

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	106 (inc nursery)
Proportion (%) of pupil premium eligible pupils	42% (inc nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dianne Mason
Pupil premium lead	Jessica Davis
Governor / Trustee lead	Rebecca Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,300

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 our disadvantaged pupils.

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

key principles of the strategy plan

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy.
- Access to improved educational resources and experiences for all disadvantaged students across all subject areas

- Targeted academic support for disadvantaged students including an academic tutor, intervention, small group tuition, as well as assessment
- Provision of strategies to support disadvantaged students with their attendance, and wellbeing including extracurricular activities, breakfast clubs, after school clubs and instrumental tuition.
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Capacity to provide continuous on-going support of subject leads to ensure continuity in the teaching of the school's curriculum.
2	To be able to provide support continuous and sustained professional development of all staff including further developing a culture of mentoring and coaching across the curriculum.
3	Further development of technology to support high quality teaching and learning.
4	Continuous professional development to support teachers to meet the specific needs of disadvantaged pupils with SEND.
5	Ensuring the interventions that support language development, literacy and numeracy have a clear impact on identified children, particularly those who are disadvantaged with SEND.
6	Sustain the attendance of all pupil premium children in line with national data.
7	Support identified pupils social, emotional and behaviour needs, in particular self-regulation and resilience.
8	Sustain the work done previously to engage parents of disadvantaged pupils.
9	Ensure the extra-curricular and extended schools timetable are delivered as planned, whilst also considering staff well-being.

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
Intended Outcome 1 Subject leads continue to develop their curriculum area so that the curriculum is delivered as intended and meets the needs of pupils, particularly the most disadvantaged.	<p>All subject leads have a curriculum in place that is regularly evaluated and amended to meet the needs of all pupils.</p> <p>Training ensures that teachers' knowledge and pedagogical expertise across the curriculum results in high quality teaching.</p> <p>Selection and investment in high quality curriculum materials supports subject leaders' development and ensures the quality of teaching is high.</p> <p>As a result of sustained subject leadership, high quality teaching is evident in all subjects across the curriculum and improves pupil premium attainment.</p>

<p>Intended Outcome 2</p> <p>Mentoring and coaching is established across the curriculum and forms part of the school's culture of teaching.</p>	<p>A mentoring and coaching model approach is established across the curriculum, with leaders identifying which method is appropriate for the subject area and/or teacher.</p> <p>Staff are supported through an established culture of mentoring/ coaching, which motivates them whilst supporting their well-being.</p> <p>An established culture of mentoring/ coaching results in high quality teaching in all subject areas and has a positive impact on pupil progress and attainment, with a particular focus on Maths and PP children achieving GDS.</p>
<p>Intended Outcome 3</p> <p>The use of technology across the curriculum offers ways to improve the impact of pupil practice.</p>	<p>The increased use of technology, such as Ipads, provides a pedagogical rationale for adopting a form of technology. Carefully planned training ensures teachers are well equipped to use technology effectively so that it impacts positively on teaching and learning.</p> <p>Technology helps teachers model in new ways and provides opportunities to highlight how experts think as well as what they do.</p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Technology is used to increase the accuracy of assessment, and the speed with which assessment information is collected. It informs teachers' decision-making and reduces workload.</p>
<p>Intended Outcome 4</p> <p>All staff are highly trained to meet the specific needs of disadvantaged pupils with SEND.</p>	<p>Staff training ensures that staff have the knowledge and skills to meet the needs of specific pupils, particularly those who are PP with SEND.</p> <p>Specific approaches to support disadvantaged pupils with SEND are in place including: explicit instruction, cognitive and meta-cognitive strategies, scaffolding and flexible grouping and the use of technology.</p> <p>Approaches to support disadvantaged pupils with SEND, help to close the gap and ensure that pupils achieve as well as they can, particularly in Maths and Writing.</p>
<p>Intended Outcome 5</p> <p>Interventions used in: whole class teaching, small groups and 1:1, have a clear impact on pupil progress and ensure that PP children achieve well, with a specific focus on Maths.</p>	<p>Staff are well trained in the use of whole class, small group and 1:1 interventions and deliver these effectively, demonstrating a clear impact on pupil progress.</p> <p>Interventions are carefully linked to classroom teaching and matched to the specific needs of pupils.</p> <p>Pupils access to the full curriculum is not inhibited through the use of interventions, ensuring that all pupils, particularly the most disadvantaged build their cultural capital.</p> <p>Effective interventions to support literacy and numeracy impact on raising standards in identified children.</p>
<p>Intended Outcome 6</p> <p>The attendance of PP children is in line with national for all pupils.</p>	<p>A wide range of approaches to improve attendance are in place, including regular rewards for good attendance. These are communicated regularly with parents and pupils.</p> <p>Attendance is the priority of all staff and is high on the school's agenda. This is outlined clearly within the school's attendance policy.</p>

