

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	St George & St Martin Catholic Academy
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dawn Farmer
Pupil premium lead	Jenna Griffiths
Governor / Trustee lead	Mrs Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,800
Recovery premium funding allocation this academic year	£ 6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,209 (including 25% top-up)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 75,099

Part A: Pupil premium strategy plan

Statement of intent

THE NEWMAN CATHOLIC COLLEGIATE MISSION

“GROWING TOGETHER FOR LIFE”

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

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

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

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

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

Our vision for St George & St Martins is summed up in the words-

‘Growing, Learning, Loving; United in Play, Prayer and Peace’

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

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

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.

- The learning environment is supportive of disadvantaged pupils' needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.
- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

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

Key principles of the strategy plan

- 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.
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What are the key principles of your strategy plan?

- *Provision of excellent teaching through 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
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1.	Systems to ensure effective Excellent Teaching and evidence informed CPD which enables staff retention of teachers and support staff and deliver consistent quality teaching across the school																																													
2	<p>Development of speaking and listening skills to raise the attainment and progress of disadvantaged pupils from their starting points across EYFS. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current assessment data in 2021 shows that there is a gap between disadvantaged and non-disadvantaged students at the end of EYFS This is shown below:</p> <table border="1" data-bbox="363 622 1358 1149"> <thead> <tr> <th colspan="9">Percentage of Pupils making a good level of development at end of the early years foundation stage</th> </tr> <tr> <th></th> <th>All pupils</th> <th>Male</th> <th>Female</th> <th>FSM</th> <th>Non-FSM</th> <th>SEN (EHCP)</th> <th>SEN Support</th> <th>No SEN</th> </tr> </thead> <tbody> <tr> <td>Cohort</td> <td>10/16</td> <td>6/9</td> <td>4/7</td> <td>1/4</td> <td>9/15</td> <td>N/A</td> <td>1/5</td> <td>9/11</td> </tr> <tr> <td>School %</td> <td>63%</td> <td>67%</td> <td>57%</td> <td>25%</td> <td>60%</td> <td>N/A</td> <td>20%</td> <td>82%</td> </tr> <tr> <td>National %</td> <td>72</td> <td>66</td> <td>78</td> <td>74</td> <td>74</td> <td>4.5</td> <td>28.5</td> <td>77</td> </tr> </tbody> </table>	Percentage of Pupils making a good level of development at end of the early years foundation stage										All pupils	Male	Female	FSM	Non-FSM	SEN (EHCP)	SEN Support	No SEN	Cohort	10/16	6/9	4/7	1/4	9/15	N/A	1/5	9/11	School %	63%	67%	57%	25%	60%	N/A	20%	82%	National %	72	66	78	74	74	4.5	28.5	77
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3	<p>Further development of attainment in Phonics in EYFS, the current year 1 and year 2. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally. Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students in performance in the current year 1. This is shown below:</p> <table border="1" data-bbox="363 1294 1294 1496"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>% who passed the screen</td> <td>70%</td> <td>82%</td> </tr> </tbody> </table> <table border="1" data-bbox="363 1547 1281 2016"> <thead> <tr> <th colspan="5">Phonics Year 1 attainment by pupil group</th> </tr> <tr> <th></th> <th>Cohort</th> <th>Number achieving standard</th> <th>% School</th> <th>% National comparator</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>30</td> <td>21</td> <td>70%</td> <td>82</td> </tr> <tr> <td>Male</td> <td>16</td> <td>10</td> <td>63%</td> <td>78</td> </tr> <tr> <td>Female</td> <td>14</td> <td>11</td> <td>79%</td> <td>85</td> </tr> </tbody> </table>		School	National	% who passed the screen	70%	82%	Phonics Year 1 attainment by pupil group						Cohort	Number achieving standard	% School	% National comparator	All Pupils	30	21	70%	82	Male	16	10	63%	78	Female	14	11	79%	85														
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	PP	16	10	63%	84
	Non-PP	14	11	79%	84
4	Difficulties with language development / comprehension need to be addressed in a structured way, in class teaching, across the whole curriculum in all year groups.				
5	Addressing gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with the government expectations 2022 with a focus on the following reading, writing and maths attainment at expected and greater depth of PP children in year 3, reading, writing and maths attainment at expected and greater depth in year 4, writing at expected, reading, writing and maths at greater depth of PP children in year 5 reading, writing and maths at greater depth of PP children in year 6 reading for all year groups.				
6	Difficulties with Metacognition, self-regulation and self-regulated learning need to be addressed in class teaching, across the curriculum, building levels of independence in disadvantaged children. Some children have become over reliant on adult support due to periods of lockdown over the past 18 months.				
7	Engagement of parents in their children’s learning by reviewing the aims and current approaches focussing on 3 areas:- <ul style="list-style-type: none"> - supporting parents to have high academic expectations for their children; - developing and maintaining communication with parents about school activities and schoolwork; - promoting the development of reading habits. (This one is a key development for the school). 				
8	Difficulties with social and emotional learning which need to be addressed and strategies taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences. Increased number of families needing support via Early helps, CIN or CP plans. Increased referral to the SENCO via staff and parents/carers to support children whose mental health has been impacted by the pandemic.				
9.	Developing collaborative leadership across the school for PP children to ensure that strategies such as language across the curriculum and metacognition are implemented and evolving across all subject areas				
10.	Maintaining attendance so that after the impact of school closures and bubble closures attendance for PP children is at least in line with national attendance. Ensure persistent absence for disadvantaged pupils is below national attendance after the impact of school closures. Ensuring attendance of PP children at after school clubs.				

