

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Our Lady of Grace Catholic Academy
Number of pupils in school	112 (inc nursery)
Proportion (%) of pupil premium eligible pupils	46% (inc nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dianne Mason
Pupil premium lead	Maria Stonier
Governor / Trustee lead	Rebecca Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,272
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Funding	£4454
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	£69.526

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 Our Lady of Grace 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 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.

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

- To embed the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment.
- To address any gaps in prior learning associated with school closures during COVID 19.

- Difficulties with metacognition, social and emotional learning are explicitly addressed in class teaching across the curriculum.
- Addressing socio economic disadvantage

What are the key principles of your strategy plan?

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to lower KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Addressing and closing any identified gaps in prior learning. Internal and external assessments indicate that attainment of disadvantaged children at GDS is below that of non-disadvantaged pupils at the end of KS1 and in lower KS2.
3	Observations and discussions with pupils indicated difficulties with Metacognition, self-regulation and self-regulated learning since children returned fully to school and some children have become over reliant on adult support due to periods of lockdown over the past 18 months.
4	Attendance data indicates that absences of disadvantaged pupils are higher than National, especially PP Persistent Absences.
5	Our assessments, observations and discussions with pupils identified social and emotional issues for some disadvantaged pupils.
6	Observations and discussions with children indicate that there is a gap between attendance of disadvantaged pupils at extra-curricular activities compared to their non- disadvantaged peers.
7	Engagement of parents of disadvantaged pupils.

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	- Quality, effective teaching across the school is evident through learning walks, deep dives. All teaching is a least good or better.

<p>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.</p> <p>To ensure continual professional development and mentoring and coaching in the teaching of mathematics using the DFE recommended programme Power Maths with a focus on raising the attainment of disadvantaged children at both the expected Standard</p>	<ul style="list-style-type: none"> - Further develop teachers knowledge of and pedagogical expertise in the teaching of reading and investment in high quality standardised assessments to carefully track progress. - Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs - Effective implementation, particularly in the preparation stage of key development strategies such as language, metacognition and Social and Emotional Learning. - Effective use of research particularly for diagnostic assessment. - A focus on teacher feedback further improves pupil learning and continues to address misconceptions swiftly. - Effective, evidence informed CPD for staff impacts on supporting staff retention including CPD for the new EYFS framework and the new validated systematic, synthetic phonics programme. - Metacognition strategies that help pupils to work independently with success are in place and impact on pupil's attainment. <p>Effective teaching ensures Pupil Premium children achieve at least in line with this group of children nationally at the end of KS2.</p> <p>The % of disadvantaged pupils achieving GDS in KS1 and KS2 improves.</p> <ul style="list-style-type: none"> - Monitoring of lessons by SLT and maths lead. - Work with Mark Cotton NLE Maths Hub - Whole school engagement with the Maths Hub, - Attendance at Maths Hub training. - Careful monitoring of disadvantaged pupils through assessment meetings. - Resource audit to increase impact of resource purchase - Coaching in Maths mastery for all teaching staff. - CPD (in house and external) - Feedback, coaching culture PP pupils will access quality first teaching planned through the power maths scheme. This will include keep up and catch-up intervention sessions to ensure that at the end of year 6, disadvantaged pupils perform as well as their peers. - Maths manipulatives are used to aid teaching and further develop children's understanding of mathematical concepts. - Further opportunities are provided to meet the specific needs of disadvantaged pupils with SEND with a particular focus on those children with an EHCP or awaiting and EHCP looking at the needs of the children.
<p>2. The teaching of language is embedded across the school improving outcomes in language, comprehension and reading for Pupil Premium children.</p>	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. - An evidence-based approach used that provides quality first teaching of language to all pupils and a robust form of assessment. As a result, language development across the school is improved - Collaborative working ensures leaders have a collective responsibility to sustain the gains made in language across the subjects - All staff (including support staff) appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum - Robust assessment of children's needs in language used consistently and constantly across the school to identify areas of further development and any gaps in children's language. - The expectations in relation to language outcomes for each year group are clear and all staff are aware of how these can be achieved. - Language development is consistent across the school and is a priority, which is addressed in all subject areas. - Access to high quality texts is consistent across the school.