	<p>Parental communication approaches and targeted parental engagement interventions are in place to support pupil attendance, for example, use of EWO, attendance clinics, Early help support.</p>
<p>Intended Outcome 7</p> <p>Social and emotional learning skills are integrated and modelled through every day teaching and reinforced through the whole school ethos and activities.</p>	<p>All staff have received training on the explicit teaching and modelling of social and emotional skills, including how to support pupils with needs relating to attachment and trauma.</p> <p>A shared vision for SEL is well established and connected with other school priorities.</p> <p>The Relationships Policy is well established in school and informs everyday practice, ensuring positive relationships between staff, pupils and parents. Schoolwide norms, expectations and routines that support children’s social and emotional development are embedded.</p> <p>The teaching of SEL skills is carefully embedded in teaching across a range of subject areas and promotes greater resilience in pupils. Subjects such as: literacy, history, drama and PE all provide good opportunities to link to SEL.</p> <p>The teaching of SEL across the curriculum is monitored and evaluated regularly to ensure that it meets pupils’ needs.</p>
<p>Intended Outcome 8</p> <p>Parents of disadvantaged pupils are actively engaged in their children’s learning.</p>	<p>There is an established link between the home learning environment and school.</p> <p>There is a clear plan in place detailing how the school supports parents; this is monitored regularly to ensure effective implementation.</p> <p>Parents are actively engaged in supporting children’s reading.</p> <p>Regular parental workshops/ school events support parents in engaging with the school and help to promote positive relationships between home and school.</p> <p>Systems are in place to support parents to create a regular routine and encourage good homework habits.</p> <p>Parents receive regular communication with regards to their child’s learning , progress and achievements.</p> <p>Communication between school and parents is a two way process, where parents are involved and valued in the decision making process.</p>
<p>Intended Outcome 9</p> <p>Extra-curricular and extended schools timetable are delivered as planned and have a positive impact on pupils academically and socially and emotionally.</p>	<p>Before and after school programmes have a clear structure, a strong link to the curriculum, and are delivered by well-qualified and well-trained staff.</p> <p>Extra-curricular activities impact positively on areas that span outside the curriculum such as aspects of social and emotional learning.</p> <p>Extended school’s activities such as booster sessions impact positively on pupil progress and attainment, especially for disadvantaged pupils.</p> <p>Planning ensures that extra-curricular and extended schools activities meet pupils’ needs and build on their capabilities. Attendance is monitored rigorously to ensure pupils who need additional support can benefit.</p>

