

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Peter's Catholic Academy
Number of pupils in school	209 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	37% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dianne Mason
Pupil premium lead	Victoria Belford
Governor / Trustee lead	Ahsan Uddin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940
Recovery premium funding allocation this academic year	£9860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Funding	£8235 (including top up)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,035

# 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 Peter’s Catholic Academy is summed up in the words-

The school welcomes the focus upon ‘raising the achievement of disadvantaged children’ as part of its commitment to ensuring that all of its pupil premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

#### **The schools ultimate objectives for disadvantaged pupils.**

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

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

##### *Key principles of the strategy plan*

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

## Challenges

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

Challenge number	Detail of challenge
1	Maintaining effective, excellent teaching in all year groups consistently across the school including recruiting, retention and CPD (including for maternity cover).
2	Addressing and closing the gaps in prior learning in EYFS and at the end of KS2 in reading, writing and maths so that disadvantaged pupils are at least in line with all pupils nationally.
3	Address the deficit in language development / comprehension between disadvantaged pupils and others and close the gap.
4	Difficulties with Metacognition, self-regulation and self-regulated learning are evident since returning fully to school and some children have become over reliant on adult support due to periods of lockdown over the past 18 months.
5	Engaging parents in their children's learning and promoting the development of reading habits.
6	Attendance for Pupil Premium children including the Persistent Absence of disadvantaged children to be at least in line with national.
7	The socio economic disadvantages of the pupil premium children accessing appropriate resources and enrichment activities impacts on attainment.
8	Increasing the numbers of disadvantaged children who attend enrichment activities 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 on retention of staff. Highly effective and meaningful engagement is in place to ensure recruitment of staff, including maternity cover, ensures that teaching continues to consistently build and develop over time.	<p>Good effective teaching across the school is evident through learning walks, deep dives</p> <p>Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs.</p> <p>Effective implementation, particularly in the preparation stage of key development strategies such as language, metacognition and Social and Emotional Learning.</p> <p>Effective use of research particularly for diagnostic assessment, improving maths in EYFS and KS1, preparing for literacy and literacy in KS1 and KS2</p> <p>A focus on teacher feedback further improves pupil learning and continues to address misconceptions swiftly.</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 new staff retention including CPD for the new EYFS framework and the new validated systematic, synthetic phonics programme.</p> <p>Metacognition strategies that help pupils to work independently with success are in place.</p> <p>Use of research to support the teaching of SEN in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes.</p>
<p>2 . Addressing the gaps in prior learning improves attainment for disadvantaged children at the end of EYFS, KS1 and end of KS2 and is at least in line with the government expectations 2023.</p> <p>Ensure maintain and improve progress made.</p>	<p>Rigorous diagnostic assessment of pupils' individual needs carried out across the school and curriculum to ensure the teaching addresses the pupils needs. All class teachers have secure knowledge of the needs of their children and gaps that need to be closed.</p> <p>CPD in EYFS on improving maths and early literacy and the impact of the new curriculum in EYFS on what Pupil Premium children know and can remember is improved and impacting on an improvement in progress.</p> <p>CPD ensures that teachers have good knowledge of the new validated phonics programme and this impact on improving attainment.</p> <p>The EYFS curriculum is evidence based and is ambitious and designed to enable the disadvantaged to be ready for the next stage in learning.</p> <p>The systematic synthetic Phonics programme, CPD and the leaders provide effective support for the further development of phonics throughout the year.</p> <p>There is a sharp focus on the teaching of phonics in EYFS and as a result the gap between disadvantaged children and others at the end of EYFS diminishes.</p> <p>Governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are made.</p> <p>Effective remote learning is in place for if or when it is needed for individual pupils and to support learning.</p> <p>Endowment Foundation (EEF) research and the effectiveness of remote teaching is used to ensure the effectiveness of live classroom teaching in all classes.</p>