	<ul style="list-style-type: none"> - Reading is used to support language development in all subject areas, ensuring that pupils' are able to build their cultural capital. - Development of language across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations. - Effective teaching of language ensure Pupil Premium children have the language needed to achieve at least in line with this group of children nationally at the end of KS2. - Language programmes within the Foundation Stage - such as Time to Talk and Talk Boost are consistently used with targeted children and closes the gap in communication and interaction. - 'The English Speaking Board' enhances the curriculum and develops oral communication and children's 'Cultural Capital'
3. Addressing the identified gaps, ensures improved attainment for disadvantaged children in identified cohorts; with a focus on greater depth attainment.	<ul style="list-style-type: none"> - Rigorous assessment of pupils' individual needs are continuously carried out across the school and curriculum. - 35% of KS2 disadvantaged pupils have been identified to access Third Space Learning aimed to close the maths attainment gap with one to one teaching, Personalised online tutoring, guided by diagnostic assessment and delivered by maths specialists. - Staff use the school's progression documents to identify and assess any gaps in children's learning. - A focus on teacher feedback further improves pupil learning and continues to address misconceptions swiftly. - Subject leaders are aware of the needs of disadvantaged pupils' in their subject and take collective responsibility for diminishing any gaps caused by socio-economic disadvantage, ensuring good outcomes for disadvantaged children. - Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content. - Use of research to support the teaching of disadvantaged pupils with SEN in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes in identified year groups. - Endowment Foundation (EEF) research and the effectiveness of digital learning enhances the learning for PP children. - Skills that have been taught in relation to digital technology and remote learning continue to be embedded and developed so as to enhance the learning of disadvantaged pupils. - The learning environment is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art. - Staff have the expertise to draw on a range of metacognitive strategies and language strategies to support disadvantaged learners. - Training on metacognition has been provided to ensure it is embedded across the school so that pupils have high quality teaching that enables them to catch up, know and remember more - Additional teaching of phonics and early reading skills are in place for those disadvantaged children that need it in EYFS and KS1 to ensure that all children develop the reading skills needed to access the curriculum at a young age - Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps caused by socio- economic disadvantage. - High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils, including those who are disadvantaged. - The deployment of support staff continues to be rigorously evaluated so that it supplements rather than supplants high quality teaching.

	<ul style="list-style-type: none"> - As a result of the strategies in place, children achieve at least in line with this group nationally at the end of KS2.
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	<ul style="list-style-type: none"> - The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school. - An evidence-based approach has been implemented and embedded across the curriculum that develops pupil's metacognition strategies enabling them to work independently. - Staff have the expertise to draw on a range of metacognitive strategies and language strategies to support disadvantaged learners - Teachers are continuously supported with quality CPD and resources to develop metacognitive approaches and these are rigorously evaluated for the impact on children. - Senior leaders ensure they provide teachers with time and support to make sure approaches have been implemented consistently. - Subject leaders have been and continue to be supported to ensure that they are confident in working with staff to develop metacognition strategies in their subject area. - Collaborative working ensures all leaders have a collective responsibility to sustain the gains made in metacognition across the subjects - Teachers have the professional understanding and skills to develop pupils' metacognitive knowledge in the classroom. - Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate their learning are consistently explicitly taught to pupils. - Strategies that help children to work independently with success are taught consistently and embedded across the school and curriculum. - Teachers have been trained to model their own thinking to help pupils develop their metacognitive and cognitive thinking skills. - 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. - Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result, disadvantaged children are working more independently and achieving well.
5. Attendance of Pupil Premium children including the Persistent Absence of disadvantaged children is at least in line with all pupils nationally.	<ul style="list-style-type: none"> - The overall absence rate for disadvantaged pupils by 2024-25 is no more than 3.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers in school is diminished - The percentage of disadvantaged pupils who are persistently absent being no more than 8.4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers in school is diminished. - EWO works closely with the school to ensure:- - Attendance is a priority so that after the impact of the school closure and bubble closures attendance for PP children is at least in line with national attendance. - 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.
6. The impact of socio-economic disadvantage including the identified needs linked to social and emotional learning are always explicitly	<ul style="list-style-type: none"> - All staff have a secure knowledge of the EEF recommendations for SEL and use them consistently. - 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.

