and maths at expected level of PP children in year 6 - PP are achieving above non-PP children in reading at the expected level in Year 1 - PP are achieving above non-PP children in reading and writing at the expected level at the end of Year 4 - PP are achieving in line with non-PP at a greater depth level in Maths in Year 3 - PP are achieving above non-PP children in writing at the expected level in Year 6 - PP are achieving above non-PP children at a greater depth level in writing and maths
3	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	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	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
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>5 key strategies are firmly embedded and effective across the school.</p> <p>Effective High Quality teaching is firmly embedded across the whole school and is evidenced through monitoring and improved teaching and attainment. Also seen through learning walks and 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>Embedded strategies such as language, metacognition and Social and Emotional Learning across the school.</p> <p>Effective use of research (evidence in books) particularly for diagnostic assessment - improving greater depth maths in Year 6, greater depth in writing in Year 3 and 4, expected reading in Year 3, reading, writing and maths in Year 4 and further improve phonics in EYFS/Year 1.</p> <p>Teacher feedback improves pupil learning.</p> <p>Data 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>Observations show that the use of metacognition strategies help pupils to work independently with success.</p> <p>Use of research to support the teaching of SEND in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes. The 5 key strategies are in place.</p> <p>Pupil Premium children have full access to the curriculum.</p>
2. Addressing the gaps in prior learning, 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>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 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>Teachers who are new to teaching phonics 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>Continue with 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>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>The impact on the gap between disadvantaged and others 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>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 use of language programmes such as Time to Talk 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 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 consistency 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>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 taught explicitly throughout the school</p> <p>CPD has allowed staff to have developed their knowledge and understanding of metacognition through high quality professional development and resources.</p> <p>All teachers use 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>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:- Persistent absence for disadvantaged pupils is below national absence for this group.</p> <p>EEF document – Working with parents.</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. 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. This is achieved through the support of the Family Support Worker.</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. PP children are asked what interest they have. % of PP children attending enrichment activities to be in line or above the non-PP attendance.</p> <p>A wide variety of activities are available including non-academic subjects. Monitoring and analysis of the uptake of pupil premium children engaging in extra-curricular activities shows that the numbers have increased.</p>

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 :£56,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intent 1:</i> <i>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</i></p> <p>CPD opportunities to embed pedagogical approaches to teaching and learning to ensure they are consistent across the school.</p> <p>Continue to embed the 5 recommended strategies to improve the attainment of SEND/PP children so that they achieve at least in line.</p> <p>Support continuous and sustained professional development on evidence-based classroom approaches to continue to develop the practice of teachers, building knowledge, developing teaching</p>	<p>EEF research- Effective Professional Development</p> <p>EEF Guidance Report- SEND in Mainstream Education</p> <p>EEF Maths Mastery Power Maths</p> <p>EEF Development of Language</p> <p>The EEF’s guidance reports. Guidance reports EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit of the best available evidence on approaches. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 1</p>

