

Pupil premium strategy statement

School overview

Detail	Data
School name	St John the Evangelist Catholic Academy
Number of pupils in school	187 (166 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	32% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£106.868.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£106.868.00

Part A: Pupil premium strategy plan

Statement of intent

THE NEWMAN CATHOLIC COLLEGIATE MISSION

"GROWING TOGETHER FOR LIFE"

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North Staffordshire, part of the Archdiocese of Birmingham, under the patronage of Saint John Henry Newman.

Our priority is to help students to know Jesus Christ, his mission and his Gospel, which forms our way of living.

We commit to work together so that each academy, respecting its own unique character, will offer outstanding Catholic education.

Our shared vision of life respects the uniqueness of all students, supporting their families, engaging them in their communities, and offering them unconditional love, so that they may achieve their potential and live life in its fullness.

To achieve this, across our academies, we will know one another, offering each other encouragement and active support.

Our vision for St 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.

The ultimate objectives for our disadvantaged pupils

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

Key principles of the strategy plan

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

Challenges

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

Challenge number	Detail of challenge
1	Capacity to provide high quality continuous on-going development of the curriculum to ensure that it responds to the needs of all pupils, especially the most vulnerable
2	High quality teacher expertise to support continuous and sustained professional development of all staff including developing a programme of mentoring and coaching
3	Further development of technology to support high quality teaching and learning.
4	Providing high quality continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND
5	Ensuring the interventions that support language development, phonics, reading, literacy and numeracy have a clear impact and are measurable.
6	Further improving the attendance of pupil premium children
7	Support for identified pupils social, emotional and behaviour needs and teachers expertise in teaching such children
8	Engagement of parents in their child's learning
9	Delivering more structured extended schools programme to foster academic benefits linked to the curriculum and led by well trained staff

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
<p>Intended outcome 1 There is continuous on-going CDP for subject leads which leads to continuous development of the school's curriculum provision in all subjects taught within the school which ensures that a well-developed broad and balanced curriculum that prepares learners for the next stages in their education is in place and is taught well.</p>	<p>A curriculum is in place that is regularly evaluated and amended to meet the needs of all The well-developed broad and balanced curriculum ensures learners are prepared for the next stages in their education. pupils. Teachers' knowledge and pedagogical expertise across the curriculum ensures high quality teaching. Selection and investment in high quality curriculum materials impacts on ensuring the quality of teaching is high. High quality teaching across the curriculum improves pupil premium attainment. The use of standardised assessment supports the identification of areas for development.</p>
<p>Intended outcome 2 A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for exploration with the teacher to create positive and sustainable change.</p>	<p>Continuous and sustained professional development on evidence-based classroom approaches. Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practise. Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.</p>
<p>Intended outcome 3 The further use of technology in the classroom supports all children's learning including PP and SEND children</p>	<p>Teachers use technology, informed by effective pedagogy to improve teaching and learning. Technology is used by the teachers to model worked examples. Technology is used by pupils to help them to learn, to practice and to record their learning. Technology is used successfully to support independent learning. Technology is used successfully to support pupils with DEND</p>
<p>Intended outcome 4 There is a continuous on-going and sustainable CPD to support teachers to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Specific approaches to support disadvantaged pupils with SEND are in place including explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology. Refreshing of teachers knowledge of the 5 strategies in the EEF document 'Special Educational Needs in Mainstream) ensures staff are confident in delivering the 5 evidence-based strategies set out to support pupils with SEND. Regular monitoring of SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND. CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and targeted use of technology are in place so that these pupils can access the full curriculum and have the appropriate level of challenge. Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis identify and children who may be falling behind so that interventions are implemented and their progress carefully tracked.. Monitoring of the use of cognitive and metacognitive strategies used in the classroom 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>Intended outcome 5 Focused teaching sessions, led by experienced staff, are in place for identified children.</p>	<p>Interventions are carefully linked to classroom teaching and matched to specific needs. Pupils access to the full curriculum is not inhibited through the use of interventions. Effective interventions to support literacy and numeracy impact on raising standards in identified children. Interventions support the teaching and learning of language development and literacy and numeracy skills. Interventions are delivered either one-to-one, as a group or within the class setting.</p>
<p>Intended outcome 6 The attendance of pupil premium children, including those that are persistently absent, is above the national average for Pupil Premium children.</p>	<p>A wide range of approaches to improve attendance are in place. Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.</p>
<p>Intended outcome 7 All teachers and support staff support the social and emotional</p>	<p>Whole class approaches as well as targeted interventions are in place. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships.</p>

learning (SEL) of children so that they acquire social and emotional skills.	Monitoring of these approaches and the impact is in place. Family support worker and other agencies heavily involved with the development of social and emotional support.
Intended outcome 8 Parental engagement has a large and positive impact on children's learning.	A range of practical approaches to support parental engagement are in place. Improved levels of parental engagement support improved academic outcomes.
Intended outcome 9 The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.	The benefits of extracurricular activities are promoted to parents who understand that they can have a positive impact on academic outcomes in other areas of the curriculum Monitoring engagement in extra-curricular activities increases engagement in learning and is translated into improved teaching and learning. Targeted after school programme of tuition, homework and summer school programmes are in place. Extra-curriculum activities are seen by all staff, children and parents as an important part of the schools education and increase engagement in learning.