addressed in class teaching across the curriculum and are evident in monitoring and pupil discussions.	<ul style="list-style-type: none"> - 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. - CPD provides the New Mental Health Senior Leader with the tools to develop a whole school approach to mental health and wellbeing so that there are appropriate responses to pupils' and students' mental health and wellbeing needs throughout the school. - The effects of social deprivation have been counterbalanced to enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts. - Support to encourage reading for pleasure, educational trips and out of school study opportunities are provided to promote attainment for disadvantaged pupils at all ages.
7. The numbers of disadvantaged children who attend enrichment activities before and / or after school to enrich the curriculum is increased.	<ul style="list-style-type: none"> - Pupil Premium children are targeted to attend extra-curricular activities through invitations - Pupils are access to a wide, rich set of experiences through the various activities and opportunities that are available including non-academic subjects. - Monitoring and analysis of the uptake of pupil premium children engaging in extra-curricular activities shows that the numbers have increased and the most disadvantaged pupils benefit from this work.
8. Disadvantage children benefit from the engagement of parents in their children's learning.	<ul style="list-style-type: none"> - Parents are engaged in their children's learning and have high expectations for them both now and in the future. - Parents understand the importance of good school attendance and are proactive in facilitating this. - Positive relationships with parents support home engagement with children's learning and dispel any potential unconscious bias - All staff understand the messages of the EEF guidance report on parental engagement - The approaches detailed in the EEF guidance are applied consistently in order to: - Support parents to have high academic expectations for their children; - Develop and maintaining communication with parents about school activities and schoolwork. - Parent workshops, curriculum leaflets, meet the teacher meetings are used to build relationships with parents and support parental understanding of ways they can support their children.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 1.</p> <p>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.</p>	<p>The National Institute of Teaching's Mentoring and Coaching of Teachers research report gives an</p>	<p>Challenge 1, 2 and 3</p>