	<p>Deployment and practice of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants research evidence and rigorous evaluation of interventions, including the use of the National Tutoring Programme shows impact on diminishing gaps.</p> <p>Subject leaders share a collective responsibility to ensure Disciplinary Literacy in all subjects is impacting on children’s achievement.</p> <p>Targeted academic support is embedded across the school.</p> <p>Teacher feedback improves 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 articulacy and demonstrate effective teaching and scaffolding of language.</p> <p>A clear implementation plan, shared with key stakeholders, senior leaders and Governors leads to the school achieving well. The activities set out in the plan and all key strategies for improvement will have been successfully implemented across the curriculum and the school.</p> <p>High quality management of planning, resourcing, delivery, monitoring and refinement of the implementation process by key leaders in the school ensures that language is consistently, explicitly taught through the school in all subjects and impacts on improving learning.</p> <p>Rigorous, robust assessment, evaluation and monitoring shows that by explicitly teaching language children make good progress and gaps that were previously difficult to close are diminishing as evidenced by attainment in reading.</p> <p>High quality teaching and learning by all leaders and staff shows evidence of implementation of EEF guidance and recommendations.</p> <p>CPD opportunities lead to staff becoming experts with regards to language development and the needs of individual pupils.</p> <p>CPD opportunities completed by all staff and evident in the delivery of language programmes (Word Aware, Time to Talk).</p> <p>Rigorous assessment and evaluation shows a positive impact on the implementation of language programmes such as Time to Talk and Talk Boost and word aware to aid language development and progress across the EYFS.</p>

	<p>High quality, consistent delivery of the language programmes ‘Word Aware’ across the school show an enhancement to the teaching of vocabulary.</p> <p>Evidence of the use of further research based resources to develop oral communication and language.</p> <p>Evidence in planning, book scans and lesson visits/monitoring show that teachers plan, teach and deliver specific vocabulary across the curriculum and pupil interviews show an increase in the use and extent of their vocabulary</p> <p>Staff have a clear understanding of the language expectations and outcomes to be achieved for each year group.</p> <p>Monitoring and evaluation shows the consistence of language development threaded through all subjects.</p> <p>Language development and acquisition in all subject areas is clear and all subject leaders take a shared collective responsibility for this.</p> <p>Further develop reading by focussing on the stage between decoding and comprehension. Reading attainment is at least in line with national attainment at the end of EYFS, KS1 and KS2 for disadvantaged pupils.</p>
<p>4. Successfully implementing the teaching of metacognitive strategies to pupils impacts on improving self-regulated learning skills across the curriculum enabling children to work more independently</p>	<p>The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school</p> <p>Sufficient time is devoted to CPD, to enable all staff develop knowledge and understanding of metacognition through high quality professional development and resources.</p> <p>All teachers develop their use of metacognitive strategies throughout the year and use the strategies and tools to develop pupils’ self-regulated learning skills. As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn.</p> <p>Evaluation of the teaching of metacognitive skills impacts on the pupils’ development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies.</p> <p>The seven recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school:</p> <ol style="list-style-type: none"> <li>1) CPD</li> <li>2) Explicit teaching of metacognition strategies</li> <li>3) Modelling and scaffolding</li> <li>4) Setting challenge</li> <li>5) Promoting metacognition through talk in the classroom</li> <li>6) Explicit teaching of organisation and independence</li> <li>7) Developing Leadership</li> </ol>