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) 2024-25 (£44, 867)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 1: <i>Subject leads continue to develop their curriculum area so that the curriculum is delivered as intended and meets the needs of pupils, particularly the most disadvantaged.</i></p> <p>To continue to develop EYFS subject lead’s knowledge and expertise in continuing to develop communication and language approaches in the early years with a focus on the teaching and modelling of vocabulary and language.</p> <p>Continuous and sustained development to support the reading leader’s delivery of DfE validated phonics programme Phonics Bug Club.</p> <p>Develop the early reading lead’s and English lead’s knowledge and pedagogical expertise in the teaching of reading and ensure that this is delivered to all staff. Ensure that accuracy through decoding, automaticity (fluency) and prosody are taught effectively to all children in KS1 and KS2.</p> <p>Focus on building Math’s leads knowledge and pedagogical expertise in the teaching of Ten Town, 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>Continued professional development through the CCDG supports subject leaders, ensuring that their intended curriculum continues to meet the needs of pupils and staff have the pedagogical expertise to deliver high quality teaching. All subject leaders have developed comprehensive and progressive long term and medium term plans and these are taught as intended.</p> <p>Effective implementation of the school’s curriculum across all key stages, including the new art programme, Access Art is evident and monitored regularly by subject leads.</p> <p>Structured monitoring opportunities are developed, which include visits to lessons, scrutinise pupils’ work, meaningful conversations with pupils and staff, in order to gather valuable insights and observations. This can be used to provide constructive feedback to all staff.</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)</p> <p>Teaching and Learning Toolkit summarises the evidence on potential approaches that schools might choose as a focus for professional development.</p> <p>Fluency EEF (educationendowmentfoundation.org.uk)</p> <p>Reading fluency</p> <p>Effective Professional Development</p> <p>Effective Professional Development guidance report can support you in selecting, designing, and delivering meaningful professional development opportunities.</p> <p>Great teaching toolkit: Great Teaching Toolkit</p> <p>Accompanying support tools drill further into the detail, exploring what a balanced approach to professional development could look like, and more.</p> <p>Considering a balanced design: Planning professional development</p>	<p>1</p>

<p>Professional development opportunities such as NPQs are accessed when appropriate</p> <p>Evaluate the effectiveness of the CPD provided and its impact on teaching and learning</p>		
<p><i>Intent 2:</i> <i>Mentoring and coaching is established across the curriculum and forms part of the school's culture of teaching.</i></p> <p>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 and RE.</p> <p>Implement a structured coaching programme for the further development of Phonics and Reading using the core components.</p> <p>Implement a coaching programme for the delivery of other identified subjects using the core components.</p> <p>Mentoring by subject leaders is in place in all other subjects for identified staff to support professional development.</p> <p>Training and development are staff in Social and emotional learning strategies.</p> <p>Evaluate the effectiveness of the coaching provided and its impact on teaching and learning</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>	<p>2, 1</p>
<p><i>Intent 3:</i> <i>The use of technology across the curriculum offers ways to improve the impact of pupil practice.</i></p> <p>Monitor the use of technology and how it is being used, checking that all learners have the skills required to use technology effectively to allow all to become successful learners.</p> <p>Leaders to observe good practice in relation to the use of technology in other schools and explore how this may be used within their school's curriculum. Leaders to make decisions about whether to use certain technology based on the cost against the expected benefits.</p> <p>Teachers to receive training on the pedagogical rationale behind using technology so that they can use technology effectively to improve learning.</p> <p>Teachers to use technology to support retrieval and increase the retention of key ideas and knowledge, as well as effective modelling.</p>	<p>Using Digital Technology to Improve Learning</p>	<p>3</p>

<p>Intent 4: All staff are highly trained to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Refresh teachers knowledge of the 5 strategies in the EEF document ‘Special Educational Needs in Mainstream’).</p> <p>CPD for all staff on interventions 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>Monitor the use of cognitive and metacognitive strategies with PP children (with or without SEND) to ensure that all staff working with these children are developing their self-reliance and independence , as well as self-regulation and resilience.</p> <p>Monitor SEND provision for those pupils that are Pupil Premium and SEND to see impact of SEND CPD including the use of pre-teaching, explicit instruction, cognitive and meta-cognitive strategies, scaffolding, 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>Evaluate the effectiveness of the teachers adaptation of teaching its impact on learning.</p>	<p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read. Reading comprehension strategies</p> <p>Mathematics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) (£14, 433)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 5: <i>Interventions used in: whole class teaching, small groups and 1:1, have a clear impact on pupil progress and ensure that PP children achieve well, with a specific focus on Maths.</i></p> <p>Well trained staff deliver targeted academic support to assist language development, literacy and/numeracy. This is 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>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>	4,5

