

# Pupil premium strategy statement 2021/22-2024/25

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 Joseph's Catholic Academy
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Hamilton
Pupil premium lead	Laura Forrester
Governor / Trustee lead	Jackie Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
National Tutoring Programme	£ 10 800 (£8100 + school 25%)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 123 136

## 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 Joseph's is summed up as follows:

St Joseph's Catholic Academy strives to provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum and wider school life in order that they achieve our curriculum drivers:

- Aspiration
- Resilience
- Compassion

We aim to do so by using and applying the most effective pedagogy informed by evidence based approaches and supported by use of additional, delegated funding.

We believe that to achieve this aim, it is essential to work in partnership with families and pupils eligible for Pupil Premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

We recognise the value of external partners and organisations in providing additional support for the social, emotional, health and well-being of all pupils with potential barriers to learning and achievement.

***What are your ultimate objectives for your disadvantaged pupils?***

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

- Excellent pastoral care for all disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Ensure consistent effective excellent teaching and evidence informed CPD to enhance retention of teachers and support staff.
2	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 shows that there is a gap between disadvantaged and non-disadvantaged students at the end of EYFS.
3	Phonics Further development of attainment in Phonics in EYFS and the current Year 1 and current 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.
4	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 EYFS, Phonics at KS1 and KS2 is at least in line with the government expectations 2022 with a focus on: Current Y2 Writing and Maths Current Y3 Phonics Current Y3 reading, writing, Maths at the expected standard and GDS Current Y4 reading, writing.
5	Difficulties with language development / comprehension need to be addressed in a structured way, in class teaching, across the whole curriculum in 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"> <li>- supporting parents to have high academic expectations for their children both now and in the future;</li> <li>- developing and maintaining communication with parents about school activities and schoolwork;</li> <li>- promoting the development of reading habits;</li> <li>- developing parents understanding of the importance of good school attendance.</li> </ul>
8	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.  There is a gap between attendance of disadvantaged pupils at extra-curricular activities compared to their non- disadvantaged peers.

9	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.
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Effective 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>Good effective quality first teaching across all classes and subjects evident through learning walks, work scrutinies and pupil progress data</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>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>Evidence based CPD impacts positively on the retention of teachers and support staff.</p> <p>There is nothing less than high quality teaching across the school.</p>
2. Improved communication and language skills in EYFS impact positively on attainment in all areas of learning so that attainment at GLD is at least in line with national for all groups.	<p>Good, effective quality first teaching in all areas of Early Years focuses on the development of Communication and Language</p> <p>Home learning has been developed to provide opportunities for parents to support with Communication and Language</p> <p>Early Communication Screen is now used to identify children in need of additional support and evidence based Nuffield Language intervention delivered by well trained staff and this closes gaps for identified children</p> <p>At the end of EYFS attainment in CLL and reading is improved for disadvantaged children and is in line with national.</p> <p>Termly pupil progress data indicates that progress is on track for attainment at GLD to be at least in line with national for all groups.</p>
3. Attainment in Phonics in EYFS and the current Year 1 and current Year 2 is at least in line with national for disadvantaged as well as non disadvantaged pupils	<p>Use of validated Phonics Scheme (Phonics Bug) ensures quality first teaching in Phonics and impacts on improving attainment.</p> <p>Phonics Policy reviewed in light of the use of Phonics Bug to ensure a consistent approach to Phonics teaching and Phonics Catch up</p>

	<p>Same day Phonics Catch up delivered to pupils who have not secured the days learning by well trained staff to ensure they keep up.</p> <p>Termly tracking enables pupils who are falling behind to be targeted in a timely manner and interventions impact on closing gaps.</p> <p>Reading books matched exactly to the sounds that children have been taught enable parents to effectively consolidate Phonics learning at home</p> <p>Parent Workshop educates parents so that they are able to effectively consolidate Phonics learning at home</p> <p>Online platform used to enable parents to effectively consolidate Phonics learning at home</p>
<p>4. Gaps in learning are closed and attainment in core subjects is at least in line with the national average for disadvantaged and non-disadvantaged pupils in all subjects with a focus on:</p> <p>Current Y2 Writing and Maths</p> <p>Current Y3 Phonics</p> <p>Current Y3 reading, writing, Maths at the expected standard and GDS</p> <p>Current Y4 reading, writing</p>	<p>Pupil progress data indicates that gaps in identified classes and subjects are closing as a result of good effective quality first teaching across all classes and subjects</p> <p>Recovery premium/ School Led tutoring grant used to provide daily, individual, evidence based intervention for targeted pupils by staff familiar to the children and this closes gaps.</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>Catch Up strategy explicitly addresses 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>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>The impact on the gap between disadvantaged and others caused by lockdown is minimised after 3 years.</p>