	<p>Monitoring and assessment of pupils shows an improvement in the use of metacognitive strategies to improve self-regulated learning skills across the curriculum and as a result, children are working more independently and achieving well.</p>
<p>5. Improved engagement of parents in their children's learning especially in developing their engagement in the development of reading supports the schools drive to raise attainment.</p>	<p>The aims and current approaches focussing on 3 areas using the EEF guidance report are reviewed and strategies put in place to:</p> <ul style="list-style-type: none"> <li>- support parents to have high academic expectations for their children;</li> <li>- develop and maintain communication with parents about school activities and schoolwork</li> <li>- promote the development of reading habits.</li> </ul> <p>Positive relationship with parents supports home engagement with children's learning and dispels any potential unconscious bias.</p>
<p>6. Attendance of Pupil Premium children including the Persistent Absence of disadvantaged children is at least in line with national.</p>	<p>EWO works closely with the school to ensure:-</p> <p>Persistent absence for disadvantaged pupils is below national absence for this group.</p> <p>Strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships are used.</p>
<p>7. Difficulties with social and emotional learning are addressed and strategies to address socio-economic disadvantage are used by all teachers so that all pupils have access to the necessary resources and Cultural Capital experiences.</p>	<p>Social and emotional aspects of learning are supported using recommendations set out in the EEF Social and Emotional Learning guidance i.e. five key areas of self-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills.</p> <p>Teachers are continually supported with high quality CPD to develop SEL approaches and these are rigorously evaluated to ensure a positive impact on children. As a result, the 5 core skills of SEL have been embedded across the school and are referred to throughout the day.</p> <p>Any issues with resilience are addressed ensuring disadvantaged pupils achieve success to improve motivation.</p> <p>Physical health is a priority and strategies to improve the physical health of disadvantaged pupils are used and are successful</p> <p>The social and emotional and mental health of pupils is prioritised in all year groups</p> <p>Pupil premium children have the appropriate resources and access to enrichment to meet their needs, interests and aspirations.</p>
<p>8. The numbers of disadvantaged children who attend enrichment activities after school to enrich the curriculum is increased</p>	<p>Pupil Premium children are targeted to attend extra-curricular activities.</p> <p>A wide variety of activities are available including non-academic subjects.</p> <p>Monitoring and analysis of the uptake of pupil premium children engaging in extra-curricular activities shows that the numbers have increased.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2023-24) to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 1: Effective Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on retention of staff. Highly effective and meaningful engagement is in place to ensure recruitment of staff, including maternity cover, ensures that teaching continues to consistently build and develop over time.</p> <p>Continue to use the EEF guidance to support planning for the academic year 2023-24.</p> <p>Sustain the tiered model that focuses upon high quality teaching, targeted academic support and wider strategies to aid school improvement planning efforts</p> <p>CPD for identified staff to ensure expert teaching. Use strategies such as explicit instruction, adaptive teaching, flexible grouping and cognitive and metacognitive strategies.</p> <p>Sustain our broad, balanced and engaging curriculum across the school to enhance children’s knowledge and skills using the tiered approach. Continue engaging with CCGD meetings to ensure that the curriculum is continually evolving and up to date.</p> <p>Sustain teacher subject knowledge across the curriculum, where needed, to enhance quality first teaching.</p>	<p>EEF Guide to Supporting School Planning - research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all. <a href="#">EEF guidance report</a></p> <p>Evidence Based Education’s Great Teaching Toolkit to improve teacher effectiveness. <a href="#">Toolkit</a></p> <p>Cognitive science approaches The EEF ‘Cognitive Science Approaches in the Classroom’ <a href="#">Cognitive science approaches The EEF</a></p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other’s progress, progress can be improved up to 5 months. <a href="#">Improving maths</a> and <a href="#">Mathematics</a></p>	<p>1, 2, 3, 4</p>



<p>Continue to evolve the teaching of Maths Mastery across the school leading to an improvement in the progress of Maths through the use of Power Maths. Embark on the mastering number programme in KS2 and begin to embed Mastering number for Reception and KS1</p> <p>Sustain 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. Introduce the place value of punctuation and explicit teaching of irregular verbs across the school.</p> <p>Continue to embed the use of formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery. (NFER)</p> <p>Embed the phonics scheme and research, invest and implement the teaching of reading fluency across the school</p> <p>Ensure opportunities for profession development of ECT's is clearly planned throughout the year.</p> <p>Provide opportunities for to staff to enrol on NPQ's programmes</p> <p>Continue to sustain a culture whereby professional development is valued and prioritised</p>	<p>EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can support the development of communication and language. Communication and language provide the foundations for learning and thinking and underpin the development</p> <p><a href="#">communication and language approaches</a></p> <p>DFE phonics validated programme: Read, Write, Inc Validated Systematic Synthetic Programme (+4) Validated phonics scheme. Evidence shows fidelity to a well-structured and systematic phonics scheme is the best, and fastest way of teaching children to decode. <a href="#">EEF Reading fluency blog</a></p>	
<p><b>2. EYFS gaps (intent 2)</b></p> <p>EYFS Leader sustains a curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do. The current baseline is ??? With the target of children being in line with national.</p> <p>Use of the seven practical evidence-based recommendations in the guidance to provide every child – but particularly those from disadvantaged homes – with a high quality and</p>	<p>EEF Early Years Guidance Report  Early Years Framework  Updated Development Matters  Early years evaluation  Early Year Interventions (+5)  EEF guidance-Preparing for Literacy (+4)  <a href="#">Early years toolkit</a>  <a href="#">EEF early years update</a>  <a href="#">EEf Preparing for literacy</a></p>	<p>Challenge 2</p>