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
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<p>1. Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on improved teaching and attainment.</p>	<p>Good effective quality first teaching across evident through learning walks, deep dives</p> <p>Data will reflect this with disadvantaged pupils in line with all pupils at the end of EYFS, key stage one and two.</p>
<p>2. Development of speaking and listening skills raises the attainment and progress of disadvantaged pupils from their starting points across EYFS. Current assessment data in shows that there is a gap between disadvantaged and non-disadvantaged students at the end of EYFS, this is carried into year one.</p>	<p>Data will reflect that disadvantaged pupils are at least in line with all pupils nationally at the end of EYFS.</p> <p>The impact of the new curriculum in EYFS on what Pupil Premium children know and can remember is improved and impacting on an improvement in progress.</p> <p>The EYFS curriculum is ambitious and designed to enable the disadvantaged to be ready for the next stage in learning.</p> <p>A focus of disadvantaged children’s attainment in the current year one ensures the children are working at the expected standard by the end of the academic year.</p> <p>Governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are made.</p> <p>To aid ‘cultural capital’, all staff, teaching and non-teaching will have the requisite level of language and articulacy required for effective teaching and scaffolding of language</p>
<p>3. Further development of attainment in Phonics in EYFS, the current year 1 and current year 1. Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students in performance in the current year 1 and year 2 ensures a high percentage of pupil premium children to reach the expected standard at the end of year 1 and year 2.</p>	<p>Data should reflect that disadvantaged pupils are at least in line with all pupil premium pupils and the gap with all pupils nationally are reduced.</p> <p>All relevant staff have received training to deliver the new validated phonics programme.</p> <p>Teachers have good knowledge of the new validated phonics programme that the school have adopted and this impact on improving attainment.</p> <p>There is a sharp focus on the teaching of phonics in EYFS and KS1.</p> <p>The systematic synthetic Phonics programme, CPD and the leaders provide effective support for the further development of phonics throughout the year.</p>
<p>4. To successfully implement the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment and impacts on improving language comprehension and reading.</p>	<p>A clear plan, with milestones is in place that is RAG rated and shared with key stakeholders.</p> <p>Leaders and Governors are able to determine how well the school is achieving in</p>