	Any issues with inconsistent attendance are addressed with high quality teaching.
5. Difficulties with language development / comprehension are addressed in a structured way, in class teaching, across the whole curriculum in all year groups resulting in improved outcomes in reading, writing and Maths.	<p>A clear plan, with milestones is in place that is RAG rated and shared with key stakeholders so that leader and governors are able to determine how well the school is achieving in 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 and ensures children are targeted appropriately</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>Word Aware CPD for all teaching and support staff impacts upon classroom practice.</p> <p>All staff have the requisite level of language and articulacy required for effective teaching.</p> <p>Evidence based language programmes continue to be used in EYFS and their impact is rigorously evaluated.</p> <p>Word Aware is consistently used in KS1 and KS2 (see implementation plan).</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>
6. Difficulties with Metacognition, self-regulation and self-regulated learning are effectively addressed in class teaching and across the curriculum so that disadvantaged children have increased levels of independence	<p>Whole staff training in metacognition within the classroom with a focus on the seven stages based on the EEF guidance</p> <p>Follow up training in small groups to focus on the seven stages and how to apply these to current classroom practice</p> <p>Write an implementation plan for the development of metacognitive skills within the classroom with a focus on the seven stages</p> <p>Monitoring activities to include a focus on the progress in and impact of metacognition</p>
7. Parents are engaged in their children's learning and have high academic expectations for their children both now and in the future	<p>All staff in school understand the messages of the EEF guidance report on parental engagement</p> <p>The approaches detailed in the EEF guidance are applied consistently in order to:</p>

<p>Parents understand what their child is learning and how they can effectively support them in all areas of learning including reading</p> <p>Parents understand the importance of good school attendance and are proactive in facilitating this</p>	<ul style="list-style-type: none"> <li>- support parents to have high academic expectations for their children;</li> <li>- develop and maintaining communication with parents about school activities and schoolwork</li> <li>- promote the development of good reading habits.</li> </ul> <p>Positive relationships with parents support home engagement with children's learning and dispel any potential unconscious bias.</p> <p>Parent workshops, curriculum leaflets, Meet the Teacher meetings, Parents evenings and informal events are used to build relationships with parents and support parental understanding of ways they can support their children</p>
<p>8. Attendance for disadvantaged children is at least in line with national attendance.</p> <p>Persistent absence for disadvantaged pupils is below national attendance after the impact of school closures.</p>	<p>Parents and children understand the importance of good school attendance as a result of assemblies, reminders on newsletters, visual prompts around school and attendance rewards</p> <p>The work of the Collegiate EWO and Safeguarding Officer, attendance clinics, phone calls and door knocks result in improved attendance</p> <p>Children who are required to isolate access remote learning with good attendance because the same expectations and monitoring procedures are in place as for face to face teaching</p>
<p>9. Difficulties with social and emotional learning are addressed and strategies taught by all teachers to address socio-economic disadvantage</p> <p>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>All staff are supported to develop SEL approaches and these are rigorously evaluated for impact on children.</p> <p>Positive relationship with parents supports home engagement with children's learning and dispels any potential unconscious bias.</p> <p>Families who need additional support via Early helps, CIN or CP plans, referral to the SENCO are able to access appropriate support in a timely manner</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School embeds a culture whereby professional development is valued and prioritised and there is buy in from the whole school community.</p> <p>Planning and use of researched CPD to embed the strategies planned for the academic year to ensure there is cohesive and consistent practice.</p> <p>Policies and practices which have been previously developed and reviewed are embedded in practice across the school.</p> <p>Review of policies and practices to identify any amendments needed and monitoring across the school to ensure cohesive and consistent practice.</p> <p>Middle and Senior Leaders to have access to a careers pathway which includes the NPQ programmes.</p>	<p>Subject Specific training</p> <p>EEF Guide to Supporting School Planning</p>	<p>Challenge 1 (Staff mobility)</p>
<p>Continue to screen all children using the ELCS on entry to Pre School, Nursery and Reception and mid-way through each year.</p> <p>Continue to use the ELCS results to inform groupings for whole class planning and provision and for the Nuffield intervention programme</p> <p>Complete Reception baseline for diagnostic assessment.</p> <p>Use the EEF guidance preparing for Early Literacy which builds on the recommendations in Improving Literacy in Key Stage One and Two reports, but is specific to the needs of three to five year old children</p> <p>Embed the EYFS curriculum and ensure there is consistent and cohesive practice across EYFS</p> <p>Training for new staff on the use of Word Aware and Time to Talk</p>	<p>EEF research - the <b>Nuffield Early Language Intervention</b></p> <p>EEF guidance preparing for Early Literacy</p> <p>EEF Early Years Guidance Report</p> <p>Early Years Framework</p> <p>Updated Development Matters</p> <p>Early years evaluation</p> <p>Early Year Interventions (+5)</p>	<p>Challenge 2 (Early Years)</p>