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 :£58,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intended Outcome 1:</u></p> <p><i>There is continuous on-going CPD for subject leads which leads to continuous development of the school's curriculum provision in all subjects taught within the school which ensures that a well-developed broad and balanced curriculum that prepares learners for the next stages in their education is in place and is taught well.</i></p> <p>Activities: Focus on teachers' knowledge and expertise in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>Provide continuous and sustained development to support the delivery of DfE validated phonics programme Phonics Bug Club.</p> <p>Build teachers knowledge and pedagogical expertise in the teaching of reading, ensuring that accuracy through decoding, automaticity and prosody are taught effectively to all children.</p> <p>Focus on building teachers' knowledge and pedagogical expertise in the teaching of Ten Town in the Nursery, Maths Mastery in Reception, Year 1 and Year 2 and Power Maths from Reception through to Year 6.</p> <p>Ensure effective implementation of the school's curriculum across all key stages, including the new art programme, Access Art.</p> <p>Professional development opportunities such as NPQH, NPQEL, NOQ Well-Being accessed by teachers.</p> <p>Evaluate the effectiveness of the CPD provided and its impact on teaching and learning.</p>	<p>The EEF's guidance reports. Guidance reports EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Toolkit: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p> <p>Effective Professional Development</p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p>Great Teaching toolkit</p> <p>Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p>	1

<p><u>Intended Outcome 2:</u> <i>A programme of coaching is in place and this is a collaborative process supported by the coach who creates a safe space for exploration with the teacher to create positive and sustainable change.</i></p> <p><u>Activities:</u> The core components for the effective delivery of a coaching programme are identified.</p> <p>Implement a coaching programme for the delivery of Power Maths and RE using the core components.</p> <p>Implement a coaching programme for the delivery of Phonics and Reading using the core components.</p> <p>The core components for the effective delivery of a mentoring programme are identified.</p> <p>Mentoring by subject leaders in all other subjects for identified staff is in place using the core components.</p> <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning</p>	<p>Mentoring and coaching of teachers.pdf</p> <p>Effective Professional Development</p> <p>Power Maths/Maths Mastery Improving Maths in the Early Years and Key Stage 1</p> <p>Improving Maths in Key Stage 2 and Key Stage 3</p> <p>Bug Club Phonics Phonics</p> <p>Bug Club Reading Reading Fluency</p>	<p>2, 5</p>
<p><u>Intended Outcome 3:</u> <i>The further use of technology in the classroom supports all children's learning including PP and SEND children</i></p> <p><u>Activities:</u> CPD training by the subject leader in the use of technology to support learning so that teachers use technology, informed by effective pedagogy to improve teaching and learning.</p> <p>Monitor the use of technology and how it is being used, checking that all learners have the skills required to use technology effectively to allow all to become successful learners.</p> <p>Teachers to use technology to support retrieval and increase the retention of key ideas and knowledge.</p> <p>In order to improve learning, technology is used in a way that is informed by effective pedagogy.</p> <p>Evaluate the effectiveness of the training provided and its impact on the use of technology in teaching and learning to support the Pupil Premium children with SEND.</p>	<p>Using digital technology to improve learning</p>	<p>3</p>
<p><u>Intended Outcome 4:</u> <i>There is a continuous on-going and sustainable CPD for teachers which improves the teaching and learning provision set out for all children.</i></p> <p><u>Activities:</u> Refresh teachers' knowledge of the 5 strategies in the EEF document 'Special Educational Needs in Mainstream).</p> <p>Monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding,</p>	<p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral</p>	<p>4, 5</p>