	<p>implementing the activities set out in the plan, and whether improvements are being made.</p> <p>Robust assessment of children’s needs in language is in place.</p> <p>Identified difficulties students have with language development/ comprehension are addressed across the school through Quality Teaching.</p> <p>The recommendations set out in the EEF implementation guidance are used.</p> <p>As a result of clear CPD expertise across the teaching staff with regards to language and needs of individual pupils is developed.</p> <p>All staff have the requisite level of language and articulacy required for effective teaching.</p> <p>Language programmes- such as Nuffield, Time to Talk and Word Aware are used consistently across the school.</p> <p>Effectiveness of language programmes is rigorously evaluated.</p> <p>Language expectation for each year group is clear and staff understand the outcomes to be achieved.</p> <p>Language development is consistent throughout the school and threaded through all subjects.</p> <p>Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.</p>
<p>5. Address gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with the government expectations 2022, there will be a particular focus in closing the gaps reading, writing and maths attainment at expected and greater depth of PP children in year 3, reading, writing and maths attainment at expected and greater depth in year 4, writing at expected, reading, writing and maths at greater depth of PP children in year 5 across the school, reading, writing and maths at greater depth of PP children in year 6 across the school.</p>	<p>Rigorous assessment of pupils’ individual needs carried out across the school and curriculum associated with inconsistent prior learning due to school closures.</p> <p>Effective remote learning is in place for if and when it is needed for individual pupils.</p> <p>Endowment Foundation (EEF) research and the effectiveness of remote teaching has many of the same factors as determine the effectiveness of live classroom teaching in all classes.</p> <p>Recovery funding is used to explicitly address the identified needs of pupils and is used consistently across the school</p> <p>Strategies that help pupils to work independently with success are in place.</p> <p>Learning environment ensures it is supportive of disadvantaged pupils’ needs e.g. use of concrete resources in mathematics, access to range of resources in art.</p>

	<p>There is nothing less than high quality teaching across the school.</p> <p>Use of rigorously evaluated interventions and support staff are in place to close gaps.</p> <p>Deployment and practice of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants programme as much as is possible.</p> <p>The deployment of support staff is rigorously evaluated so that it supplements rather than supplants high quality teaching.</p> <p>Subject leaders share a collective responsibility to ensure recovery learning is impacting on children’s achievement.</p> <p>Reading, writing and maths is delivered to all children so that detailed knowledge and skills are in place and this cultural capital impacts positively on children’s achievement.</p> <p>The impact on the gap between disadvantaged and others caused by lockdown is minimised.</p> <p>Targeted academic support is embedded across the school.</p> <p>Effective feedback is in place.</p> <p>Gaps in prior learning as a result of the COVID 19 lockdowns and reduced engagement with remote learning are diminished.</p> <p>Termly data collection across the curriculum will measure the diminishing gaps</p> <p>Any issues with inconsistent attendance are addressed with high quality teaching.</p> <p>Identify gaps in the following reading, writing and maths attainment at expected and greater depth of PP children in year 3, reading, writing and maths attainment at expected and greater depth in year 4, writing at expected, reading, writing and maths at greater depth of PP children in year 5 across the school, reading, writing and maths at greater depth of PP children in year 6 across the school. And progress made in closing the gaps.</p>
<p>6. Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching 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, children are working more independently and achieving well.</p>	<p>The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p>