<p>Sustain high quality teaching of Phonics across EYFS and KS1 and provide high quality same day Phonics Recovery for those children who did not achieve during the daily phonics session. Teacher- led targeted group teaching</p> <p>Monitor phonics practice to ensure it is cohesive and consistent.</p> <p>Targeted academic support of Phonics is sustained across the school, including structured interventions such as small tuition groups and 1:1 support and same day, in-class interventions, where sessions are explicitly linked to daily lessons</p> <p>Training for new staff, including support staff, in the use of the validated phonics programme and the use of phonics across the curriculum</p> <p>Monitoring of the quality of teaching and learning of phonics including teacher feedback and application of phonics across the curriculum</p> <p>Review and monitoring of reading books to ensure they match the sounds the children know.</p> <p>Target bottom 20% of children, including PP children, for daily reading intervention.</p> <p>Research and visit schools that have a focus on developing reading fluency and implement strategies to further develop fluency across EYFS and KS1</p> <p>Monitor and hold pupil discussions to ensure that the practice of pupils reading widely and often, both in school and at home, is embedded.</p>	<p>Use of a validated Systematic Synthetic Phonics Programme <b>Bug Club</b></p> <p>EEF Guidance Making the Most of Teaching Assistants. Effective deployment of Teaching Assistants.</p> <p>EEF Teacher feedback to improve Learning</p> <p>EEF Recommendations Improving Literacy (Reading) in EYFS and KS1</p>	<p>Challenge 3 (Phonics)</p>
<p>Embed Adaptive Learning across the school ensuring cohesive and consistent practice using strategies such as instruction, scaffolding, flexible grouping, cognitive and metacognition strategies</p> <p>Identify teacher subject knowledge strengths and areas for development across the curriculum. Provide CPD and support where development is needed.</p> <p>Map out skills and knowledge for each Year group and each subject and implement these across the school.</p> <p>The Recovery funding explicitly addresses the identified needs of pupils and is used consistently across the school. E.g. the attainment of PP children in maths and combined at the EXS at the end of KS2 and target PP children to increase the percentage exceeding the national standard at the end of KS2. Specifically target PP children in the current Y3 and Y4. So that by the end of KS2 they will achieve in line with national.</p>	<p>EEF Covid support guide for schools – teaching strategies</p> <p>EEF Covid recovery document</p> <p>Quality of Teaching for All (EEF small group tuition +4/ Mastery learning +5) EEF Metacognition (7+)</p> <p>EEF Teacher feedback to improve learning (6+)</p>	<p>Challenge 4 (gaps)</p>

