

Pupil premium strategy statement

School overview

Detail	Data
School name	St Peter's Catholic Academy
Number of pupils in school	237 (210 excluding Nursery)
Proportion (%) of pupil premium eligible pupils	42.3% (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	Oct 2024
Date on which it will be reviewed	September 2025
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	£118400
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Funding/School Led Tutor Funding	£ (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	

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.

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	Ensuring the school has the capacity to provide continuous on-going support of subject leads new to leading a curriculum area to ensure continuity.
2	Providing continuous and sustained professional development of all staff including the ECTs and developing a systematic programme of mentoring and coaching.
3	In light of the most recent research provide professional development for all EYFS staff with a particular focus on ensuring disadvantaged children access well-developed vocabulary to prepare them for all later learning.
4	Providing professional development, especially to ECTs, to support teachers to meet the specific needs of disadvantaged pupils with SEND and those with EAL.
5	Ensuring the Interventions that support language development, literacy and numeracy have a clear impact on attainment and communication.
6	Continue to sustain and further improve the attendance of pupil premium children.
7	Developing pupils resilience to support their social, emotional and behaviour needs with a particular focus on EYFS.
8	Increase the engagement of parents in their child's learning.
9	Ensure the extra-curriculum opportunities and the extended school programme gives disadvantaged children the opportunities to further develop their knowledge and cultural capital.

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
There is continuous on-going and sustainable CPD for subject leads which improves the teaching and learning provision of all subjects taught within the school.	Support for new leads and those new to leading subjects A curriculum in place that is regularly evaluated and amended to meet the needs of all pupils. Teachers' knowledge and pedagogical expertise across the curriculum ensures high quality teaching. Selection and investment in high quality curriculum materials such as Phonics Bug and Power Maths impacts on ensuring the quality of teaching is high.

<p>All subject leaders are able to act as a source of advice, guidance and support for staff</p>	<p>High quality teaching across the curriculum continues to improve pupil premium attainment.</p> <p>The use of standardised assessment in reading and SPAG supports the identification of areas for development.</p> <p>The use of power maths half termly assessments supports teaching and identification of areas for development.</p>
<p>All ECT's have a 2 year induction and receive a package of training and support based on the early career framework (ECF).</p> <p>A programme of mentoring for ECT's and younger or less experienced teachers is in place to give help and advice. Mentors are well placed to support.</p> <p>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.</p> <p>Ensuring ECF is met by all ECT's</p> <p>Continuous professional development includes building knowledge, motivating teachers, developing teacher techniques and embedding practice.</p> <p>Mentoring and coaching approach is in place with leaders identifying which method is appropriate for the subject area and/or teacher.</p> <p>Effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes in the school.</p> <p>The CPD, coaching and mentoring is well-designed, selected, and implemented so that the investment is justified.</p>
<p>_EYFS staff will understand new research and see the positive impact it will have for our pupils.</p> <p>There will be a well-developed and sequenced vocabulary programme from pre-school to reception.</p> <p>To narrow the communication and language gap in nursery.</p> <p>Children leave reception prepared for all later learning. They have 'sticky knowledge' that they can transfer to new learning throughout their life time.</p>	<p>All EYFS staff are familiar and use the research in their teaching.</p> <p>Reception baseline will improve for communication and language.</p> <p>Data will show an improvement in communication and language.</p>
<p>There is continuous professional development in place, especially ECTs which provide individuals with the knowledge and skills necessary to support students with special educational needs.</p>	<p>High quality teaching and specific approaches to support disadvantaged pupils with SEND are in place, these including explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Teachers in Early years are trained to use the following approaches : teaching and modelling vocabulary and language, interactive reading and collaborative talk</p>
<p>Focused teaching sessions, led by experienced staff, are in place for identified children.</p> <p>Interventions support the teaching and learning of language development and literacy and numeracy skills.</p> <p>Interventions are delivered either one-to-one, as a group or within the class setting.</p>	<p>Interventions are carefully linked to classroom teaching and matched to specific needs.</p> <p>Pupils access to the full curriculum is not inhibited through the use of interventions.</p> <p>Effective interventions to support literacy and numeracy impact on raising standards in identified children.</p> <p>Targeted communication support is used to narrow inequalities in language.</p>
<p>The attendance of pupil premium children, including those that are persistently absent is above the</p>	<p>A wide range of approaches to improve attendance are in place and continue to have an impact on further improving attendance.</p>