<p>techniques and embedding and sustaining the practice.</p> <p>Continue to embed the teaching of Power Maths across the school leading to an improvement in the progress of PP in Maths.</p> <p>Continue to develop the use of manipulatives in the maths lessons through CPD, mentoring and coaching of all staff involved in the teaching of Power Maths.</p> <p>Continuous and sustained professional development to support the delivery of high quality curriculum materials such as the DFE validated phonics and reading programme 'Phonics Bug' to ensure fidelity to the scheme.</p> <p>Continue to embed 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>Professional Development opportunities such as NPQH, NPQEL, NPQML and NPQ Wellbeing accessed by teachers and senior leaders</p>	<p>Evidence Based Education's Great Teaching Toolkit. See9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</p>	
<p><i>Intent 2: Addressing the gaps and improving 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</i></p> <p>EYFS</p> <p>Validated 'Bug Club' phonics programme embedded in the EYFS.</p> <p>'Time to Talk' language programme embedded across the EYFS.</p> <p>Power Maths embedded across the EYFS.</p> <p>PHONICS</p> <p>Termly pupil progress meetings with SLT to identify any PP pupils who are not on track with the long-term phonics plan, targeted intervention Review targeted intervention on a half termly basis.</p> <p>Develop reading fluency through implementation of additional reading strategies in EYFS and Key Stage 1. Review of home reading books.</p> <p>Develop the use of whole class reading in Reception and Year 1 (using the validated Bug Club reading scheme). Visit other schools to observe good practice. Teacher model/echo read/children read in pairs/children read independently.</p> <p>Continue to support teacher's professional development in teaching reading fluency so that they are teaching the pupils to read with accuracy, automaticity and prosody.</p> <p>Promote shared book reading at home. Continue to embed the library service (shared reading books) across the school.</p>	<p>Working with parents to support children's learning</p> <p>EEF guidance- Improving mathematics in Early Years using the 5 recommendations.</p> <p>DFE Validated Systematic Synthetic Phonics Programme (Phonics Bug)</p> <p>Evidence shows fidelity to a well-structured and systematic phonics scheme is the best, and fastest way of teaching children to decode.</p> <p>'Time to Talk' language programme</p> <p>End of year assessments in phonics.</p> <p>EEF Reading Fluency Glossary Reading Fluency Glossary 1.0.pdf EEF Reading Fluency Resources Reading Fluency Resource 1.0.pdf EEF Reading Fluency Misconceptions Reading-Fluency Misconceptions-1.0.pdf</p> <p>Quality of Teaching for All (EEF small group tuition)</p> <p>EEF Teacher feedback to improve learning</p> <p>EEF Metacognition</p> <p>EEF Maths Mastery</p> <p>EEF Deployment of teaching assistants</p> <p>Improving Literacy in KS1 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in KS2</p>	<p>Challenge 2</p>

<p>EYFS/KS1 library to be developed.</p> <p>‘Reading for pleasure’ to be timetabled in each class at an appropriate time so that it is completed with quality each day.</p> <p>Teachers/Reading Lead to monitor the frequency that children are reading at home. Track PP to ensure they are reading at least 3 times a week at home. Review system for reading at home – sticker, letter home.</p> <p>CLOSING GAPS YEARS 1-6</p> <p>Children identified from termly pupil progress meetings and explicitly address the needs of the pupils identified.</p> <p>Year 6 class split in half (half –Maths, half – English) and then swap. Full time TA to support in half of the class (pupils identified as requiring further support). Year 6 class will be taught in half every morning (Maths/English).</p> <p>Strategies that help pupils to work independently with success are in place.</p> <p>Daily Maths fluency sessions across the school.</p> <p>Daily reading fluency sessions at the beginning of each English lesson.</p> <p>Continue to implement different comprehension strategies across the school.</p> <p>English lead to lead CPD on reading comprehension and reading fluency (accuracy, automaticity, prosody).</p> <p>Develop strategies aid reading fluency – guided oral reading, repeated reading.</p> <p>Each class across the school has ‘Reading for Pleasure’ books which are shared daily with the pupils.</p> <p>Continue with the sustained engagement in the CCGD meetings to ensure that the curriculum is continually evolving and up to date.</p> <p>Rigorously evaluated interventions are in place to close any gaps and to build on whole class teaching.</p> <p>Identify pupils who require further support for the multiplication check. Interventions to take place targeting additional support for the multiplication check.</p> <p>Deployment and practice of support staff is effective. Support staff supplement rather than supplant high quality teaching.</p> <p>Support HLTA’s with their continued professional development in delivering Power Maths successfully.</p> <p>All PP pupils have access to a broad and balanced curriculum.</p>	<p>EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Key findings of phonics research</p> <p>EEF Early Maths Guidance report.</p> <p>EEF maths guidance report for KS1 and KS2</p> <p>EEF maths mastery guidance report</p> <p>EEF SEND in Mainstream Education. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Intent 3:</p>	<p>EEF Oral Language development</p>	<p>Challenge 3</p>