<p>Strategies that help pupils to work independently with success are in place.</p> <p>Further develop teacher's feedback to ensure it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Monitoring of teaching and learning and feedback to ensure practices are embedded and the focus is on moving learning forward, targeting the specific learning gaps that pupils exhibit.</p> <p>Target identified staff, including those new to teaching to develop high quality feedback that focuses on the task, subject, and self-regulation strategies</p> <p>Embed practices across the school to ensure the curriculum and teaching is supportive of disadvantaged pupils' needs e.g. further develop the use of concrete resources in mathematics in KS2, access to range of resources in art.</p> <p>Further embed the use of the five evidence-based recommendations to support disadvantaged pupils with SEND, reviewing current approach and implementing practical ideas</p> <p>Further training for TAs, to support disadvantaged pupils with SEND.</p> <p>Monitor rigorously evaluated interventions across the school to ensure they continue to close any gaps and to build on whole class teaching.</p> <p>Continue to rigorously monitor and evaluate of the deployment of support staff to ensure that they supplement rather than supplant high quality teaching.</p>	<p>EEF Covid support guide for schools</p> <p>EEF Guidance Making the Most of Teaching Assistants.</p> <p>EEF Making the most of Teaching Assistants.</p> <p>EEF Using Digital Technology to Improve Learning guidance</p> <p>EEF guidance report- Special Educational Needs in Mainstream</p>	
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<p>Embed dialogic activities across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Monitor vocabulary teaching and the Word Aware programme to ensure it is consistently implemented across the school</p> <p>Embed the progressive vocabulary curriculum across all subject areas across the school.</p> <p>Reintroduce the Stoke '25 reads' (EYFS) and Stoke '100 reads.'</p> <p>Leaders monitor progress in vocabulary to ensure that all children, regardless of background and ability, have exposure to high quality language and vocabulary.</p> <p>Embed carefully timetabled interventions and ensure new staff are trained so that delivery is consistent.</p> <ul style="list-style-type: none"> <li>- Small group tuition</li> <li>- One to one support</li> <li>- Effective deployment of Teaching Assistants in class</li> </ul> <p>Impact of interventions is rigorously monitored.</p> <p>Establish pre-teaching of vocabulary across the school, along with vocabulary learnt in previous year groups</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>Word Aware is an evidence-based and curriculum-focused approach to vocabulary learning.</b></p> <p>EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can support the development of communication and language.</p> <p>EEF Preparing for Literacy Guidance Report. (+4)</p> <p>EEF KS1 Literacy Guidance Report</p> <p>Parental Engagement Guidance Report</p> <p>EEF Diagnostic guidance</p> <p>Communication and language provide the foundations for learning and thinking and underpin the development</p> <p>EEF Teacher feedback to improve Learning</p> <p>EEF Making the Most of Teaching Assistants.</p>	<p>Challenge 5 (Language Development)</p>
<p>Provide further whole staff training on EEF guidance on metacognition and the implementation of Metacognitive strategies in whole class teaching.</p> <p>Embed the gradual release model in the teaching of Maths</p>	<p>EEF 'A schools guide to Implementation'</p> <p>Use the 6 recommendations set out in EEF 'A schools guide to Implementation' to implement metacognition and is shared with all stakeholders.</p>	<p>Challenge 6 (Metacognition)</p>

<p>Establish the use of the gradual release model across other curriculum areas</p> <p>Monitor delivery and effectiveness of metacognitive approaches across the curriculum and across 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>EEF guidance report on metacognition (+7)</p>	
<p>Continue to follow and embed recommendations EEF Guidance on Working with Parents to Support Children's Learning</p> <p>Send out parent questionnaire to find out what support parents would find helpful.</p> <p>Promote parental engagement in shared reading through weekly 'Book Share' in EYFS and 'Breakfast with books' across the school.</p> <p>Parents in Preschool and Nursery are invited to visit the Little Library Van with their child.</p> <p>Hold 'Watch me learn' sessions, where parents can join their children in class and become involved in their learning.</p> <p>Continue to work with parents and children so as they understand the importance of good school attendance.</p> <p>Continue to use assemblies, reminders on newsletters, visual prompts around school attendance rewards. Including class attendance raffle each half term.</p> <p>Continue to work with the Collegiate EWO and Safeguarding Officer, attendance clinics, phone calls and door knocks to improve attendance</p> <p>Review school behaviour policy and practices. Consult with parents (Questionnaire) and share new policy and expectations.</p>	<p>EEF Guidance on Working with Parents to Support Children's Learning</p>	<p>Challenge 7 (Parents)</p>
<p>Continue to work with parents and children so as they understand the importance of good school attendance.</p> <p>Continue to use assemblies, reminders on newsletters, visual prompts around school attendance rewards. Including class attendance raffle each half term.</p>		<p>Challenge 8 (Attendance)</p>