	<p>Strategies that help children to work independently with success are in place.</p> <p>Sufficient time is devoted to CPD, to enable all staff develop knowledge and understanding of metacognition through high quality professional development and resources.</p> <p>All teachers are developing their use of metacognitive strategies throughout the year and are using the strategies and tools to develop pupils' self-regulated learning skills. As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn.</p> <p>Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies</p>
<p>7. Engagement of parents in their children's learning with a particular focus on the development of reading habits</p>	<p>Review the aims and current approaches focusing on 3 areas using the EEF guidance report.</p> <ul style="list-style-type: none"> - supporting parents to have high academic expectations for their children; - developing and maintaining communication with parents about school activities and schoolwork; - promoting the development of reading habits. (This one is a key development for the school).
<p>8. Social and emotional learning is embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences</p>	<p>Social and emotional aspects of learning are supported using recommendations set out in the EEF Social and Emotional Learning guidance i.e. five key areas of self-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills.</p> <p>Teachers are continually supported with high quality CPD to develop SEL approaches and these are rigorously evaluated to ensure a positive impact on children. As a result, the 5 core skills of SEL have been embedded across the school and are referred to throughout the day.</p> <p>Positive relationship with parents supports home engagement with children's learning and dispels any potential unconscious bias.</p> <p>Address any issues with resilience, ensuring disadvantaged pupils achieve success to improve motivation</p> <p>Ensure physical health is a priority, using strategies to improve physical health of disadvantaged pupils</p> <p>Ensure social and emotional and mental health of pupils is prioritised in all year groups</p>

<p>9. Collective leadership of PP children is developed with the subject leaders and ensures that strategies such as language across the curriculum and metacognition are implemented and are evolving across all subject areas</p>	<p>Language development is consistent throughout the school and threaded through all subjects.</p> <p>Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.</p> <p>PP strategy and action plan to be shared with all staff to ensure that all subject leaders are aware of the PP aims and measures and include them within their subject / Key stage action plan.</p> <p>Subject leaders will develop a use of language across the curriculum and will ensure that that there are opportunities to introduce subject/topic words and explore their roots and to develop an understanding of how language has grown over time</p> <p>Leaders and teachers will ensure that all children, regardless of background and ability, have exposure to high quality language and vocabulary.</p> <p>To develop a culture of all teachers being a 'Teacher of Literacy'</p> <p>Rigorous assessment of children's language and needs identifies gaps in language and appropriate intervention addresses these gaps. The intervention may be whole class quality first teaching or specific interventions that take place in the classroom with all children</p>
<p>10. Maintaining attendance in light of the impact of the pandemic on attendance so that after the impact of school closures and bubble closures attendance for PP children is at least in line with national attendance. Ensure persistence absence for disadvantaged pupils below national attendance. Ensure attendance at after school clubs of PP pupils is high.</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>Percentage of PP pupils attending after clubs is high, all PP children attend at least 1 club each term</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)

Budgeted cost: £ 53,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support expert teaching by developing and sharing teaching strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality first teaching.</p> <p>Embed reading workshop in KS1 so that is consistent across the school to improve progress in reading across the curriculum.</p> <p>Continue to evolve the teaching of Maths Mastery across the school leading to an improvement in the progress of Maths.</p> <p>Embed our broad, balanced and engaging curriculum across the school to enhance children's knowledge and skills.</p> <p>Develop the progressive teaching and application of vocabulary, linked as closely as possible to the curriculum, alongside the teaching of SPAG to aid progress and attainment across the curriculum.</p> <p>Use the 'What do I know' (WDIK) statements to accurately assess and plan</p>	<p>EEF COVID 19 support guide for schools and EEF guide to supporting school planning 2020 research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all.</p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months.</p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p> <p>For effective CPD to be achieved a culture needs to be established in school whereby professional development is valued and prioritised by senior leaders (DFE 2016) and staff (William 2016) and where teachers are respected and trusted as professionals. The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy</p>	<p>Challenge 1</p>

<p>for identified gaps in learning.</p> <p>Use formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery.</p>		
<p>EYFS</p> <p>Senior Leaders develop a Curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do</p> <p>Staff Training for all relevant staff on the new EYFS Curriculum</p> <p>Staff knowing and Understanding the new framework</p> <p>EYFS reviews and action plans</p> <p>Mentoring of teaching and learning in EYFS</p> <p>Further development of attainment in EYFS</p> <p>Develop a curriculum coherently planned and sequenced across EYFS to build on what children know and can do.</p> <p>Monitoring and tracking ongoing assessment to identify children who need specific intervention to close the gap with an emphasis on PP</p>	<p>EEF Early Years Guidance Report</p> <p>Early Years Framework</p> <p>Early years evaluation</p> <p>Early Year Interventions (+5)</p> <p>Working with parents to support children’s learning (+5)</p> <p>The Early Intervention Foundation’s Guidebook which provides evidence reviews on a large number of early years programmes</p>	<p>Challenge 2</p>
<p>Phonics</p> <p>Staff training on there being a sharp focus on phonics across the curriculum</p> <p>Ensure all children receive the appropriate reading book matched to their phonics phase</p> <p>Guided reading includes a sharp focus on phonics</p>	<p>Validated Systematic Synthetic Phonics Programme (+4)</p> <p>Evaluation Framework</p>	<p>Challenge 3</p>