<p>Staff trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class - Impact of interventions is rigorously monitored. - Use of pre-teaching vocabulary for targeted support groups. <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Relevant CPD allows staff to be trained so that delivery continues to be consistent.</p> <p>Gaps in learning:</p> <p>EYFS - Well-structured interventions taking place for children who have been identified as needing further support.</p> <p>Use structured interventions for key skills to close identified gaps (small tuition groups/ 1:1 intervention). Identified pupils receive additional phonics in the form of before school intervention.</p> <p>Monitoring of interventions (SSO, Time to Listen, Time to Talk, Talk Boost) to ensure they are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>KS1- Identify and target PP children in the current year one and two, who are not on track to achieve the EXS in Phonics. Target them with quality adaptive teaching, small group and one to one intervention to increase PP attainment in phonics at the end of Year 1 and KS1. Monitor progress carefully. Continue to teach phonics twice a day until pupils are on track to achieve the expected standard at the end of year one. Identified pupils receive additional phonics in the form of before school intervention.</p> <p>KS2- Continue to target the children in the current year 3 in Maths and Writing to close the gap.</p> <p>Continue to target Year 4 through whole class intervention to ensure that PP children achieve well in the times table check.</p> <p>Continue to target the PP children in KS2 who are not secure in phonics at the end of KS1 to support them in closing the gap using the Rapid Phonics Programme.</p> <p>Continue to target pupils in Year 6 to increase the % of pp children achieving GDS in writing and Maths.</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 Selecting Interventions Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Effective approaches to support Literacy Literacy EEF (educationendowmentfoundation.org.uk) Oral language interventions</p> <p>To focus on spoken language and verbal interaction in the classroom. A focus on oral language skills will have benefits for both reading and writing.</p> <p>Phonics approaches – as part of a balanced approach – have been found to be effective in supporting younger pupils (4–7 year olds) to learn to read.</p> <p>Reading comprehension strategies</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Maximising the Impact of Teaching Assistants - trial EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guidance report on SEND in Mainstream Education Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	
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Interventions to support disadvantage pupils with SEND that are closely linked to excellent classroom teaching are in place.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing) (8,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intent 6: <i>The attendance of PP children is in line with national for all pupils.</i></p> <p>Sustain the reduction in the percentage of persistent absentees in pupil Premium so it remains at least in line with national using a range of approaches such as:</p> <p>Attendance trip to take place for the children with 100% attendance.</p> <p>Class reward at the end of the year for the class with the best attendance.</p> <p>Attendance shared in weekly assemblies and class trophy given out.</p> <p>Attendance reviews to take place regularly between the Principal, safeguarding officer, attendance champion and the EWO.</p> <p>Attendance Champions attend Collegiate Network meetings.</p> <p>Monthly meetings between safeguarding lead, principal and attendance champion take place to review previous month's attendance and determine next steps in terms of persistent absentees.</p> <p>Attendance incentives to be continued: Punctuality prize week, achievement points weekly, annual trips.</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>Continue with well-designed, carefully worded communications (texts to parents, termly attendance letters).</p> <p>Continue to embed good two-way communications with parents (keeping parents consulted regularly).</p> <p>First call home consistently used.</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>Staff regularly reminded of their responsibilities linked to the attendance policy.</p> <p>Attendance on the agenda at staff meetings-monthly following SLT.</p>		
<p>Intent 7: Social and emotional learning skills are integrated and modelled through every day teaching and reinforced through the whole school ethos and activities.</p> <p>Leaders continue to receive training linked to relational approaches in education. This training is also delivered to staff, including lunch time supervisors.</p> <p>The school's Relationships Policy reflects research linked to trauma informed practice and gives clear guidance for staff in using approaches that support children's social and emotional development, particularly self-regulation and resilience.</p> <p>Whole school practice clearly demonstrates a culture that prioritises pupils' social, emotional and mental health.</p> <p>Continue to ensure that the curriculum explicitly teaches social emotional learning skills. Subject leads regularly review their curriculum to accommodate this.</p> <p>Continue to draw on support from outside agencies such as Young Minds and MHST (from Jan 25) to provide support for parents and pupils.</p> <p>Staff use restorative practice and emotion coaching techniques to enable pupils to self-regulate.</p> <p>Host a range of well-being activities for parents to be involved in.</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>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Intent 8: Parents of disadvantaged pupils are actively engaged in their children's learning.</p> <p>Continue to ensure that there is a clear plan in place detailing how the school supports parents; this is monitored regularly by leaders to ensure effective implementation.</p> <p>Parents continue to be actively engaged in supporting children's reading through</p>	<p>Working with Parents to Support Children's Learning EEF</p> <p>Working with parents to support children's learning : Mentally Healthy Schools</p> <p>Help for early years providers : Working in partnership with parents and carers</p>	8