<p>flexible grouping and targeted use of technology so that they can access the curriculum and have the appropriate level of challenge.</p> <p>Targeted Pupil Progress meetings for PP children with a member of SMT on a termly basis to identify and children who may be falling behind and to carefully track their progress.</p> <p>Monitor the use of cognitive and metacognitive strategies with the PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence.</p>	<p>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.</p> <p>Reading comprehension strategies</p> <p>Mathematics 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>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intended Outcome 5:</i> <i>Focused teaching sessions, led by experienced staff, are in place for identified children.</i></p> <p>Activities: Targeted academic support to assist language development, literacy and/numeracy are carefully linked to classroom teaching and matched to specific needs</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. Interventions continue to be carefully timetabled.</p> <p>Staff trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - 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>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>Monitoring to ensure interventions support the teaching and learning of language development and literacy and numeracy skills</p> <p>Monitoring of interventions that are delivered either one-to-one, as a group or within the class setting.</p>	<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> <p>EEF Early Years Guidance Report</p> <p>Early Year Interventions</p> <p>Validated Systematic Synthetic Programme</p> <p>EEF reports for: Early Literacy - preparing for Literacy Improving maths in EYFS and KS1 Use of Teaching Assistants</p> <p>EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p>	5

<p>Gaps in learning interventions:</p> <p>EYFS - Well-structured interventions taking place for children who have been identified as needing further support.</p> <p>Use structured interventions for key skills to close identified gaps (small tuition groups).</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 in phonics at the end of KS1 to support them in closing the gap using the DfE validated Bug Club phonics scheme.</p> <p>Identify and target PP children in the current year one and two with quality adaptive teaching, small group and one to one interventions to increase PP attainment in phonics at the end of Year 1 and KS1. Monitor progress carefully. Continue to teach phonics twice a day until pupils are on track to achieve the expected standard at the end of year one.</p> <p>Continue to target the children in the current year 4 and 6 who need support to close the gaps.</p> <p>Interventions to support disadvantage pupils with SEND that are closely linked to excellent classroom teaching are in place.</p> <p>Evaluate the effectiveness of the interventions and report to leaders and governors.</p>	<p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Selecting Interventions Selecting Interventions (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>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Maximising the Impact of Teaching Assistants - trial 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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intended Outcome 6 :</i> <i>The attendance of pupil premium children, including those that are persistently absent is above the national average for Pupil Premium children.</i></p> <p>Activities: Reduce the percentage of Pupil Premium Absentees from the previous academic year so that it is at least in line with National by using a range of approaches to improve school attendance such as:</p> <p>Further develop parental communication approached and targeted parent intervention</p> <p>Attendance trip to take place for the class with the best attendance (also for children with 100% attendance).</p> <p>Attendance to be shared in weekly assemblies.</p>	<p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Working with parents to support children's learning</p>	6

<p>Staff to receive weekly attendance reports showing the persistent absentees.</p> <p>Weekly collegiate EWO visits. 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>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). 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>First call home consistently used.</p>		
<p><i>Intended Outcome 7:</i> <i>All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire social and emotional skills.</i></p> <p><u>Activities:</u> Refresh training for staff on SEL strategies.</p> <p>Implementation of SEL strategies in EYFS to improve emotional and/or attitudinal outcomes.</p> <p>Whole class approaches as well as targeted interventions are used to develop social and emotional skills and these are monitored carefully.</p> <p>Continue to further improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches to be embedded into routine educational practices this includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships.</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>	7

<p><i>Intended Outcome 8:</i> <i>Parental engagement has a large and positive impact on children's learning.</i></p> <p>Activities: Further develop the use of practical approaches to Support parental engagement such as:</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. 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. Working with parents to support children's learning</p>	8
<p><i>Intended Outcome 9 :</i> <i>The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.</i></p> <p>Activities: Pupil Premium children continue to attend enrichment curriculum activities.</p> <p>Parents are made aware of the benefits of extracurricular activities which are regularly promoted so that they understand that they can have a positive impact on academic outcomes in other areas of the curriculum</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>A wide variety of activities are available including non-academic subjects.</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>Extending school time</p> <p>Homework</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>Summer Schools</p>	9

<p>Develop a targeted after schools programme of tuition, homework and summer school which are linked to the curriculum and are led by qualified and well trained staff.</p> <p>Evaluate the impact of the extracurricular activities and the extended school provision on improving pupil engagement (extracurricular activities) and academic outcomes (extended school</p>		
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Total budgeted cost: £106.868.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 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

Outcomes at end of academic year 2023-2024

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

- Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs.
- Power Maths continues to be embedded across the school to support the disadvantaged pupils by ensuring consistent use of concrete resources. Continuous and consistent use of Phonics Bug across EYFS and Key Stage 1. Further professional development has been completed by staff in the effective use of Power Maths and Phonics Bug. Observations across the school show concrete resources being used effectively. Continue to embed across the school.

- 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. Continue to embed.

- Effective use of diagnostic assessment
- NFER tests used from Year 2 up to Year 6 for the Autumn, Spring and Summer term. Thorough diagnosis of the assessment which is used to plan for improvement and target pupils.

- 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.