<p>Develop (where identified) and sustain high quality teaching to improve pupil attainment for disadvantaged pupils.</p> <p>Build teacher knowledge and pedagogical expertise in curriculum development, and the purposeful use of assessment.</p> <p>Staff Development in the use of 'Power Maths' to build teacher knowledge and pedagogical expertise.</p> <p>Further staff development in developing fluency in reading fluency through implementation of additional reading strategies in EYFS, Key Stage 1 & Key Stage 2 actively teaching reading fluency to struggling pupils can be beneficial supports disadvantaged pupils in developing their reading .</p> <p>Staff training, including daily fluency and comprehension using the Buc Club reading scheme.</p> <p>Continued staff development of the teaching of language both in EYFS and across the school. All staff (including support staff) appropriately trained on how to implement, monitor and assess the teaching of language across the curriculum.</p> <p>Staff trained and supported in delivering different approaches to develop language</p> <p>Continued focus on staff development in the teaching of SEND children</p> <p>Continued staff Development in the use of Cognitive Science approaches to improve the quality of teaching.</p> <p>Use of approaches such as:-</p> <p>Spaced learning</p> <p>—distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice;</p> <p>Interleaving</p> <p>—switching between different types of problem or different ideas within the same lesson or study session;</p> <p>Retrieval practice</p> <p>—using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping;</p>	<p>overview of the research underpinning mentoring and coaching</p> <p>- Evidence Based Education's Great Teaching Toolkit to improve teacher effectiveness.</p> <p>-EEF's guidance reports for practical, evidence-based advice on a range of topics to support high quality teaching, in literacy, maths, science and improving teacher feedback.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p> <p>EEF Reading Fluency Glossary Reading_Fluency_Glossary_1.0.pdf</p> <p>EEF Reading Fluency Resources Reading_Fluency_Resource_1.0.pdf</p> <p>EEF Reading Fluency Misconceptions Reading-Fluency_Misconceptions-1.0.pdf</p> <p>- Continuous and sustained professional development (PD) on evidence-based classroom approaches using:-</p> <p>- The EEF Toolkit and guidance reports.</p> <p>- The EEF's 'Effective Professional Development' guidance report</p> <p>- The EEF support tools to go alongside the 'Effective Professional Development' guidance, eg: 'Considering a balanced design'</p> <p>-The EEF 'Cognitive Science Approaches in the Classroom]</p> <p>- EEF Diagnostic assessment</p>	
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<p>Strategies to manage cognitive load</p> <p>—focusing students on key information without overloading them, for example, by breaking down or ‘chunking’ subject content or using worked examples, exemplars, or ‘scaffolds’;</p> <p>Dual coding</p> <p>—using both verbal and non-verbal information (such as words and pictures) to teach concepts; dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning (CTML)</p> <p>Teaching staff (including those new to the school) have a shared understanding of the curriculum.</p> <p>Use of subject assessment tool which has been developed to be manageable and effective leading to an improved focus in teaching and learning and outcomes for pupils.</p> <p>Staff engage and use evidence-based research</p>	<p>- EEF Key lessons learned</p>	
<p>Intent 2</p> <p>Successfully implementing and embedding the teaching of language across the school impacts on improving language comprehension and reading.</p> <p>EYFS</p> <p>Further develop Communication and Language approaches used Early years by:-</p> <ul style="list-style-type: none"> • - Carefully matching approaches with the needs of children – for example diagnosing whether a child is struggling with vocabulary or with social communication • - Link children’s spoken language to the development of their reading and writing skills • - Ensure children are exposed to a range of strategies by combining different communication and language approaches which is more effective than using a single approach • - Ensuring staff are trained and supported in delivering different approaches <p>KEY STAGE 1 AND2</p> <p>Further development of the use of oral language approaches in all cohorts to include:</p> <ul style="list-style-type: none"> - targeted reading aloud and book discussion with young children; - explicitly extending pupils’ spoken vocabulary; - the use of structured questioning to develop reading comprehension; - the use of purposeful, curriculum-focused, dialogue and interaction 	<p>Use of the Early Years Evidence Store which offers some additional ideas for how communication and language approaches could be implemented in different contexts, along with exemplification materials.</p> <p>Professional judgement and an understanding of your children are key to applying the evidence.</p> <p>EEF Oral Language Interventions.</p> <p>ESB Speech - English Speaking Board (International) Ltd. (esbuk.org)</p>	<p>Challenge 1.</p>

<p>All year groups to participate in ESB exams to promote oracy.</p> <p>Impact of interventions is rigorously monitored.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>		
<p>Intent 3</p> <p>Addressing the identified gaps, across the school to ensure improved attainment for disadvantaged children in identified cohorts; with a focus on attainment at Greater Depth. By the end of KS2 Pupil Premium children achieve in line with national.</p> <p>Staff to be familiar with the 15 key lessons learned from the first six years of Pupil Premium and the school addresses identified issues.</p> <p>Transition between phases of education – notably early years to primary, is a risk-point for vulnerable learners and this is addressed through a diagnose of pupils’ needs and effective support put in place to help those falling behind to catch up.</p> <p>A focus on the attainment and progress of Pupil Premium children in reading, writing and maths in the current year 1 and 2 so that they achieve at least in line with national PP.</p> <p>A focus on the Pupil Premium children in reading, writing SPAG and maths in the current year 6. At least 75% of PP achieve the national standard.</p> <p>Continue to focus on the development of spelling across the school. Continue to support the implement of ‘No Nonsense Spelling’</p> <p>Review the impact on a termly basis through specific spelling assessment and book scans for independent application</p> <p>Continue to support the implementation of ‘Power Maths’ and monitor the teaching and learning in maths and its impact on children’s knowledge and understanding.</p> <p>Continue to support the implementation of ‘Phonics Bug Guided Reading’ in ks1 and Ks2.</p> <p>Identify any potential reasons why there are no Greater Depth PP children at the end of KS1 in maths and address this through Power Maths and the use of manipulatives.</p>	<p>EEF – Closing the Attainment Gap</p> <p>- EEF 15 Key Lessons learned in the First Six Years of PP.</p> <p>SELECTING INTERVENTIONS</p> <p>The Selecting Interventions tool to offer evidence-informed advice to help select an appropriate programme. Evaluation reports from every EEF trial can be found on our projects page.</p> <p>Our Making a Difference with Effective Tutoring guide provides advice on implementing tuition in schools</p> <p>Enrichment sessions and one to one and small group sessions.</p> <p>Catch up is difficult: the school should aim to get it right first time round for all children. The EEF evaluated over 20 catch-up programmes that aimed to support struggling readers at the transition from primary to secondary school. Though some were shown to be effective in boosting attainment, no single programme delivered enough to close the gap</p> <p>Researched spelling programme which links with the National curriculum spelling</p> <p>https://www.raintree.co.uk/books/no-nonsense-spelling-paperback/</p> <p>EEF Early Maths Guidance report.</p> <p>EEF maths guidance report for KS1 and KS2</p>	<p>Challenge 3</p>