<p>Ensure schools approach to teaching early reading and synthetic phonics is systematic</p> <p>Implement a system to ensure that Pupils read widely and often, both in school and at home.</p> <p>Monitoring of the teaching and learning of phonics</p> <p>Reading workshop includes a sharp focus on phonics</p> <p>Approach to teaching early reading and synthetic phonics is systematic</p>		
<p>Language development and acquisition.</p> <p>Provide staff training (word aware) on delivering the progressive vocabulary curriculum and whole school expectations.</p> <p>Whole school INSET training on the Word Aware approach.</p> <p>Each class to decide on 'Goldilocks' words for each subject area.</p> <p>Each class to be given list of 'other' words children need to know by the end of the year, with a focus on 2 per week.</p> <p>Words, definitions and examples of uses sent home with children to share with parents.</p> <p>Vocab sessions take place daily – relating to either 'Goldilocks' words or 'other' words.</p> <p>Children to use Reading Workshop time to make their own vocab lists and develop strategies for understanding 'new' words.</p> <p>Introduce Reading Workshop time into Key Stage 1 to give children opportunities to experience 'new' words, and to develop reading understanding</p> <p>Use assessment tools to track knowledge and use of</p>	<p>Preparing for Early Language and Literacy (EEF)</p> <p>KS2 Literacy EEF</p> <p>Pupil Premium guidance report EEF</p>	<p>Challenge 4</p>

<p>vocabulary in context across the curriculum.</p> <p>Monitor teaching of vocabulary and use of stem sentences.</p> <p>Track reading progress and attainment.</p> <p>Track understanding of mathematics vocabulary and application in mastery curriculum.</p>		
<p>Improve outcomes in EYFS</p> <p>Further development of attainment in EYFS</p> <p>Develop a curriculum coherently planned and sequenced across EYFS to build on what children know and can do.</p> <p>Staff training to understand the new framework</p> <p>Mentoring of teaching and learning in EYFS</p> <p>Monitoring and tracking ongoing assessment to identify children who need specific intervention to close the gap with an emphasis on PP</p>	<p>EEF Covid support guide for schools</p> <p>EEF Covid recovery document</p> <p>Quality of Teaching for All (EEF small group tuition +4/ Mastery leaning +5)</p>	<p>Challenge 5</p>

<p>Phonics</p> <p>Staff training on there being a sharp focus on phonics</p> <p>Ensure all children receive the appropriate reading book matched to their phonics phase</p> <p>Reading workshop includes a sharp focus on phonics</p> <p>Approach to teaching early reading and synthetic phonics is systematic</p> <p>Implement a system to ensure that pupils read widely and often, both in school and at home</p> <p>Monitoring of the teaching and learning of phonics</p> <p>Close gaps</p> <p>Address gaps in prior learning due to Covid-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with government expectations 2022.</p> <p>Y1 PP phonics</p> <p>Y2 PP phonics</p> <p>Y3 maths</p> <p>Y4 PP in reading, writing and maths</p> <p>Y5 PP writing at the expected standard</p> <p>PP greater depth</p>		
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<p>maths</p> <p>Y6 PP greater depth</p> <p>Support expert teaching by developing and sharing teaching strategies such as instruction, scaffolding, flexible grouping, cognitive and metacognition strategies</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality for teaching</p> <p>Embed broad and balanced curriculum across the school</p> <p>Develop teaching of vocabulary, linked to the curriculum</p> <p>White Rose maths</p> <p>Reading workshop</p> <p>Writing curriculum</p>		
<p>Addressing metacognition needs across the curriculum</p> <p>Provide whole staff training on EEF guidance on metacognition</p> <p>Agree and roll out approaches which meet needs of children.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/mentor team.</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p> <p>Strategies that help children to work independently with success are in place.</p>	<p>EEF guidance report on metacognition (+7)</p>	<p>Challenge 6</p>
<p>Use EEF guidance on engaging with parents in their children's learning a particular focus on the development of reading</p>	<p>EEF Engagement with parents guidance (+3 months)</p>	<p>Challenge 7</p>