<p>well-rounded grounding in early literacy, language and communication.</p> <p>Embed systematic synthetic phonics programme, Monitor impact throughout the year. (purchase of bug club to ensure progressive curriculum). Research and implement reading for fluency.</p> <p>Professional development is used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Reinforce mathematical vocabulary and develop the use of STEM sentences.</p> <p>Embed the use of the mastering number approach in mathematics and the use of rekenrek.</p> <p>Embed the use of self-regulation and metacognitive skills which are linked to successful learning in early mathematics</p> <p>Mentoring of teaching and learning in EYFS Monitoring and tracking ongoing assessment to identify children who need specific intervention to close the gap with an emphasis on PP</p> <p><b>CLOSING GAPS YEARS 1-6</b> Use diagnostics assessment to identify gaps and pupils needs</p> <p>Support expert teaching by developing and sharing teaching strategies such as instruction, adaptive teaching, flexible grouping, cognitive and metacognition strategies</p> <p>A focus on the attainment and progress of Pupil Premium children in reading and maths in the current year 6 so that they achieve at least in line with national PP.</p>	<p>Working with parents to support children's learning (+5)<a href="#">EEf parental engagement</a></p> <p>Validated Systematic Synthetic Phonics Programme (+4) EEF guidance- Improving mathematics in Early Years using the 5 recommendations. (+6)</p> <p>EEF Metacognition (7+) <a href="#">EEF Metacognition and self-regulation guidance</a></p> <p>EEF – Closing the Attainment Gap <a href="#">Key lessons learnt</a></p> <p>EEF Teacher feedback to improve learning (6+) <a href="#">EEF feedback guidance</a></p> <p>EEF guidance report- Special Educational Needs in Mainstream <a href="#">EEF guidance</a></p>	
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<p>A focus on the attainment and progress of Pupil Premium children in Reading and maths in the current year 3 so that by the end of year 6 at we are meeting at least national</p> <p>Continue to develop the teaching of times tables across the school to improve the outcomes of disadvantaged children in the MTC in year 4</p> <p>A focus on the Pupil Premium in writing in the current year 4.</p> <p>A focus on the Pupil Premium in maths and writing in the current year 5.</p> <p>A focus on the Pupil Premium in all curriculum areas in the current year 1.</p> <p>Implement a spelling programme across the school. (Emilie)</p> <p>Continue to imbed the handwriting scheme across the school (letter join)</p> <p>Support the implementation of ‘Power Maths’ and monitor the teaching and learning in maths and its impact on children’s knowledge and understanding. Ensure challenge is provided and children are given the opportunity to reflect.</p> <p>Rigorous assessment using standardised and subject specific assessments. (NFER)</p>	<p><a href="#">.EEF guidance improving maths in Early years and KS1</a></p> <p><a href="#">EEF guidance improving maths in KS2 and KS3</a></p> <p>DFE recommended maths programme Power Maths. Use of Concrete Resources. EEF maths mastery guidance report <a href="#">Mastery learning</a></p> <p>NFER tests and standardised scores.</p>	
<p><b>Intent 3: Development of language</b></p> <p>Identify using diagnostic tools to indicate areas for development in language with individual pupils or across classes and year groups. Some methods in the diagnostic tools</p>	<p>EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can</p>	<p>Challenge 3</p>

<p>guide help teachers isolate the specific misconceptions pupils might hold.</p> <p>Embed the progressive vocabulary curriculum across all subject areas across the school including STEM sentences.</p> <p>Ensure that all staff are secure with the language expectations for each year group and understand the outcomes to be achieved.</p> <p>All relevant staff receive training, which includes follow up opportunities, to deliver the teaching of vocabulary in all areas across the school and provide effective feedback (ECTs)</p> <p>Leaders monitor progress in vocabulary to ensure that all children, regardless of background and ability, have exposure to high quality language and vocabulary.</p> <p>Rigorous assessment using standardised and subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. (time to talk, soundpots, rapid reading, time to listen, time to talk more, early talk, talk boost, spirals)</p> <p>Impact of interventions is rigorously monitored.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>	<p>support the development of communication and language.</p> <p>Communication and language provide the foundations for learning and thinking and underpin the development <a href="#">Oral language interventions</a></p> <p><a href="#">EEF Preparing for Literacy Guidance Report. (+4)</a></p> <p><a href="#">EEF improving literacy in KS1</a></p> <p><a href="#">EEF KS2 Literacy Guidance Report</a></p> <p><a href="#">EEF parental engagement guidance</a></p> <p><a href="#">EEF Teacher feedback to improve Learning</a></p>	
<p><b>Address metacognition needs across the curriculum</b></p> <p>Continue to develop a whole school approach to promote metacognitive talk and pupils' knowledge of self as a learner, from early years to Y6</p> <p>Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate learning are consistently explicitly taught to pupils.</p>	<p><a href="#">EEF guidance report on metacognition (+7)</a></p>	<p>Challenge 4</p>