<p>reading and phonics information sessions, phonics watch me learn and 1:1 reader for Reception and Y1.</p> <p>Continue to host regular parental workshops/ school events (watch me learn, inspire workshops, family breakfast, mother's and father's day activities) to support parents in engaging with the school and help to promote positive relationships between home and school.</p> <p>Leaders continue to ensure that clear systems are in place to support parents to create a regular routine and encourage good homework habits.</p> <p>Continue to ensure parents receive regular communication with regards to their child's learning , progress and achievements (parent's evenings, drop in sessions, open door policy, SEN reviews where applicable).</p> <p>Communication between school and parents continues to be a two way process, where parents are involved and valued in the decision making process.</p> <p>Continue to work with parents to gain their views through parent forums and questionnaires.</p> <p>Evaluate the effectiveness of the strategies used their impact on further improving parental engagement.</p>		
<p><i>Intent 9: Extra-curricular and extended schools timetable are delivered as planned and have a positive impact on pupils academically and socially and emotionally.</i></p> <p>Leaders continue to ensure that both extra-curricular and enrichment activities are mapped out purposefully across the school.</p> <p>Planning ensures that extra-curricular and extended schools activities meet pupils' needs and build on their capabilities.</p> <p>Continue to rigorously monitor attendance to ensure pupils who need additional support can benefit.</p>	<p>Implementing a new approach to extra... Huntington Research School</p> <p>Extra-curricular Inequalities - The Sutton Trust</p>	<p>9</p>

<p>Continue to target groups of vulnerable pupils, who may not otherwise attend activities outside of the school day.</p> <p>Extra- curricular and enrichment activities continue to be delivered as planned for all year groups,</p> <p>Staff are supported to deliver extra -curricular or enrichment activities and measures are in place to support their well-being.</p> <p>Before and after school programmes continue have a clear structure, a strong link to the curriculum, and are delivered by well-qualified and well-trained staff.</p> <p>Extra-curricular activities continue to impact positively on areas that span outside the curriculum such as aspects of social and emotional learning.</p> <p>Continue to offer extended school's activities such as booster sessions, which impact positively on pupil progress and attainment, especially for disadvantaged pupils.</p>		
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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.

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:

- 5 key strategies are in place across the school to promote adaptive teaching for pupils with SEND.
- 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. Staff have also received training linked to Rosenshine's Principles of Instruction- these are evident within lessons and are supporting the learning of disadvantaged pupils.
- 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 disadvantaged pupils by ensuring consistent use of concrete resources. Continuous and consistent use of Phonics Bug across EYFS and Key Stage 1 is evident. 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. All staff have received coaching from Marc Cotton in the delivery of Power Maths. Continue to embed across the school. As a result, at the end of Year 2, data shows that 86% of all children achieved the EXS in Reading and Maths and 79% in writing. 83% of PP children achieved the EXS in Reading. In writing and Maths it was 71%.
- 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. Refresher training was delivered to all staff in June 2024.
- 100% of teaching is either good or better as shown through observation and teaching and learning reviews.