- Data shows a gap between disadvantaged pupils and all pupils at the end of EYFS, and in phonics at the end of key stage 1. However, by the end of Key stage 1, PP children are in line with National in reading.

- 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.

Outcomes at end of academic year 2023-2024

EYFS

At the end of EYFS 33% of the Pupil Premium children achieved the Early Learning Goals (2 out of the 6 PP children) due to communication and language needs.

PHONICS

At the end of Year 1 44% of the Pupil Premium children achieved the national standard in phonics (4 out of the 9 children) due to the 5 new children who started school in Year 1 who had no previous education.

At the end of Year 2 86% of the Pupil Premium children passed the phonics screening.

END OF KEY STAGE 1

At the end of Year 2, 71% of Pupil Premium children achieved the expected standard in reading, 71% in writing and 86% in maths.

YEAR 4 TIMES TABLES

In the timetables test at the end of year 4, PP children scored an average of 19.6. 56% of PP children scored 20+. This is an increase on the last academic year when 44.4% of PP achieved 20+.

89% scored 15+. This is an increase to the percentage achieving 15+ last year (77.8%). The overall average was an increase from the previous year.

END OF KEY STAGE 2.

At the end of KS2, 50% of the Disadvantaged children achieved the expected standard in reading, writing and maths combined with 64% achieving the standard in GPS. At the end of KS2, 7% of PP children achieved Greater Depth in reading, writing and maths combined.

PP achieved the following: Reading – 64%, writing – 71%, maths – 57%

Greater depth – reading – 14%, writing – 7%, maths – 14%

- Rigorous diagnostic assessment of pupils' individual needs has been carried out across the school and curriculum to ensure the teaching addresses the pupils needs.
- NFER tests are in place across the school. Analysed termly alongside teacher assessment. This supports school planning, curriculum development and addresses pupil needs.
- CPD for teachers who are new to teaching phonics ensures that they have good knowledge of the validated phonics programme and the impact on improving attainment.
- Continuous CPD on the delivery of phonics has ensured staff are regularly updated on any additions to the validated phonics programme that the school uses. Targeted academic support is embedded.
- 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.

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 at end of academic year 2023-2024

Rigorous, robust assessment, evaluation and monitoring shows that by explicitly teaching language children continue to make good progress and gaps that were previously difficult to close are diminishing as evidenced by attainment in reading at the end of Key Stage 1.

- The focus continues to be on the current year 1, 2, 4 and year 6 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

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

Outcomes at end of academic year 2023-2024

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). 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.

Outcomes at end of academic year 2023-2024

- 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.
- Due to the change in the format of parents evening, there was an increase in the % of parent attending.
- 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 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.

Outcomes at end of academic year 2023-2024

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 7.2%. This is an improvement from the previous year.
- The % of persistent absences for 10% or more for our school was 21.3%. This is an improvement from the previous year.
 - 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 100% 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.

Outcomes at end of academic year 2023-2024

- EEF documents (SEL guidance) has been shared with staff.
- 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

Outcomes at end of academic year 2023-2024 (Outcomes to be achieved and sustainable by 2024).

Autumn:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending
Dance (KS1)	6 (20)	30%
PVFC Gymnastics (Year 1/2)	6 (15)	40%
PE (KS2)	7 (20)	35%
Recorders	1 (3)	33%
Sacramental Prep	3 (9)	33%

Young voices (KS2)	11 (23)	48%
Dance (KS2)	7 (15)	47%

Spring:

Club	No. of PP ch attending (number of ch attending in total)	% PP attending
Dance (Rec/KS1)	8 (19)	26%
PVFC Gymnastics (Year 1/2)	5 (16)	31 %
PE (KS2)	8(22)	36 %
Science (Rec)	1 (6)	17 %
Holy Communion	1 (4)	25 %
Choir (KS2)	4 (11)	36 %
Dance (KS2)	11 (22)	50 %
Story & draw (Rec/Yr1)	4 (12)	33 %
Strategy games	3 (9)	33 %
Sign language	8 (18)	44 %

Summer :

Club	No. of PP ch attending (number of ch attending in total)	% PP attending
Dance (Rec/KS1)	6 (21)	
PVFC Gymnastics (Year 1/2)	4 (13)	
Athletics (KS2)	8 (21)	
Dance (KS2)	11(21)	
Choir (KS2)	5 (12)	
Eco Club	3 (14)	

Externally provided programmes

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

Programme	Provider
Power Maths	Pearson
Maths Mastery	Painsley Hub (part of the North Midlands Hub)
Bug Club Phonics	Pearson
Bug Club Reading	Pearson
Access Art	UK Visual Arts Education Organisation
PSHE jigsaw	British Educational Suppliers Association
Ten Town	Ten Town
Ten:Ten	Ten Ten Resources

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.