national average for Pupil Premium children	Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance.
All teachers and support staff support the social and emotional learning (SEL) of children so that they acquire resilience to support social and emotional skills. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships.	<p>Early identification of children with Social and emotional needs identified prior to entering EYFS so appropriate programme of support are implemented rapidly.</p> <p>Whole class approaches as well as targeted interventions are in place.</p> <p>Monitoring of these approaches and the impact is in place.</p> <p>Family support worker and other agencies are heavily involved with the development of social and emotional support.</p>
Parental engagement has a large and positive impact on children's learning	<p>A range of practical approaches to support parental engagement are in place.</p> <p>Improved levels of parental engagement support improved academic outcomes.</p>
<p>The extra-curricular activities provided help to boost academic performance and develop valuable skills, knowledge and cultural capital.</p> <p>The targeted use of before and after school programmes have an impact on attainment.</p>	<p>Extra-curriculum activities are seen by all staff, children and parents as an important part of the schools education and these increase engagement in learning.</p> <p>Monitoring engagement in extra-curricular activities shows an increase in the uptake and impact and addresses any gaps in knowledge and cultural capital.</p> <p>Extended school time is purposeful and includes tuition, homework and summer school and impact on attainment.</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>Intended Outcome 1:</i> <i>There is continuous on-going CPD for subject leads which improves the teaching and learning provision of all subjects taught within the school.</i></p> <p><i>All subject leaders are able to act as a source of advice, guidance and support for staff</i></p> <p>Activities To continue to develop teachers' knowledge and expertise, especially in those new to EYFS & ECTS, 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>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 (fluency) and prosody are taught effectively to all children in KS1 and KS2</p> <p>Focus on building teachers' knowledge and pedagogical expertise in the teaching of master the curriculum in the Nursery, mastering number in Reception, Year 1, Year 2, year 4 and year 5 and Power Maths from Reception through to Year 6.</p> <p>CPD through the CCDG supports the subject leaders in implementing an effective curriculum.</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. Reading fluency Fluency EEF (educationendowmentfoundation.org.uk)</p> <p>Power Maths/Maths Mastery Improving Mathematics in the Early Years and Key Stage 1</p> <p>Improving Mathematics in Key Stage 2 and 3</p> <p>Effective Professional Development</p>	1

<p>All subject leaders continuously review and amend their comprehensive and progressive long term and medium term plans to ensure they meet pupils needs.</p> <p>Effective implementation of the school's curriculum across all key stages, including the new art programme, Access Art.</p> <p>Structured monitoring opportunities are timetabled. This includes visits to lessons, scrutinise pupils work, engage in meaningful conversations with pupils and staff, to gather valuable insights and observations. This is used to provide constructive feedback to all staff.</p> <p>Professional development opportunities such as NPQs are accessed when appropriate.</p>	<p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p><u>Great teaching toolkit:</u> Great Teaching Toolkit Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Considering a balanced design: Planning professional development</p>	
<p><i>Intended Outcomes 2:</i> <i>All ECT's have a 2 year induction and receive a package of training and support based on the early career framework (ECF).</i></p> <p><i>A programme of mentoring for ECT's and younger or less experienced teachers is in place to give help and advice. Mentors are well placed to support.</i></p> <p><i>A programme of coaching is in place for all teaching staff 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 and embed a structured coaching programme for the delivery of Power Maths</p> <p>Implement a structured coaching programme for the delivery of Phonics and Reading using the core components.</p> <p>Implement a coaching programme for the delivery of other identified subject using the core components. .</p> <p>Mentoring by subject leaders in all other subjects for identified staff is in place using the core components.</p> <p>Training and development are staff in Social and emotional learning strategies.</p> <p>Mentoring and professional training is in place for all ECT's</p>	<p>ECT Induction Handbook</p> <p>Mentoring and coaching of teachers</p> <p>Effective Professional Development</p> <p>Power Maths/Maths Mastery Improving Mathematics in the Early Years and Key Stage 1</p> <p>Improving Mathematics in Key Stage 2 and 3</p> <p>Bug Club Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Bug Club Reading https://educationendowmentfoundation.org.uk/reading-house/fluency</p>	2,4,