<p>Successfully implementing the teaching of language across the school impacts on improving language comprehension and reading.</p> <p>Continue to embed language strategies across the school and continue to embed the 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>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 to be rigorously monitored.</p> <p>Use of pre-teaching vocabulary for targeted support. 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>Embed assessment of vocabulary to support the development and acquisition of language across the school.</p> <p>CPD has allowed staff to be secure with the language expectations for each year group and understand the outcomes to be achieved.</p> <p>Look into Ruth Miskin’s ‘Talk through Stories.’</p>	<p>EEF language development in ks2 - Bing images</p> <p>EEF Update in Literacy EEF publishes updated Key Stage 2 literacy guidance EEF (educationendowmentfoundation.org.uk) EEF Early Literacy</p> <p>Oral language interventions EEF</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.</p> <p>EEF research- Effective Professional Development</p> <p>EEF Early Years Guidance Report Early Year Interventions EEF Guidance-Preparing for Literacy</p> <p>EEF Making the Most of Teaching Assistants.</p>	
<p><u>Intent 4:</u> 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>Continue to embed metacognition strategies across the school and embed the teaching and application of metacognition, linked as closely as possible to the curriculum.</p> <p>Continue to build on the strategies already being used across the school.</p> <p>Subject leaders to continue to develop core principles which focus on embedding metacognition strategies.</p> <p>Strategies that help children to work independently with success are to be taught consistently across the school. Teachers to continue to model their own thinking to help pupils develop their metacognitive and cognitive thinking skills.</p> <p>An appropriate level of challenge to help pupils develop their own knowledge of metacognition and self-regulation to be seen in the classroom and across the curriculum.</p>	<p>EEF guidance report on metacognition (+7)</p> <p>EEF metacognition and self-regulatory learning guidance. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 4</p>

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
<p>Intent 1,2, 3 and 4</p> <p>Continue to closely monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre teaching and effective levels of scaffolding so that they can access the curriculum and have the appropriate level of challenge.</p> <p>Full time TA to support Year 6 when split in half.</p> <p>Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis to identify and children who may be falling behind and to carefully track their progress.</p> <p>Continue to use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> • Small group tuition for key knowledge and skills • One to one support for key knowledge and skills • Language interventions in EYFS (Time to talk) <p>which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Identify pupils who require further support for the multiplication check. Interventions to take place targeting additional support for the multiplication check.</p> <p>Continue to embed the use of well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Continue to monitor the use of metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p> <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Relevant CPD allows staff to be trained so that delivery continues to be consistent.</p>	<p>The EEF Teaching and Learning Toolkit</p> <p>EEF Selecting Interventions Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions</p> <p>To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies</p> <p>Focus on learners’ understanding of the text. Teach a range of techniques that enable pupils to comprehend the meaning of what is written. Ensure additional support in the form of high-quality, structured, targeted interventions to make progress. EEF Effective approaches to support numeracy Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>Improving problem solving Assisting pupils struggling with mathematics. EEF One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk) EEF Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching Assistants delivering Interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 1, 2 and 3</p>
<p>EYFS</p> <p>Well-structured interventions taking place for children who have been identified as needing further support.</p>	<p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p>	<p>Challenge 2</p>

<p>Continue with language interventions for identified children (Time to Talk).</p> <p>Phonics Pupil Premium children identified that need additional support in phonics.</p> <p>Continue to teach phonics twice a day until pupils are on track to achieve the expected standard at the end of year one</p> <p>Closing gaps in prior learning. Use structured interventions for key skills to close identified gaps (small tuition groups).</p> <p>Monitoring of interventions to ensure they are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Continue to target the PP children in year three who didn't achieve the expected standard at the end of KS1 to support them in closing the gap.</p> <p>Identify and target PP children in the current year one and two with quality adaptive teaching, small group and one to one interventions to increase PP attainment at the end of KS1. Monitor progress carefully.</p> <p>Continue to target the children in the current year 5 and 6 who need support to close the gaps.</p>	<p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</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. Specific language interventions to address specific issues with language development and comprehension in place. Interventions continue to be carefully timetabled.</p> <p>Staff trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class - Impact of interventions is rigorously monitored. - Use of pre-teaching vocabulary for targeted support groups. 	<p>EEF guidance report 'Using Teaching Assistants.' EEF Early Literacy EEF KS1 and KS2 Literacy guidance. Nuffield</p> <p>EEF Oral Language Interventions Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	Challenge 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9062

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intent 6 – Attendance</u></p> <p>Reduce the percentage of Pupil Premium Absentees from the previous academic year so that it is at least in line with National.</p> <p>Attendance trip to take place for the class with the best attendance (also for children with 100% attendance).</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker</p>	Challenge 6