	<p>DFE recommended maths programme Power Maths. Use of Concrete Resources. EEF maths mastery guidance report</p> <p>EEF Teacher feedback to improve learning (6+)</p> <p>EEF Diagnostic Assessment.</p> <p>NFER tests and standardised scores.</p>	
<p>Intent 4.</p> <p>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>Embed the teaching and application of metacognition, linked as closely as possible to the curriculum.</p> <p>Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate learning are consistently explicitly taught to pupils.</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> <p>Successfully implement the 'mastery' approach to Mathematics. Maths lessons will use the 'Power Maths' scheme as a basis to structure our curriculum, which provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others. Lessons follow the format of a 'Prior Learning Starter' (recapping prior knowledge), Discover (putting the learning into a</p>	<p>EEF guidance report on metacognition (+7)</p> <p>EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>Challenge 3</p>

realworld context), Share (where pupils investigate concepts), Think Together (where pupils apply new learning in a supported manner), Independent activities and Reflect. Forming successful links with the local Maths Hub as well as seeking support, guidance and training from external maths mastery experts to improve practice and increase progress..		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	EEF Social and Emotional Learning. (+4 months) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	Challenge 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months. EEF Making the Most of Teaching Assistants guidance Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Use of EEF evidence base which includes the use of the following researched strategies- -interventions such as 1:1 and small group work. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	Challenge 2
Rigorous assessment of language Specific language interventions to address specific issues with language development and comprehension in place. Interventions carefully timetabled and staff are trained so that delivery is consistent. - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class Impact of interventions is rigorously monitored.	EEF guidance report 'Using Teaching Assistants.' EEF Early Literacy EEF Preparing for Literacy Preparing for Literacy EEF (educationendowmentfoundation.org.uk) EEF KS1 and KS2 Literacy guidance. Oral language interventions EEF	Challenge 1