<p><u>Intended Outcome 3:</u></p> <p>EYFS staff will understand new research and see the positive impact it will have for our pupils.</p> <p>There will be a well-developed and sequenced vocabulary programme from pre-school to reception.</p> <p>To narrow the communication and language gap in nursery.</p> <p>Children leave reception prepared for all later learning. They have ‘sticky knowledge’ that they can transfer to new learning throughout their life time.</p> <p><u>Activities</u></p> <p>EYFS lead will read and review the latest research and share appropriately with all staff.</p> <p>EYFS staff will engage with the new research to continue to develop communication and language with a focus on direct teaching and modelling of vocabulary and language.</p> <p>There will be a sequenced programme of nursery rhymes and stories, to build upon prior vocabulary.</p> <p>Structured monitoring of language development in pre-school, nursery and reception. This is used to devise interventions and seek professional support quickly.</p>	<p>https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning#best-start-in-life-overall-conclusions</p> <p>https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene</p> <p>https://draft-origin.publishing.service.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-and-modelling-vocabulary</p>	
<p><u>Intended Outcomes 4:</u></p> <p><i>There is continuous professional development in place, especially ECTs which provide individuals with the knowledge and skills necessary to support students with special educational needs and those with EAL.</i></p> <p><u>Activities</u></p> <p>Recap on SEND training with a focus on ECTs to ensure they are clear on the strategies to use.</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, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, 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>Continue to 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>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>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.</p> <p>EEF Effective approaches to support numeracy</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>Improving problem solving Assisting pupils struggling with mathematics.</p> <p>EEF guidance report on SEND in Mainstream Education</p>	2.3,4

<p>CPD for all staff on interventions for SEND children to ensure effective approaches and strategies are structured and staff have high-quality support and training and development in the pedagogy and content of the specific intervention they are expected to use.</p> <p>CPD for staff on The Bell Foundation EAL Programme</p> <p>Use the EAL Programme to support the improvement in the educational outcomes of disadvantaged children who use English as an Additional Language (EAL), in order to benefit the individual child and society as a whole</p> <p>Select the courses which are designed to develop the expertise and confidence of the schools practitioners so they can provide impactful support for learners who use EAL</p> <p>Use the Centres of Expertise which trains and supports schools in areas of high need.</p> <p>In addition to this use the NASEA framework where needed to support staff and to access further CPD and assess EAL children.</p> <p>NASSEA Associates offer a wide range of CPD. Leaders and teachers to identify either a specific programme or one that is bespoke to the school.</p> <p>Areas of focus can include:</p> <ul style="list-style-type: none"> • International New Arrivals; • Early Stage Learners of EAL; • Advanced Stage Learners of EAL at all key stages • Gypsy, Roma and Traveller pupils; • Asylum Seeker and Refugee pupils; • Developing EAL strategies across the school • Assessing EAL learners through APP; • Assessing International New Arrival pupils; • EAL or SEN? Assessing pupils who may have multiple needs; • Equalities and Diversity; • Governor training. 	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>EAL Programme - The Bell Foundation (bell-foundation.org.uk)</p> <p>EAL Assessment Framework Nassea</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intended Outcomes 5:</i> <i>Focused teaching sessions, led by experienced staff, are in place for identified children.</i></p> <p><i>Interventions support the teaching and learning of language development and literacy and numeracy skills.</i></p> <p><i>Interventions are delivered either one-to-one, as a group or within the class setting.</i></p> <p><u>Activities</u></p>		2,4, 5

<p>Trained staff deliver well-structured, 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>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) which are regular, brief and maintained over a sustained period of time and delivered by well trained staff. <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>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>Gaps in learning:</p> <p>EYFS - Well-structured interventions taking place for disadvantaged 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 teach phonics twice a day to ensure children meet the expected standard by the end of year 1.</p> <p>Continue to target with interventions the PP children in year 2 who didn't achieve the expected standard in phonics at the end of year 1.</p> <p>Continue to target the PP children in year 3 who didn't achieve the expected standard in phonics at the end of year 2 and other children in upper key stage 2 to support them in closing the gap using Pearson rapid phonics. In KS2 a structured approach using Rapid Phonics used to teach phonics.</p> <p>Continue to target the children in the current year 3 and 4 who need support to close the gap with national by the end of KS2.</p>	<p>EEF Selecting Interventions Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF One to One Tuition One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Small Group Tuition Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching Assistants delivering Interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</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> <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 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>	
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<p>Interventions to support disadvantage pupils with SEND that are closely linked to excellent classroom teaching are in place.</p> <p>Use the Bell Foundation materials and NASSEA assessments to support the improvement in the educational outcomes of disadvantaged children who use English as an Additional Language (EAL),</p>	<p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EAL Programme - The Bell Foundation (bell-foundation.org.uk)</p> <p>EAL Assessment Framework Nassea</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9062

