

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. Wilfrid's Catholic Academy
Number of pupils in school	310 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	104 PP + 12 EYPP (34%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dianne Mason
Pupil premium lead	Rebecca Forrester
Governor / Trustee lead	Simon Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Deprivation PP and PLAC PP)	£126,204
Recovery premium funding allocation this academic year (School Recovery PP Funding)	£12,470
National Tutoring Programme Funding + schools 50%	£11,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total PP 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	£150,050

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 Wilfrid's is summed up in the words-

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

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

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged so they are ready for the next stage of their education throughout life.
- 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 support disadvantaged pupils needs regardless of socio economic background
- 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.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring effective Excellent Teaching and evidence informed CPD to retention of support the retention of teachers and support staff and deliver consistent quality teaching across the school
2	Development of speaking and listening skills to raise the attainment and progress of all pupils including the disadvantaged from their starting points across EYFS. Current assessment data shows that current GLD percentages are below national.
3	Further development of teaching and attainment in Phonics in EYFS, year 1 and year 2.
4	Difficulties with language development / comprehension need to be addressed in a structured way, in class teaching and across the whole curriculum in all year groups. To continue with the embedding language teaching of tier 2 and tier 3 words within all subjects
5	Addressing gaps in prior learning due to the long term effects of COVID-19 so that attainment in the core subjects continues to improve and attainment at the end of KS2 is at least in line with the government expectations
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 are over reliant on adult support.
7	Development of the engagement of parents in their children's learning by reviewing the aims and current approaches.
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.	Maintaining attendance so that after the impact of school 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.

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
<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 the school is evident through learning walks, deep dives. All CPD will be informed and validated by EEF research. Data will reflect this with disadvantaged pupils in line with all pupils at the end of EYFS, key stage one and two. Staff development and retention is high.</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. 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. The EYFS curriculum is ambitious and designed to enable the disadvantaged to be ready for the next stage in learning. 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. 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. To aid cultural capital, all staff, teaching and non-teaching will have the requisite level of language and articulation 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 2. 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. All relevant staff have received training to deliver the new validated phonics programme. Teachers have good knowledge of the new validated phonics programme that the school have adopted and this impact on improving attainment. There is a sharp focus on the teaching of phonics in EYFS and KS1. The systematic synthetic Phonics programme, CPD and the leaders provide effective support for the further development of phonics throughout the year. Phonics reading books are matched to the individual child’s phonics ability</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>The recommendations set out in the EEF implementation guidance are used. The explicit teaching of vocabulary and language comprehension is firmly embedded, ensuring the consistent and constant teaching of language. ECTs and new staff are trained, mentored and coached on the explicit teaching of language across the curriculum. Staff who were new to the school last year receive follow up training in the teaching of vocabulary and language comprehension. Robust assessment of children’s needs in language is in place. Quality teaching of explicit language is evident across the school. The teaching of vocabulary and language comprehension is sustainable for the future.</p>