Use of pre-teaching vocabulary for targeted support groups.		
<p>Use structured interventions for key skills to close identified gaps</p> <p>Small group tuition for key knowledge and skills which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <ul style="list-style-type: none"> One to one support for key knowledge and skills Use same-day in-class interventions for maths in particular. <p>Use well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Use pre-teaching and effective feedback for identified children in key subject areas.</p> <p>Provide early bird or after school sessions to support learning and application for identified groups of children.</p> <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Staff are trained so that delivery is consistent</p>	<p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>EEF Making the Most of Teaching Assistants guidance Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Use of EEF evidence base which includes the use of the following researched strategies-</p> <ul style="list-style-type: none"> -interventions such as 1:1 and small group work. -Effective implementation ensuring sessions are explicitly linked to daily lessons -effective Interventions are maintained over a sustained period - effective feedback structures in place <p>Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>	Challenge 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</p>	Challenge 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Intent 5- Attendance</p> <p>Use a range of approaches which aim to improve attendance.</p> <p>Parental communication approaches and targeted parental engagement interventions are reviewed and developed to support pupil attendance.</p> <p>Pupil Premium Absentees is at least in line with or less than with national.</p> <p>Attendance trips embedded. School council select award / trip for 100% attendance</p> <p>Attendance shared in weekly assemblies and prioritised by class teachers. Use of class 'attendance monitors'</p> <p>Attendance on the agenda of a SLT meeting to identify children at risk of poor attendance / punctuality</p> <p>Safeguarding lead to monitors punctuality and attendance of Pupil Premium children and provide support to families where necessary especially those where the children are Persistent absentees.</p> <p>Liaise with school's EWO where necessary</p> <p>Termly attendance letters to be shared with parents</p>	<p>- 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>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 5</p>
<p>Intent 6</p> <p><i>The impact of socio-economic disadvantage.</i></p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Continue to develop whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	<p>- EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. - EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. - EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p>	<p>Challenge 6</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>.</p> <p>Timetable for parent workshops developed to encourage read, rhyme time (EYFS)</p> <p>Phonics / English workshops, maths workshops. PE workshops (Active Families)</p>	<ul style="list-style-type: none"> - EEF Toolkit has a strand on parental engagement. - EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents 	<p>Challenge 6 and 8</p>
<p>Intent 7. Life Skills and Enrichment.</p> <p>Audit and analyse the extra-curricular activities to consider the range, quality and take-up of extracurricular provision.</p> <p>Extra-curricular activities can increase engagement in learning. Lead to look at how increased engagement will be translated into improved teaching and learning.</p> <p>Evaluate attendance data from the previous academic year and target pupils (particularly SEND and most disadvantaged pupils) to ensure they are aware of the support available and identify any clubs or opportunities of interest to strengthen the school's offer.</p> <p>Assistant principals continue to analyse the attendance of extra-curricular to increase the offer to ensure take-up is increased further for disadvantaged pupils.</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>All relevant staff work together with Colligate Sports Leader, SMW, PVFC and other opportunities to identify dates and significant times of the year for events.</p>	<ul style="list-style-type: none"> - EEF Toolkit has a strand on arts participation. - EEF Use of Digital Technology guidance -EEF evidence research on Life Skills and Enrichment - EEF research states that enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. 	<p>Challenge 7 and 8</p>

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 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.

Desired outcome:

High quality focused teaching is in place ensure that all PP children achieve the expected standard at the appropriate time.

Outcome:

Attainment at the end of EYFS is still a focus for the school. Data shows the % of disadvantaged pupils at the end of EYFS achieving GLD improved from the previous year with 50% of disadvantaged children achieving this standard.

The systematic, synthetic phonics programme is now fully embedded. At the end of Year 1, 83% of disadvantaged children passed the phonics screening. 75% (3/4) of disadvantaged children passed the screening at the end of year 2 (current year 3). In this cohort there were three PP children. 3/4 passed at the end of Year 1. (1/4 EHCP) Leaders have an accurate, evaluative understanding of the current phonics practice and have identified appropriate next steps.

CCDG Subject Leaders' Meetings have supported subject leaders subject knowledge and confidence to develop and embed a cohesive and progressive spiral curriculum. Subject leaders have created that begins in the foundation subjects and progresses through the school with a clear focus on where the pupils need to be in order to be ready for the year 7 curriculum.

New Power Maths scheme has been introduced to develop mastery approach. To increase pedagogy for all staff have received CPD and guidance from Maths mastery consultant, including training for teaching assistants so that they can better facilitate learning. All staff have observed good practice lessons at a local outstanding school.

An external Quality of Education review identified: Reading is a strength of the school and is given a very high priority. In phonics, the school follows Bug Club, the DfE accredited scheme. There is a clear fidelity to the phonics programme ensuring consistent lesson delivery. This very effectively supports pupils to make good progress in line with the end of year expectations. All staff understand the phonics programme and how it should be taught. All staff are consistent in their pronunciation of phonemes and terminology, allowing pupils to make good gains in their learning.