<p>Continue to work with the Collegiate EWO and Safeguarding Officer, attendance clinics, phone calls and door knocks to improve attendance</p> <p>Hold Monthly meetings attended by SLT and Academy Manager to discuss children whose attendance falls below 90 %</p>		
<p>SEL skills are taught explicitly through - Stop, Think, Do Healthy minds, Happy Me Ten: Ten RHE programme</p> <p>Self-regulation zones are displayed and used in every classroom.</p> <p>Staff are trained in and use 'emotion coaching' techniques to expand children's emotional vocabulary and support them to express and regulate their emotions.</p> <p>Stop, think, do is embedded and used to teach relationship skills and positive decision making.</p> <p>SEL skills are integrated and modelled through everyday teaching.</p> <p>Embed now school behaviour policy and routines to support children's Social and Emotional development.</p>	<p>EEF ' A schools guide to Implementation'</p> <p>EEF Guidance Social and Emotional Learning</p>	<p>Challenge 9 (SEL)</p>

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

Budgeted cost: £49 623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish a timetabled programme of small group interventions for disadvantaged pupils falling behind expectations in English and Maths	EEF Pupil Premium Guidance	4
<p>1:1 support</p> <p>Effectively deployment of teaching assistants to meet needs of identified children</p> <p>Use of small groups to increase reading for pleasure</p> <p>Small group Phonics interventions</p> <p>Monitor interventions</p> <p>CPD for identified staff who are delivering interventions</p>	<p>EEF Guidance – Effective use of Teaching Assistants</p> <p>EEF Diagnostic guidance</p>	3, 4

<p>Same day in-class interventions are used in all cohorts with sessions explicitly linked to daily lessons.</p> <p>Interventions are delivered to identified children.</p> <p>Effective feedback is in place to ensure progress of disadvantaged pupils</p>	<p>EEF Diagnostic guidance</p> <p>EEF Teacher feedback to improve learning (6+)</p>	3, 4

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

#### Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Training and release time for staff to review and consider procedures in the good practice guide where they differ from school procedures</p> <p>Implement the principles of an effective whole school attendance strategy</p> <p>Through</p> <ul style="list-style-type: none"> <li>- Leadership and management</li> <li>- Relationships and Communication</li> <li>- Systems and data</li> <li>- Intervention</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The EEF Guide to School planning: A tiered approach to 2021</p> <p>EEF Guidance on Working with Parents to Support Children's Learning</p>	
<p>Systems are in place to encourage positive engagement of disadvantaged children in school life.</p> <p>Targeting and increasing uptake by disadvantaged students through invitations to identified pupils</p> <p>Enrichment activities developed using pupil voice to establish interests so they are not seen as optional extras.</p> <p>Staff plan some enrichment curriculum activities remotely so the children can access them remotely.</p> <p>A wide variety of activities are available including non-academic subjects</p> <p>Monitoring and analysis of the uptake of pupil premium children engaging in enrichment curriculum activities</p> <p>Free places offered at clubs, visits, music lessons</p> <p>Discussions with parents to raise the profile and help them to see the importance of extra-curricular activities</p>	<p>EEF Guidance on Working with Parents to Support Children's Learning</p> <p>EEF Use of Digital Technology guidance</p> <p>Ofsted grade descriptor outlines that The most disadvantaged pupils consistently benefit from extra-curricular opportunities.</p>	

**Total budgeted cost: £ £112, 336**

## 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.

#### First year progress towards achieving 3 year intended outcomes.

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.

Good effective quality first teaching across all classes and subjects evident through learning walks, work scrutinies and pupil progress data

Subject reviews, learning walks, work scrutiny, pupil discussions and analysis of pupil data have been rigorously implemented with leaders identifying what is working well and those areas which need further development. Leaders are focused on now embedding cohesive and consistent practice, across the school, in all subject areas.