<p>Strategies that help children to work independently with success are embedded across the school and curriculum.</p> <p>Teachers 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 is seen in the classroom and across the curriculum.</p> <p>Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 50,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 1, 2, 3, 4</p> <p>Continued improvement of SEND provision for those pupils that are Pupil Premium and SEND. Specific approaches to support these pupils to include explicit instruction, cognitive and metacognitive strategies, scaffolding (including pre teaching) flexible grouping, and the targeted use of technology.</p> <p>Targeted academic tutoring for identified children.</p> <p>Revisit prior learning at the beginning of each lesson.</p> <p>Strategic deployment of TAs to ensure priority pupils are supported ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Provide opportunities for professional development of TA's across the curriculum</p> <p>Peer tutoring in place across the curriculum through the use of seating plans</p>	<p><a href="#">EEF guidance report- SEND in Mainstream Education</a></p> <p>Interventions are carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p><a href="#">Teaching assistance interventions toolkit</a></p> <p>EEF guidance report on <a href="#">'Making the Best Use of Teaching Assistants'</a> includes 6 recommendations, including adopting evidence-based interventions to support</p>	<p>Challenge 1, 2, 3, 4</p>

<p>Ensure interventions and targets support is in place for children who take extended leave to narrow gaps in learning.</p> <p>Continue to provide and plan for interventions to support language development, literacy and numeracy ensuring they are rigorously monitored.</p> <p>Targeted support in Y1 for children who did not achieve GLD</p>	<p>small group and one to one instruction.</p> <p>- EEF Toolkit has a strand on teaching assistant interventions.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7799

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 6 – Attendance</p> <p>PP children have an attendance of at least 95%</p> <p>Collegiate EWO regular visits.</p> <p>Attendance clinics established and lead by the EWO and /or Principal and Academy Manager.</p> <p>Carefully monitor attendance and punctuality for PP children so that it is at least in line with national attendance</p> <p>Academy manager to promote good attendance throughout the school.</p> <p>Weekly monitoring of attendance embedded and on the agenda of a SLT meeting to identify children at risk of poor attendance / punctuality</p> <p>Improve communication with parents.</p> <p>First call home consistently used.</p> <p>Attendance rewards- class and individual.</p> <p>Red, amber, green letters home to all pupils.</p> <p>Use some strategies set out in EEF working with parents guidance.</p> <p>Leaders and class teachers use studybugs to track PP children</p>	<p>EEF guidance report on <a href="#">‘Working with Parents to Support Children’s Learning’</a> includes a focus on offering more intensive support, which can include approaches to support 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>Challenge 6</p>

<p><b>Intent 7: Address social and emotional difficulties in learning by:</b></p> <p>Continue to develop and embed a plan to ensure SEL skills are taught explicitly across the school, both in dedicated time and in everyday teaching. Emotional vocabulary is progressive across the school.</p> <p>Stretch and smile sessions are planned for all classes to support the teaching of self-calming strategies and positive self-talk.</p> <p>Embed SEL teaching across a range of subject areas: literacy, history, drama and PE.</p> <p>All staff have been supported to develop SEL approaches and these are rigorously evaluated for impact on children.</p>	<p>Use the recommendations in the <a href="#">EEF social and emotional learning toolkit</a></p> <p><a href="#">EEF guidance SEL</a></p> <p>EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p>	<p>Challenge 7</p>
<p><b>Intent 8: Enrichment</b></p> <p>Audit and analyse the extra-curricular activities to consider the range, quality and take-up of extracurricular provision. Sustain the current provision and take up of extra curriculum activities.</p> <p>Systems in place to encourage positive engagement in school life .</p> <p>Class teachers/subject leaders/ SLT to gather feedback and reviews to evaluate how valuable the opportunities are for Pupil Premium children to enhance the curriculum and learners’ character</p>	<p>Enrichment opportunities can impact on attainment.</p> <p>Allocating time to enrichment activities motivates pupils who have difficulty viewing aspects of the curriculum as relevant to their needs.</p>	<p>Challenge 8</p>
<p><b>Intent 5: Parents</b></p> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning are a focus for the school.</p> <p>Timetable for parent workshops developed to encourage read, share a story session, mastering number, rhyme time (EYFS)national story telling week, mental health week and World book day. Inspire workshops also timetabled across the school</p>	<p><a href="#">EEF Engagement with parents guidance (+3 months)</a></p>	<p>Challenge 5</p>

**Total budgeted cost: £107,175**

## 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 2022 to 2023 academic year.

#### Intended Outcome

Intent 1 Effective teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on continually improving teaching and attainment of pupils Progress towards intended outcome at end of academic year 2023 (Outcomes to be achieved and sustainable by 2024)

Further training in maths mastery has been a focus for the academic year with the maths hub on sustaining the mastery approach. Training has also taken place for staff in reception and KS1 on teaching the mastering number programme. CPD in maths will continue to be a focus as Power Maths is implemented across the school.