All subject leaders have had Professional Development opportunities to develop their subject area. These opportunities have included training, coaching, working with other subject leaders through the Collegiate Curriculum Development Groups and visiting other schools.

Intended Outcome 2

The teaching of language is embedded across the school improving outcomes in language, comprehension and reading for Pupil Premium children.

Desired outcome: An evidence- based approach used that provides quality first teaching of language to all pupils and a robust form of assessment. As a result, language development across the school is improved

Outcome:

100% of PP children achieved at Communication and language at the end of Reception.

87% of PP children achieved in Speaking at the end of Reception.

A weekly focus is shared with parents which informs them of the focus book, focus rhyme / poem and focus vocabulary. Parents were offered SSO workshop 'Sow the Seed to Read'. Partnership working with external agencies such as Stoke Speaks Out and Speech and Language Therapists.

Explicit teaching of vocabulary is planned for and is being delivered during lessons.

Staff consistently use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.

All staff have had CPD on the development of vocabulary and the use of the Frayer model to teach the pre teach interventions throughout the school and the focus on language development is consistent across the school and is addressed in all subject areas.

The school have made good links with the local library and children from YR onwards take part in the English Speaking Board to develop language skills. The school have recently introduced the Mystery Reader into the storytelling sessions.

Support staff have attended the following CPD: Nuffield Early Language Part 1 & 2, Receptive Language Difficulties, Communicating with Confidence Expressive Language Difficulties and Communicating with Confidence to effectively support language development across the school.

Specific language interventions were used to address specific issues with language development such as Time to listen (nursery), Time to talk (nursery), Early Talk Boost (nursery / reception), Talk boost KS1 (reception).

Through adopting Maths mastery, there are regular opportunities for children to be proficient users of Mathematical language, using Maths as a basis to improve wider communication skills as well as using subject specific vocabulary to aid their Mathematical reasoning in different contexts. Through Maths, we aim for children to become language rich and independent communicators.

Intended Outcome 3

Addressing the identified gaps, ensures improved attainment for disadvantaged children in identified cohorts; with a focus on greater depth attainment.

All staff have had training on Adapting Learning and all staff have worked with leaders to ensure that teachers understand prior learning, which means they can plan future lessons more effectively.

Delivery of targeted sessions (enrichment classes) were in place throughout the year in Reception, Year 1 and Year 6. Academic mentor worked 1:1 and with targeted groups from Reception- Year 6. Careful assessment and monitoring has ensured that children keep up and adaptive teaching and catch up sessions have been targeted as and where needed to aid pupil progress.

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

Outcome:

EYFS

At the end of EYFS 50% of the Pupil Premium children achieved the Early Learning Goals. (4 out of 8 PP children).

PHONICS

At the end of Year 1, 83% of disadvantaged children passed the phonics screening (5 out of 6 PP children)

75% (3/4) of disadvantaged children passed the screening at the end of year 2 (current year 3). In this cohort there were 4 PP children. 3/4 passed at the end of Year 1. (1/4 with EHCP) Currently 100% of Y3 cohort have passed the phonics screening.

END OF KEY STAGE 1

At the end of Year 2, 75% of Pupil Premium children achieved the expected standard in reading, 75% in writing and 75% in maths. Combined attainment of Pupil premium children achieving all 3 was 75%. (1/4 EHCP)

This academic year, 100% of PP children in Year 3 achieved the expected standard in reading, writing and maths.

The % of GDS for PP children continues to be a focus for the academic year 2023-2024.

YEAR 4 TIMES TABLES

In the timetables test at the end of year 4, 85.7% of PP children scored 15+ and 20+.

This is similar to the percentage achieving 15+ and 20+ last year. The overall average score was 22 which is slightly below that of other pupils (24) in the cohort but an improvement on the previous year.

END OF KEY STAGE 2

At the end of KS2, 60% of the Disadvantaged children achieved the expected standard in reading, writing, maths and 40% combined. At the end of KS2, 0% of PP children achieved Greater Depth in reading, writing or maths. Greater depth standard will continue to be a focus for the next academic year.