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:

- 80% of PP children achieved in Communication and language at the end of Reception.
- 80% 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. Parents have also been invited to 1:1 read with me sessions, where the teacher models reading with their child.
- 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.
- Whole class reading supports the teaching of language through explicit teaching of vocabulary.
- 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 exams 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).
- All subject leaders have developed subject specific vocabulary that is progressive across the school. These are evident on the long-term plan and also teachers MTPS for each unit. Subject leaders have worked as part of the CCDG groups within the MAC to help develop these, using expertise from the link secondary school to help develop an all through curriculum,
- Through adopting Maths mastery and Mastering Number, 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. Training from Clive Davies from Focus Education was delivered to staff to support this.

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.

As a result of developing high quality training, progress towards intended outcome at end of academic year 2024 for PP children are as follows:

Outcome:

EYFS

At the end of EYFS 80% of the Pupil Premium children achieved the Early Learning Goals. (4 out of 5 PP children).

PHONICS

At the end of Year 1, 100% of disadvantaged children passed the phonics screening.

END OF KEY STAGE 1

At the end of Year 2, 86% of all children achieved EXS in Reading and Maths and 79% in Writing. In comparison, 83% % of Pupil Premium children achieved the expected standard in reading and 67% in writing and 67% in Maths.

YEAR 4 TIMES TABLES

In the timetables test at the end of year 4, the average score for all pupils was 21.35. For PP children, the average score was 22.9.

END OF KEY STAGE 2

At the end of KS2, 87% of all pupils achieved the EXS in Reading, 73% of writing and 53% in Maths. For PP children, 78% achieved the EXS in reading, 56% in Writing and 33% in Maths. The combined result for all pupils was 53%, for PP children it was 33%. In combined 0% of PP achieved GDS. However, 11% did achieve GDS in reading.

Intended outcome 4

Desired 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.

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 through the use of Power Maths, prioritising success for all children in every lesson through skilful teaching and the use of manipulatives and pictorial representations to represent mathematical concepts. The use of this approach has impacted on the teaching of other subjects through the use of metacognitive strategies.

-Leaders have received training on relational approaches in education, with a specific focus on attachment and trauma. All staff, including support and lunch time staff have also received this training, in order to further implement strategies linked to emotional regulation and greater resilience.

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 5.8% which is comparable to 5.7% for all pupils. For PP persistent absences the rate was 15.6% compared to 16.7% for all pupils. This has significantly improved since last year.

The school has identified attendance as a priority. Funding used towards the collegiate EWO has had a positive impact on the absence rate of PP children.

Measures in place used to tackle attendance include:

- Working with the collegiate EWO to raise attendance
 - Attendance clinics with families where attendance is an issue
 - Attendance champion identified and monthly meetings take place between attendance champion, safeguarding lead and principal to monitor persistent absentees.
 - All staff are clear about their roles within attendance as detailed in the school's attendance policy- this is revisited regularly with staff.

- 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 implemented (weekly awards in assembly, weekly achievement points for 100% attendance, end of year awards and a punctuality prize week for ten weeks per academic year).
- 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 counsellor as targeted support to support children social and emotional needs.
- All staff previously had training on the EEF recommendations for SEL and use them consistently. The 5 core skills are embedded within everyday practice.
- 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. The school also uses the Ten Ten programme to deliver the RHSE curriculum in line with the Catholic ethos of the school.
- 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, including residential trips.
- 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 align with SEL.

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:

- 83% of PP children attended an extra-curricular activity 23-24.
- All Pupil Premium children are targeted to attend extra-curricular activities through invitations.
- A wide variety of activities are available including non-academic subjects. School council play a role in gaining pupil voice to decide what clubs pupils would like to attend.
- 27 children graduated from Children's University, 12 of these were PP children (44%).

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 hold a number of events to help parents engage in their children’s learning, such as: Watch me learn sessions, inspire workshops, family breakfasts, mother’s and father’s day activities, curriculum information sessions.
- 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	Pearson
Phonics Bug	Pearson
Accelerated Reading	Renaissance. Place.
KS1 and KS2 Guided reading	Pearson
No Nonsense Spelling'	Raintree
Bug Club Whole Class Reading	Pearson
Evidence Me	2Simple
Purple Mash	2Simple
Jigsaw	Jigsaw Education Group
Mastering Number	Mastering Number
Ten Ten Life to the Full	Ten Ten Resources

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.