<p>Attendance to be shared in weekly assemblies.</p> <p>Staff to receive weekly attendance reports showing the persistent absentees.</p> <p>Attendance reviews to take place regularly between the Principal, family support worker and the EWO.</p> <p>Attendance incentives to be discussed at staff meetings.</p> <p>Weekly collegiate EWO visits.</p> <p>Continue to build on the effective procedures in place for managing absence providing challenge and support for families of pupils who are consistently absent. (Ofsted Priority).</p> <p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>Attendance clinics are established and continue to take place (lead by the EWO and /or Principal and Academy Manager).</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 including high quality teaching and relationships.</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p><u>Intent 7 – Socio Economic Disadvantage</u></p> <p>Continue to further improve the quality of social and emotional learning (SEL). SEL approaches to be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>EEF Social and Emotional learning in school Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEf Behaviour Interventions Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 7</p>
<p><u>Intent 8 – Enrichment</u></p> <p>Pupil Premium children continue to attend enrichment curriculum activities.</p> <p>Enrichment activities to provide skills that will be translated in to improved teaching and learning.</p> <p>Enrichment activities to develop pupil’s self-efficacy, allowing pupils to show greater persistence, interest and performance.</p> <p>Staff continue to 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>EEF evidence research on Life Skills and Enrichment Essential life skills EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research states that enriching education has intrinsic benefits.</p> <p>EEF Evidence is strongest in relation to skills underpinning academic outcomes: - Children’s perception of their ability, their expectations of future success, and the extent to which they value an activity influence their motivation and persistence leading to improved academic outcomes, especially for low-attaining pupils. Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	<p>Challenge 8</p>

<p>Continue to monitor the uptake of pupil premium children engaging in enrichment curriculum activities.</p> <p>Disadvantaged pupils are offered support with funding to attend an enrichment activity if there is a charge attached.</p> <p>Audit and analyse the extra-curricular activities to consider the range, quality and take-up of extra-curricular activities.</p>	<p>EEF Use of Digital Technology guidance EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p><u>Intent 5 – Engaging parents</u></p> <p>Half-termly newsletters</p> <p>Half-termly topic newsletters (from each year group).</p> <p>Parent partnerships re-established to support attendance, behaviour and attitudes.</p> <p>Parents are invited to our weekly celebration assemblies.</p> <p>Parent questionnaires.</p> <p>Support given to parents to promote good homework habits.</p> <p>Promote the Summer Reading Challenge.</p>	<p>EEF guidance report on Parental Engagement. Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on ‘Working with Parents to Support Children’s Learning’ which has practical approaches and insights for communicating and supporting parents.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>Challenge 5</p>
<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>Continue to embed the 5 domains that underpin effective learning, positive behaviour, regular attendance and emotional well-being (self-awareness, self-regulation, motivation, empathy and social skills).</p>	<p>EEF SEL guidance report (+4 months) Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>Challenge 7</p>

Total budgeted cost: £102,882

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 2023 to 2024 academic year.

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

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

- 5 key strategies are in place across the school
- CPD has been delivered to reinforce the 5 EEF key strategies. Observations and teaching reviews show evidence of these being used across the school and good teaching is evident. These 5 strategies support the teaching of SEND. These strategies now need to be embedded this academic year. Teacher feedback supports pupils learning. Staff retention is good. Pupil premium children have full access to the curriculum.

- Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs.
- This year we have introduced Power Maths across the school to support the disadvantaged pupils by ensuring consistent use of concrete resources. Continuous and consistent use of Phonics Bug across EYFS and Key Stage 1.

- Embedding of strategies such as language, metacognition and Social and Emotional Learning across the school.
- There has been a focus on the development of language across the subjects across the school. Progressive document in place across the school. Evidence of the use of metacognition across the school. This needs to be embedded.

- Effective use of diagnostic assessment
- NFER tests introduced from year 1 up to year 6 for the Autumn, Spring and Summer term. Thorough diagnosis of the assessment which is used to plan for improvement and target pupils.

- CPD for teachers who are new to teaching phonics ensures that they have good knowledge of the new validated phonics programme and this impact on improving attainment.
- Continuous CPD on the delivery of phonics ensuring staff are regularly updated on any additions to the validated phonics programme that the school uses. The gap in phonics at the end of EYFS and Key Stage 1 has diminished this academic year. Targeted academic support is embedded and has impacted on reducing the gap.