habits to implement strategies across the school.		
Social and emotional learning is to be embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences	EEF SEL guidance report (+4 months)	Challenge 8

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

Budgeted cost: £ 12,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support Use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> • Small group tuition for key knowledge and skills • One to one support for key knowledge and skills • Switch On Reading and Writing • Catch Up Maths • Language interventions in EYFS (Time to talk and NELI) <p>which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Use same-day in-class interventions for maths in particular.</p> <p>Use our 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>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>Use of EEF evidence base which includes the use of the following researched strategies- - 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 Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>	Challenge 1

<p>Provide early bird or after school sessions to support learning and application for identified groups of children.</p> <p>Same day in-class intervention.</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>EYFS</p> <p>Identify Pupil Premium children that need additional support in phonics, reading and maths.</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Base line assess and monitor progress.</p> <p>Focus on vocabulary and language interventions for identified children (Nuffield Early Language Intervention and Reading Wise Vocabulary Project).</p>	<p>EEF Early Years Guidance Report</p> <p>Early Year Interventions (+5)</p>	<p>Challenge 2</p>
<p>Phonics</p> <p>Identify Pupil Premium children that need additional support in phonics.</p> <p>Teach phonics twice a day until are on track to achieve the expected standard at the end of year one</p> <p>Base line assess and monitor progress.</p>	<p>Validated Systematic Synthetic Programme (+4)</p>	<p>Challenge 3</p>
<p>Language development and acquisition.</p> <p>Rigorous assessment using standardised and</p>	<p>EEF guidance report 'Using Teaching Assistants.'</p>	<p>Challenge 4</p>

<p>subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place.</p> <p>Interventions carefully timetabled and staff are 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 <p>Impact of interventions is rigorously monitored.</p> <p>Interventions do not significant impact on curriculum equity in school.</p> <p>Use of age related stem sentences.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>		
<p>Closing gaps in prior learning.</p> <p>Baseline assess and monitor progress.</p> <p>Reassessment curriculum tool (What do I need to know statements) in place and staff trained to use in each curriculum lesson.</p> <p>Revisit prior learning at the beginning of each lesson.</p>	<p>EEF reports for:</p> <p>Early Literacy</p> <p>KS2 Literacy</p> <p>Maths in KS2. Maths Mastery</p>	<p>Challenge 5</p>

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

Budgeted cost: £ 9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Address social and emotional difficulties in learning.</p> <p>Use a range of experiences outside the classroom to enhance skills and learning</p> <p>Increase the number of devices which can be deployed to children without regular access to remote learning.</p> <p>Improve the internet speed to the school so that all children can learn how to access remote learning independently.</p> <p>Provide CPD support for staff to deliver effective remote learning which develops children's learning, motivation and confidence.</p>	<p>Use the recommendations in the EEF social and emotional learning in primary schools guidance.</p>	<p>Challenge 8</p> <p>-</p>
<p>Develop collective leadership of PP</p> <p>Language development is consistent throughout the school and threaded through all subjects.</p> <p>Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.</p> <p>PP strategy and action plan to be shared with all staff to ensure that all subject leaders are aware of and take responsibility for the PP aims and measures and include them within their subject / Key stage action plan.</p>	<p>Individual members are held accountable for the actions and decisions of pupil premium as a whole.</p>	<p>Challenge 9</p>
<p>Carefully monitor attendance and punctuality for PP children so that it is at least in line with national attendance</p> <p>PA children to have an action plan to improve attendance</p> <p>Principal meets with parents whose children have low attendance</p> <p>Colour coded letters sent to parents termly, informing</p>	<p>Attendance and Attainment research shows that attendance is an important factor in student achievement.</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>Challenge 10</p>