Intended outcome 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.

There has been a focus on implementing metacognition strategies to help pupils to self-regulate and work independently. The recommendations set out in the EEF metacognition guidance have been adopted and are used explicitly throughout the school. Teachers have been supported with quality CPD and resources to develop metacognitive approaches. Subject leaders have a collective responsibility to ensure the use of metacognitive strategies are used in their subject areas.

We adopted a 'mastery' approach to Mathematics in the Summer term, prioritising success for all children in every lesson through skilful teaching and the use of manipulatives and pictorial representations to represent mathematical concepts.

Intended Outcome 5

Attendance of Pupil Premium is in line with National.

Desired Outcome: Monitoring the system of attendance and punctuality to ensure that it is rigorously applied across the school. Attendance for all PP children is at least in line with National.

Outcome:

PP absence was 7.5% compared to 5.9% National and for PP persistent absences the rate was 33.3% compared to 17.1% National. Significant measures and intervention ensured that PP children are almost in line with national.

The school has identified this as a priority

Measures in place used to tackle this include:

- Working with the collegiate EWO to raise attendance
- Attendance clinics with families where attendance is an issue
- Pastoral care in place to support families to improve attendance
- Referral to outside agencies where there are barriers which need to be managed with further support
- Attendance rewards re-introduced
- Attendance is celebrated weekly at assemblies where parents are present
- Colour coded attendance letters sent out to parents termly

Intended Outcome 6

The impact of socio-economic disadvantage including the identified needs linked to social and emotional learning are always explicitly addressed in class teaching across the curriculum and are evident in monitoring and pupil discussions

Desired Outcome: The five core skills for SEL are implemented across the school, with CPD for staff.

Outcome:

PP children have received additional support from the Mentor using ELSA intervention and MIND as targeted support to support children social and emotional needs.

All staff have had training on the EEF recommendations for SEL and use them consistently. The 5 core skills of SEL have been implemented across the school and are referred to throughout the day. SEL is implemented across the school at three levels: whole-school, whole-class and targeted.

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.

Opportunities to develop and promote social and emotional skills are taught through the JIGSAW curriculum which is a dedicated Personal Social Health and Economic education (PSHE) curriculum. Jigsaw is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.

Leaders ensure that cost is never a barrier to participation and opportunities. For example, all pupils in Years 3 and 4 learn a musical instrument. 39% of disadvantaged children in KS2 receive personalised music lessons. The school meets the cost for all disadvantaged pupils.

We provide opportunities for children to share their voice to influence decisions, to express their views through school council meeting and pupil's questionnaires. The school's behaviour and anti-bullying policies with SEL. The school has a Service level agreement with MIND and 22% of KS2 received targeted 6 week support from a specialist counsellor.

Results from children questionnaire:

I enjoy School- 86% agree or strongly agree

I feel safe at school- 89% Agree or strongly agree

My school encourages me to look after my emotional and mental health- 91% agree or strongly agree

Intended outcome 7

_Increase the % of PP children attendance at extra-curricular activities.

Desired Outcome: PP children's attendance at extra- curricular activities is high and in line with all other children.

Outcome:

90% of PP children attended an extra- curricular activity 22-23.

All Pupil Premium children are targeted to attend extra-curricular activities through invitations.

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.

Intended outcome 8

Disadvantaged children benefit from the engagement of parents in their children's learning.

Outcome:

PP leader targets parents of PP children and personally invites and reminds them about different events and meetings going on in school. PP leader encourages parents about the benefits of attending these meetings in order to support children.

The school have reintroduced 'Stay and play' on Wednesday morning to continue to engagement parents and build relationships.

Successful partnerships are based on the development of mutual trust and respect between practitioners and parents.

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 with White Rose	Pearson
Word Aware	Stephen Parsons & Anna Branagan

Classroom Secrets	Classroom Secrets
Phonics Bug	Pearson
Accelerated Reading	Renascence Place.
KS1 and KS2 Guided reading	Pearson
No Nonsense Spelling'	Raintree

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.