- Data shows disadvantaged pupils in line with all pupils at the end of EYFS, key stage one and two.
- Disadvantaged pupils at the end of EYFS achieve in line with all pupils, as in Year 1 phonics and Year 2 phonics.
- End of year 2 are not in line with all pupils and this year group will need to be a focus for further interventions.

- 100% of teaching is either good or better as shown through observation and teaching and learning reviews.

Challenge: Addressing and closing the gaps in prior learning in EYFS, Phonics and at the end of KS2 in combined so that disadvantaged pupils are at least in line with all pupils nationally.

Intended Outcome: Addressing the gaps in prior learning, 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.

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

EYFS

At the end of EYFS 67% of the Pupil Premium children achieved the Early Learning Goals (4 out of the 6 PP children).

PHONICS

At the end of Year 1 80% of the Pupil Premium children achieved the national standard in phonics (4 out of the 5 children).

At the end of Year 2 100% of the Pupil Premium children passed the phonics screening.

END OF KEY STAGE 1

At the end of Year 2, 42% of Pupil Premium children achieved the expected standard in reading, 50% in writing and 50% in maths.

YEAR 4 TIMES TABLES

In the timetables test at the end of year 4, 44.4% of PP children scored 20+. This is a decrease on the last academic year when 68% of PP achieved 20+. This will be a focus for this academic year.

77.8% scored 15+. This is slight decrease to the percentage achieving 15+ last year (83%). The overall average was 18.44 which was slightly below that of other pupils in the cohort (20.15). **This is an area of focus for the next academic year.**

END OF KEY STAGE 2.

At the end of KS2, 75% of the Disadvantaged children achieved the expected standard in reading, writing, maths and combined with 75% achieving the standard in GPS. At the end of KS2, 25% of PP children achieved Greater Depth in reading, 38% in writing and 25% in maths. 25% of PP children achieved Greater depth at combined.

- Rigorous diagnostic assessment of pupils' individual needs carried out across the school and curriculum to ensure the teaching addresses the pupils needs.
- NFER tests are now in place across the school. Analysed termly alongside teacher assessment. This supports school planning, curriculum development and addresses pupil needs.

- CPD in EYFS on improving 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.
- 67% of pupil premium children achieved end of expectations in Literacy. The EYFS curriculum continues to be ambitious.

- CPD for teachers who are new to teaching phonics ensures that they have good knowledge of the new validated phonics programme and this impact on improving attainment.
- Continuous CPD on the delivery of phonics ensuring staff are regularly updated on any additions to the validated phonics programme that the school uses. The gap in phonics at the end of EYFS and Key Stage 1 has diminished this academic year. Targeted academic support is embedded and has impacted on reducing the gap.

- 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.
- Governors are well informed of attainment across the school every term and ask challenging questions.

- Deployment and practice of support staff is in line with the recommendations in the EEF document.
- Support staff are actively engaged in supporting the children's learning. Children are now sitting in mixed ability groups with TA's moving between the groups.

- Date for each year group:
 - EYFS – Non-PP pupils outperformed PP pupils
 - Year 1 phonics – PP achieved in line with National and outperformed non-PP pupils
 - Year 2- All PP passed the phonics screening at year 2
 - PP underperformed compared to non-PP in all areas. The gap has widened in all areas.
 - Year 4 multiplication check - PP underperformed compared to non-PP.
 - End of KS2 – Combined – gap has diminishing and also achieved above National.
 - Greater depth – the gap has also diminished.
 - PP outperformed the non-PP pupils in reading, writing and SPaG.

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.

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

- Rigorous, robust assessment, evaluation and monitoring shows that by explicitly teaching language children are making good progress and gaps that were previously difficult to close are diminishing as evidenced by attainment in reading.
- The focus continues to be on the current year 2 and year 5 where attainment for pupil premium is below that of others in the school for national in reading.
- There have been CPD opportunities for staff with regards to language development.
- Subject leads have taken on a collective responsibility to sustain gains made in language across the curriculum subjects
 - Progression document in place for the development of vocabulary across the school.
 - Learning walks, observations and book scans show consistent teaching of vocabulary.
 - Vocabulary is included in all subject leaders plans
 - Leaders attended Collegiate meetings related to the development of vocabulary (different Tiers) within their subjects
- Communication screening is completed for all EYFS children

- Reading attainment is at least in line with national attainment at the end of EYFS and KS2 (75%) and for greater depth in writing (0%) and SPaG at the end of KS1, for disadvantaged pupils.
 - Attainment for pupil premium children in EYFS is in line with all others and national.
 - 0% of Pupil Premium pupils in Year 2 achieved greater depth in writing.
 - 75% of Pupil Premium pupils at the end of Year 6 were in line with national attainment in reading

- Reading Wise isn't used as a programme across the school now but we are using aspects of it to develop our language and use of it in writing.