Data will reflect this with disadvantaged pupils in line with all pupils at the end of EYFS, key stage one and two. At the end of Year 6 64% PP children achieved the expected standard in reading, 79% achieved the EXS in writing, 57% achieved the EXS in maths and 79% achieved the EXS in SPAG. 38% achieved the combined EXS. This was an improvement from the previous year in reading and writing and SPAG. There was a dip in the attainment of \pp children in maths and combined remained the same as the previous year.

14% of PP children exceeded the standard in reading, 7% in writing and maths and 14% in SPAG, no PP children exceeded in combined. In reading this was the same as the previous year, however in all other areas there was a dip in last year's attainment at the exceeding standard.

Attainment of PP children in the current Y2, Y3 and Y4 are a focus for the coming year.

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.

A review of maths across the school highlighted the development in the teaching of maths across the school and the following strengths were identified.

- Consistency in key structures within lessons is evident.
- In lessons teacher exposition is excellent. Teachers check and identify misconceptions with individuals and groups. Teachers then adapt their teaching to respond to these misconceptions.
- Live marking is a key feature in all lessons. Teachers and Teaching Assistants constantly check for understanding by marking the work in books.
- There is a termly Rising Stars assessment system in place. Teachers and leaders are using this information to inform their teaching and track pupils. Teachers also use the White Rose end of block assessments.
- Manipulatives are used effectively at KS1 to support the mastery of key Mathematical skills. Further use of concrete manipulatives may help to develop the depth of understanding at KS2.
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- Pupil voice is very positive and pupils enjoy their maths lessons. Pupils are able to verbalise their learning and can describe the structure for the progression of work in lessons. Some pupils said that sometimes, they read if they have completed the task.
- Staff are confident teaching Maths using different representations. Pupils are exposed to a variety of representations from Reception, including bar modelling and part whole models.
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- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

#### Impact:

- Pupils' work across the mathematics curriculum in books is consistent, coherent and progressive. There is good variation in the types of fluency and guided reasoning questions.

- Pupils are able to talk about their Maths and explain their reasoning in lessons. Pupils understand Flashback Four help them to recall prior learning.
- Teacher exposition supports pupils enabling them to complete tasks confidently. All pupils are engaged and their behaviour is excellent.
- The website gives parents a great opportunity to understand how Maths is taught and how they can support their child at home. Parents and carers may benefit from the addition of the school Calculation Policy to the website.

**To develop maths further the use of concrete resources needs to be developed across KS2 to support disadvantaged pupils.**

## 2. Improved communication and language skills in EYFS impact positively on attainment in all areas of learning so that attainment at GLD is at least in line with national for all groups.

A change in staffing and support from a partner school within the collegiate to further develop the curriculum and practice is ensuring systems and practices have been introduced successfully, leading to effective teaching, in all areas across EYFS. There has been a particular focus on the development of Communication and language through the implementation of the new EYFS Framework, the use of the Nuffield language programme and Time to Talk. This impacted on attainment at the end of EYFS with 67% of PP children reaching ARE. This is an increase on the previous year when only 50% of PP children achieved this standard. Home learning has been developed to provide opportunities for parents to support with Communication and Language

## 3. Attainment in Phonics in EYFS and the current Year 1 and current Year 2 is at least in line with national for disadvantaged as well as non disadvantaged pupils

Use of validated Phonics Scheme (Phonics Bug) has been successfully implemented and this has impacted on improving attainment with 73% of PP children achieving the national standard at the end of Y1 and 89% at the end of Y2. This is a substantial improvement on the previous year when 66% achieved the standard at the end of Year 1 and 60% at the end of Year 2. To achieve this Same day Phonics Catch up has been delivered to pupils who have not secured the days learning by well trained staff to ensure they keep up. Termly tracking has enabled pupils who were falling behind to be targeted in a timely manner and this has impacted on reducing gaps. There has been investment and organisation of the Reading books to ensure they match exactly to the sounds that children have been taught and this has enabled parents to effectively consolidate Phonics learning at home. Parent Workshop have been held to educate parents so that they have been able to effectively consolidate Phonics learning at home

## 4. Gaps in learning are closed and attainment in core subjects is at least in line with the national average for disadvantaged and non-disadvantaged pupils in all subjects with a focus on:

Current Y2 Writing and Maths

Current Y3 reading, writing, Maths at the expected standard and GDS

Current Y4 reading, writing

At the end of Year 2 44% of PP children achieved EXS in writing and 66% in maths. This was an improvement on the attainment of the PP children in this cohort, at the end of Year 1.