<p>them of their child's attendance</p> <p>Carefully monitor and analyse attendance of PP pupils at after school clubs</p> <p>PP leader contact parents to discuss children attending clubs, work with parents to ensure PP children are attending at least 1 club per term</p>		
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Total budgeted cost: £ 75,099

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 2020 to 2021 academic year.

EYFS

Aim

Ensure quality teaching across EYFS to ensure quality and consistency so that every child makes good progress.

Target

By the end of reception, PP children achieve well, particularly those with lower starting points.

By the end of reception children use their knowledge of phonics to read with increasing accuracy and speed.

Most PP children achieve the early learning goals particularly mathematics and literacy.

Outcome July 2021

As a result of COVID 19 closures and related illness, outcomes at the end of Reception are not as expected and GLD is below the national for all pupils (57%). Outcomes for disadvantaged pupils were lower at 25%. Though there were only 4 PP children in the cohort. As a result there will be a focus on teaching across EYFS to close any gaps in the next academic year and a high quality transition into Year 1 is a key priority for our children, which will be rigorously monitored to ensure children can know more and remember more. This will be a focus for next year

Phonics

Aim

To ensure focused teaching is in place for disadvantaged pupils to reach the expected standard in phonics check in Year 2 and 3 (for children who didn't achieve in Year 1) in Autumn term and Year 1 in the summer term.

Target

By the end of reception children use their knowledge of phonics to read with increasing accuracy and speed.

PP children gain the phonics knowledge necessary to aid reading.

Disadvantaged pupils achieve in line with national at the phonics check in years 1,2 and 3.

Outcome

All relevant staff have received phonics training over the last academic year.

Reading books are matched to children's phonics learning to develop and embed their learning and skills.

Working more closely with parents online during remote learning has helped children's learning during closures.

Children are not yet at national standards for phonics in Reception Class and 63% of disadvantaged children in Year 1 achieved the standard which is below the national figure. By the end of Year 2 100% of disadvantaged children achieved the standard exceeding national expectations. Phonics for children entering Y1 this coming academic year will remain a key focus. Introduction and training for a validated phonics scheme to replace letters and sounds is a key focus for the next academic year. This will be a focus for next year

Reading

Aim

Attainment and progress in reading is at least in line with national at both standards at the end of EYFS, KS1 and ks2 for PP children.

Target

A rigorous and sequential approach to the reading curriculum is in place, which develops pupils' fluency, confidence and enjoyment in reading.

Disadvantaged children achieve national average or above attainment at end of EYFS, KS1 and KS2

Disadvantaged children achieve at least national average progress scores at the end of KS2 for PP children. (0).

Outcomes.

At the end of EYFS 25% of PP children achieved the standard (1 out 4),

No progress scores due to SAT's not taking place.

At the end of year 2 63% of all pupils achieved the national however only 20% of disadvantaged children achieved the expected standard. 1 in 4 of the children in the cohort. 1 out 5 children achieved expected. 4 of the PP children are SEN, one who has an EHCP.

At the end of Year 6 all children achieved in line with national however 33% of disadvantaged children (2 out of 6) achieved the expected standard. No PP children exceeded in reading. This will be a focus for next year.

Writing

Aim

Attainment and progress in writing is at least in line with national at both standards at the end of EYFS, KS1 and ks2 for PP children.

Target

Disadvantaged children achieve national average or above attainment at end of KS1 and KS2

Disadvantaged children achieve at least national average progress scores at the end of KS2 for PP children. (0).

Outcomes.

No progress scores due to SAT's not taking place.