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

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

- The recommendations set out in the EEF metacognition guidance have been adopted and are being taught explicitly throughout the school
- Evidence of the use of metacognition strategies across the school (modelled/used by teachers). This continues to be embedded. As a result, pupils are developing an awareness of their strengths and weaknesses and the strategies that they use to learn, allowing them to persevere and tackle problems.
- Metacognition strategies are being used by children across all subjects

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.

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

- EEF guidance strategies (Engaging Parents) put into place to support parents to have high expectations for their children, to develop and maintain communication with parents about school activities and schoolwork and to promote the development of reading habits.
- On average, 75% of parents will attend parent's evenings (parents given the option to attend in person or via a video call)
- 6 parents (out of 24) attended the Key Stage 1 SATs information meeting. Information was sent out to all parents.
- 0 parents from Year 1 attended the phonics meeting. Phonics screening information was sent out to all parents.
- 9 parents (out of 21) attended the Key Stage 2 SATs information meeting.
- The % of parents who complete the reading records varies in different classes. Those that don't read regularly at home do read regularly in school.
- Newsletters are sent out each half term with the school's expectations on with regards to reading.
- Pupils in EYFS and Year 1 can access Bug Club Phonics at home which allows them to play phonics games and read books online (matched to their phonic ability).

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.

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

- Attendance figures have improved over the year for all pupils and the number of persistent absentees has dropped
- The % of sessions missed due to absence for our school was 8%. This is above the national average.
- The % of persistent absences for 10% or more for our school was 25.4%. This is above the National average.
- Attendance incentives are embedded
- Attendance trip at the end of the year for the class with the best attendance and any other children who have 10% attendance
- Weekly attendance award (given out in the celebration assembly-parents attend)
- Staff receive weekly attendance reports for their class
- EWO – weekly attendance reviews
- Attendance clinics (EWO/Principal/Family support worker if required)
- Breakfast club (to support punctuality)
- Improved communication with parents
- First call home consistently used

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.

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

- EEF documents (SEL guidance) has been shared with staff and there is starting to be a developing focus on supporting children in the 5 key areas of self-awareness, social awareness, responsible decision making and relationship skills. This will be a key area of focus for the next academic year.
- JIGSAW PSHE/RSE lessons take place in all year groups.
- Links made with RE curriculum.

- Good links with the Mental Health team.
- Family support worker – all embedded.
- Young Minds counsellor works in school with children.

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

Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024).

Spring:

After School Club	No. of PP children attending
Dance (Rec & KS1)	4 (out of 15)
Laser Tag (KS1)	10 (out of 19)
Craft Club (EYFS)	10 (out of 16)
Sign Language	7 (out of 14)
Mini Vinnies (KS2)	11 (out of 22)
PE Sport (KS2)	11 (out of 23)
Recorders/Ukulele (KS2)	3 (out of 8)
Dance (KS2)	9 (out of 21)

Summer :

Club	Number attending	PP	SEND
Sacramental prep	8	4	1
Multi-sports (EYFS/KS1)	22	8	3
Super singers (KS2)	8	4	2
Dance (EYFS/KS1)	20	6	2
Rounders (KS2)	15	6	2
PE Sport (KS2)	20	9	4
Dance (KS2)	18	7	3
Challenge	8	1	1

Autumn:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending
Dance (KS1)	8 (19)	42%
Craft club (EYFS)	0 (19)	0%
PVFC (KS1)	4 (12)	33%
PE (KS2)	12 (24)	50%
Cross country (KS2)	12 (25)	48%
Football (KS2)	4 (14)	29%
Young voices (KS2)	10 (21)	48%
Dance (KS2)	8 (17)	47%

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)
Bug Club Phonics	Pearson
Power Maths	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.