EYFS and KS1 Staff have has phonics training to ensure that the teaching of phonics is progressive, consistent and embedded. Further training is planned this academic year to continue to ensure it is sustainable. Staff in EYFS also received soundpots training

Staff have received guided reading training to ensure the teaching is progressive across the school and develops reading skills.

Science CPD has continued this academic year with staff receiving training on the TAPS approach as well as Nicky Waller training on the creative approach in science. This is planned to continue as staff have moved year groups. Science in the city has also provided CPD as we work towards the science mark.

Subject leads have attended meetings across the collegiate to ensure the curriculum remains progressive and prepares children for high school. There has also been further development of the tiered vocabulary.

The impact of the above is:

Intent 2 Addressing the gaps in prior learning improves attainment for disadvantaged children at the end of EYFS, KS1 and end of KS2 and is at least in line with the government expectations 2023.

#### EYFS

Attainment at the end of the EYFS for disadvantaged children was 71% in 2023 compared to 80% the previous year.

#### Phonics

Year 1 -100% of disadvantaged pupils passed the phonics screening



Year 2 – 100% of disadvantaged pupils passed the phonics screening

### KS1

54% of disadvantaged children achieved the expected level in reading at the end of KS1

61% of disadvantaged children achieved the expected level in writing at the end of KS1

46% of disadvantaged children achieved the expected level in maths at the end of KS1

### KS2

88% of disadvantaged children achieved the expected level in reading at the end of KS2 (60% national).

88% of disadvantaged children achieved the expected level in writing at the end of KS2 (58% national).

88% of disadvantaged children achieved the expected level in maths at the end of KS2. (59% national).

Intent 3 Successfully implementing the teaching of language across the school impacts on improving language comprehension and reading.

Subject leaders have developed tier 3 vocabulary that is progressive across all schemes of work Y1-6. Pupils are taught vocabulary explicitly in all subject areas. Staff have modelled key concepts and vocabulary in lessons and encouraged pupils to use this within their work so that better connections can be made in relation to vocabulary, knowledge and the wider curriculum across all year groups. Every class has a word of the day that is displayed and discussed to widen children's vocabulary. Intervention programmes have been put into place where appropriate which includes sound pots, talk to listen, time to talk, early talk and talk boost. Reading is prioritised in all year groups, with provision made for reading for pleasure. 71% of disadvantaged children achieved CLL at the end of EYFS.

Intent 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

All staff have had training on the use of key vocabulary in relation to metacognition. This is displayed within each classroom and celebrated each week with assembly. This has helped to improve children's understanding of relevant vocabulary so that they can recognise the behaviours within themselves and their peers. Pupils are becoming more independent and confident learners.

Intent 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.

Workshops have been offered across the school to model supporting children at home. Opportunities to invite parents into school have also been carefully planned which include inspire workshops, meet the teachers, coffee mornings and Sparkles. Alongside these

strategies there is an open door policy. As a result positive relationships are maintained with parents; to make sure that all families are held in high regard by the school and feel a sense of belonging to the school community.

Intent 6 Attendance of Pupil Premium children including the Persistent Absence of disadvantaged children is at least in line with national.

Average attendance for pupil premium was 93.74%. 17% of pupil premium were classed as having persistence absence(this includes EYFS) without Nursery it is 13%.

The EWO continues to work closely with the school to support attendance. The safeguarding officer monitors attendance every term. Strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships are used.

Intent 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.

Staff are familiar with the recommendations set out in the EEF Social and Emotional Learning guidance and there is a focus on supporting children in the five key areas of self-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills. All staff are supported to develop approaches to support the social and emotional learning of children.

Intent 8 The numbers of disadvantaged children who attend enrichment activities after school to enrich the curriculum is increased

A wide variety of activities are available including non-academic subjects and monitoring and analysis of the uptake of pupil premium children engaging in extra-curricular activities shows that the numbers have increased. 73% of pupil premium children have engaged in at least one activity after school, an increase on last year.

## 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
Maths shed	Edshed
Validate phonics programme	Phonics bug
TTrockstars	Maths circle

Stretch and smile	
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