At the end of Year 3 36% of PP children achieved EXS in reading, 21% writing, 50% in maths. No PP children exceeded in any of these subjects. Attainment for these PP children remain the same at the end of Y3 as at the end of Y2.

At the end of Y4 50% of PP children achieved EXS standard in reading, 58% in writing. This was an increase in attainment in writing for PP children, from this cohort, in the previous year.

The Recovery premium/ School Led tutoring grant and academic mentoring were used to provide daily, individual, evidence based intervention for targeted pupils by staff familiar to the children and this closes gaps.

## 5. Difficulties with language development / comprehension are addressed in a structured way, in class teaching, across the whole curriculum in all year groups resulting in improved outcomes in reading, writing and Maths.

A clear plan, with milestones, which is part of the school development plan, has been in place for the year, has been RAG rated and shared with key stakeholders so that leader and governors have been able to determine



how well the school has implementing the activities set out in the plan, and whether improvements have been made.

Students with identified language development and comprehension difficulties have been identified and programmes to support identified speech and language difficulties are in place.

Word Aware has been implemented across the school with all teachers and support staff having quality CPD. The teaching of vocabulary can be seen in classroom practice across the school.

Subject leaders have taken shared collective responsibility for language development and acquisition in their subject areas across the school.

#### 6. Difficulties with Metacognition, self-regulation and self-regulated learning are effectively addressed in class teaching and across the curriculum so that disadvantaged children have increased levels of independence

There has been Whole staff training in metacognition within the classroom, with a focus on the seven stages based on the EEF guidance. Further training on how to apply metacognitive strategies into classroom practice was delivered. Further development of the use of metacognition is a focus for the next 2 years, as highlighted in the intended 3 year outcomes, in this strategy.

#### 7. Parents are engaged in their children's learning and have high academic expectations for their children both now and in the future. Parents understand what their child is learning and how they can effectively support the min all areas of learning including reading

Parents understand the importance of good school attendance and are proactive in facilitating this.

Parent workshops, curriculum leaflets, Meet the Teacher meetings, Parents evenings and informal events have been held and used effectively to build relationships with parents and to support parental understanding of ways they can support their children

#### 8. Attendance for disadvantaged children is at least in line with national attendance.

Persistent absence for disadvantaged pupils is below national attendance after the impact of school closures.

Parents and children understand the importance of good school attendance as a result of assemblies, reminders on newsletters, visual prompts around school and attendance rewards. Percentage of overall absences missed for PP children was 7.8% which was slighter higher than for all pupils in the school, which is 7.3%. The % off PP children with persistent Absence of 10% or more was 30.1% compared with all pupils in the school who were 24.5%. The impact of COVID saw an increase in overall absences and persistent absences last year, for all children but particularly for PP children.

Work with the Collegiate EWO and Safeguarding Officer together with attendance clinics, phone calls and door knocks will continue this year with a focus on increasing attendance.

#### 9. Difficulties with social and emotional learning are addressed and strategies taught by all teachers to address socio-economic disadvantage

All pupils have access to the resources needed and Cultural Capital experiences.

Stop, Think, Do was introduced across the school to support Social and Emotional Learning. This was launched in the summer term and the impact on behaviour causing low level disruption and positive peer interactions was observed. This is evident in class behaviour logs.

Identified families who need additional support via Early helps, CIN or CP plans, referral to the SENCO have had access to appropriate support in a timely manner

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
White Rose Power Maths	Pearson
Word Aware Nuffield Language Programme Time to Talk	Routledge Nuffield Foundation
Stop Think Do Healthy Mind Happy Me	

### 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)