At the end of year 2, 67% of all pupils achieved the national however only 20% of disadvantaged children achieved the expected standard. 1 in 4 of the children in the cohort. 1 out 5 children achieved expected. 4 of the PP children are SEN, one who has an EHCP.

At the end of Year 6, 70% of all children achieved in line with national however 33% of disadvantaged children (2 out of 6) achieved the expected standard. 17% PP children exceeded in writing This will be a focus for next year.

Maths

Aim

Attainment and progress in maths is at least in line with national at both standards at the end of EYFS, KS1 and ks2 for PP children.

Target

Disadvantaged children achieve national average or above attainment at end of KS1 and KS2

Disadvantaged children achieve at least national average progress scores at the end of KS2 for PP children. (0).

Outcomes.

No progress scores due to SAT's not taking place.

At the end of year 2, 67% of all pupils achieved the national however only 20% of disadvantaged children achieved the expected standard. 1 in 4 of the children in the cohort. 1 out 5 children achieved expected. 4 of the PP children are SEN, one who has an EHCP.

At the end of Year 6, 75% of all children achieved in line with national however 33% of disadvantaged children (2 out of 6) achieved the expected standard. 17% PP children exceeded in writing This will be a focus for next year.

Curriculum

Aim

Consistent teaching in all Curriculum areas across the school leads to an improvement in results.

Target

Curriculum is fully embedded, this impacts on improving results in ks2 for the disadvantaged children.

Ensure all disadvantaged pupils have access to a broad and balanced curriculum.

Outcomes.

The full curriculum is embedding and evolving to meet children's needs. Planning has been amended to provide COVID catch up opportunities and also in light of feedback.

During 'deep dive' monitoring children have demonstrated that they know more and remember more across the curriculum.

Targeted Academic Interventions

Aim

Catch Up timetable and strategy in place which supports Pupil Premium children enabling them to access targeted academic support in their identified areas of need.

Target

Establish a catch up timetable, ensuring use of physical resources to address gaps that have opened up during lockdown

Outcome

A recovery timetable was established for the autumn term for children returning to school and this was targeted towards disadvantaged children who needed additional support on top of what was provided during the teaching day.

Aim

Consistent and effective interventions are maintained over a sustained period and there is evidence of their impact on attainment and progress.

Target

Establish small group interventions for disadvantaged pupils falling behind age related expectations in English and Mathematics

Increase reading for pleasure

Outcome

Small group interventions for disadvantaged pupils took place however the school closures and closures of bubbles due to the pandemic had an impact on attainment.

Wider Strategies

Aim

Social and emotional learning is embedded across the school and is taught by all teachers.

Target

Supporting the emotional, social and mental health of pupils including CPD for staff to identify the personal demographic characteristics, stressful life experiences and poor social and economic circumstances that increase a child's vulnerability to developing mental health difficulties.

Lessons aimed at promoting resilience and well being

Support staff to be trained in mental health first aid

Outcome

Teachers delivered lessons promoting resilience and mental well being. Whole school inset training on mental health

Boxall assessments used and targeted children individually

Workshops for Year 5 and year 6 from 'Changes.'

Aim

Attendance for PP children is at least in line with the national average.

Target

Sustain attendance of disadvantaged pupils

Communication with EWO

Use of emotionally based school avoidance guidance from EP service

Academic manager to support persistence absence

Continue work to develop relationships with parents

Use of breakfast club to support punctuality of disadvantaged children

Outcome

The Persistent Absenteeism for Pupil Premium children for the last academic year was higher than the national figure. This will be a focus for next year.

In terms of EYFS and phonics at the end of year 1 assessments show that the disadvantaged children didn't achieve the targets set, however this was due to the situation with COVID-19 and school bubble closures.

In terms of attainment in reading, writing and maths at the end of KS1 and KS2 assessments show that the disadvantaged children didn't achieve the targets set, however this was due to the situation with COVID-19 and school bubble closures.

Other areas of the strategy were met by the end of year 6.

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
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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.