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intended Outcomes 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 Further reduce the percentage of persistent absentees in pupil Premium so it is at least in line with national using a range of approaches to sustain school attendance such as:</p> <p>Further develop parental communication</p> <p>Attendance trip to take place for the children with 100% attendance.</p> <p>Attendance to be shared in weekly assemblies to identify the class with the greatest attendance..</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 to be in place.</p> <p>Continue to use the effective procedures that are in place for managing absence providing challenge and support for families of pupils who are consistently absent.</p> <p>Monthly meetings held with the principal, EWO and invited parents of identified children.</p> <p>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</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>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>6</p>

<p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>First call home to be consistently used.</p>		
<p><i>Intended Outcomes 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. This includes things like managing difficult emotions, making responsible decisions, handling stress, setting goals, and building healthy relationships</i></p> <p><u>Activities.</u> The 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). SEL approaches to be embedded into routine educational practices.</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>Personal social and emotional development EEF Personal Social and Emotional Development (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><u>Activities</u> 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 continued to support attendance, behaviour and attitudes.</p> <p>Parents invited to our weekly celebration assemblies.</p> <p>Parent questionnaires.</p> <p>Establish a timetable of regular watch me learn session in all classes.</p> <p>Support given to parents to promote good homework habits.</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. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</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 The targeted use of before and after school programmes have an impact on attainment..</p> <p>Pupil Premium children continue to attend enrichment curriculum activities.</p> <p>Provide enrichment activities to develop skills that will be translated in to improved teaching and learning.</p> <p>Provide 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>Implement 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>Extending school time: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Homework: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>9</p>
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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, including maternity cover, ensures that teaching continues to consistently build and develop over time.

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.
-

By the end of Key stage 1, PP children are in line with all children. In Year 4 there was no internal gap in multiplication check. End of year 6, no gap between pupil premium children and all children at expected.

Challenge: 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.

Intended Outcome: 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.

Outcomes at end of academic year 2023-2024

END OF KEY STAGE 1

At the end of Year 2, 67% of Pupil Premium children achieved the expected standard in reading, 63% in writing and 67% in maths. This is in line with all pupils in the cohort.

YEAR 4 TIMES TABLES

In the timetables test at the end of year 4, PP children scored an average of 23 compared to 21 for all children in the cohort.

END OF KEY STAGE 2.

At the end of KS2, pupil premium achieved in line with all other children in the cohort and in line with national at the expected standard. At exceeding PP children were in line with English and writing but below in maths and combined.

PP achieved the following: Reading – 74%, writing – 72%, maths – 73%, GPS 72%

Combined 61%

- 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: 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.

- 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
- Every subject has a 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 format of parents evening, there was an increase in the % of parent attending.
- A high percentage of parents complete the reading records, those children who don't read at home or given opportunities within the school day.
- Year group curriculum letters are sent out each half term with the school's expectations on with regards to reading.
- Each class has clear expectations for reading at home

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

- 5.4% of session missed by PP children compared to 5.6% non PP.
- 14.6% absent for 10% or more compared to 15.3% non PP Attendance incentives are embedded
- Attendance trip at the end of the year for children with 100% attendance
- In school reward for the class with the highest 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)
- Improved communication with parents
- First call home consistently used

Challenge: The socio economic disadvantages of the pupil premium children accessing appropriate resources and enrichment activities impacts on attainment.

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.
- Physical health established across the school, including active families

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

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

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

83% of PP children have attended at least 1 after school club this academic year.

15 (out of 24) PP children will be taking part in the children’s university graduation this 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
Power Maths	Pearson
Maths Mastery	Painsley Hub (part of the North Midlands Hub)
Mastering number KS1 & KS2	NCETM
Phonics Bug Club	Pearson
Bug Club guided Reading	Pearson
Access Art	UK Visual Arts Education Organisation
PSHE jigsaw	British Educational Suppliers Association
Master the curriculum	Master the curriculum
Ten:Ten	Ten Ten Resources
Rapid phonics	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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.