	<p>Pupils have detailed knowledge and skills of vocabulary across the curriculum and as a result this enables them to achieve well.</p> <p>The sharp focus on language ensures that disadvantaged children gain the phonics knowledge needed to consistently achieve at least in line with national each year.</p> <p>The impact of the teaching of vocabulary ensures that the language comprehension necessary to read and the skills to communicate gives younger children the foundations for future learning. By the end of KS2, the impact of explicitly teaching language is reflected in results from national tests and assessments being consistently good or better.</p> <p>A rigorous evaluation of the teaching of vocabulary across the school and its impact on pupils achieving well. Report to governors on the impact of explicit vocabulary teaching across the school and progress to date against the plan. 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>Leaders 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>Identified difficulties students have with language development/ comprehension are addressed across the school through Quality Teaching.</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>5. Address gaps in prior learning so that attainment in the core subjects continue to improve and attainment at the end of KS2 is at least in line with the government expectations 2022, there will be a particular focus in closing gaps in</p> <p>Year 1 – reading, writing and maths attainment at expected and greater depths of PP children</p> <p>Year 2 – reading, writing and maths attainment for PP children at the expected standard and greater depth in writing</p> <p>Year 3 – maths attainment at the expected standard for PP children and greater depth attainment in reading and writing.</p> <p>Year 4 - reading, writing and maths attainment at expected and in reading and writing at greater depths of PP children</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>Gaps in prior learning associated with lost learning during COVID 19 are identified and addressed.</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>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>Year 5 - reading, writing and maths attainment at expected and greater depths of PP children</p> <p>Year 6 – maths attainment at expected standard in maths and greater depth attainment in writing.</p>	<p>Reading, writing and maths is delivered daily to all children so that detailed knowledge and skills are in place and that 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>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>The current identified gaps are minimised by the end of the academic year so that attainment for PP children is on track to reach the expected standard by the end of KS2.</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 focussing on 3 areas using the EEF guidance report.</p> <p>supporting parents to have high academic expectations for their children;</p> <p>developing and maintaining communication with parents about school activities and schoolwork;</p> <p>Promoting the development of reading habits. (This one is a key development for the school).</p>
<p>8. Maintaining attendance and improving punctuality in light of the impact of the pandemic on attendance so that after the impact of school closures and bubble closures attendance and punctuality for PP children is at least in line with national attendance.</p> <p>Ensure persistence absence for disadvantaged pupils below national attendance.</p>	<p>Use strategies to improve attendance and punctuality that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p> <p>Collegiate EWO liaises regularly with the school and follows up concerns with parents and the local authority.</p> <p>EWO supports in raising and maintaining the standards of attendance.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023 – 2024)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 126,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intention 1</i> <i>Effective Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on continually improving teaching and attainment of pupils</i></p> <p>Support a mastery approach to the teaching of Maths using the Power Maths scheme. Ensure continual CPD (for teachers, HLTA's and TA's from EYFS to Year 6); monitoring; and coaching for staff throughout the year to ensure high quality teaching for all pupils.</p> <p>Instructional coaching for teachers with Mark Cotton to ensure high quality teaching of Maths.</p> <p>Reading, language and phonics CPD for staff with the Little Sutton English Hub (EYFS and phonics lead – 'Supporting Early Language Development Programme' and phonics, ECT – Reading comprehension and webinars for all staff relating to year group) Apply for funding from the English Hub to support the Phonics scheme Bug Club.</p> <p>Develop (where identified) and sustain high quality teaching to improve pupil attainment for disadvantaged pupils</p> <p>Provide quality CPD for all teachers and support staff on the full implementation of the Phonics Bug programme and carefully and regularly monitor phonics to ensure consistency and fidelity in the use of the Phonics Bug validated phonics programme.</p> <p>Provide mentoring and coaching for the new phonics lead with the new Vice Principal.</p> <p>Continued staff development of the teaching language in EYFS by the EYFS lead in light of recommendations from</p>	<p>EEF Guidance for Professional development and the 3 mechanisms: building knowledge, motivating teachers and developing teacher techniques.</p> <p>Evidence based research supports all of the Little Sutton English Hub's Training. This supports research based pedagogy.</p> <p>Evidence Based Education's Great Teaching Toolkit to improve teacher effectiveness.</p> <p>The EEF'S Effective Professional Development</p>	<p>Challenge 1 and 6</p>

<p>Little Sutton's 'Supporting Early Language Development Programme'</p> <p>Provide CPD for teachers and support staff to develop fluent reading. Access support and coaching from other school's within the Collegiate. This will further support pupils in developing fluent reading capabilities, focusing on the stage between decoding and comprehension.</p> <p>Continued focus on using adaptive teaching for SEND children and metacognition</p> <p>Teaching staff (including those new to the school) have a shared understanding of the curriculum. Subject leaders amend MTP's to ensure progression across the school; the recapping and building of knowledge and skills; and carefully planned and sequenced lessons to enable all children to complete the unit of work in a term.</p> <p>Focus on writing across the school, ensuring that Spelling, Punctuation and Grammar is taught consistently in English lessons and matches the expectation of the year group.</p> <p>English lead to work with the collegiate in creating purposeful WDYK statements for books, stating what children already know and will learn in sentence structure, punctuation and grammar. Unit markers created for texts and their writing outcomes, showing progression from EYFS into Y7.</p> <p>In house CPD for all staff ins school on the 5 components of the writing process – drafting, drafting, revising, editing and publishing.</p> <p>English lead to coach and mentor identified teachers who need support with the teaching of writing.</p> <p>Cross moderation of writing within the school and collegiate</p> <p>Three members of the SLT will complete their NPQSL qualification with the focus on EYFS, Pupil Premium and Professional Development across the school.</p>	<p>DFE Reading framework</p> <p>The EEF Cognitive Science Approaches in the classroom Eg Cognitive overload</p> <p>EEF Guidance – Improving Literacy Recommendation 4 and 5</p> <p>EEF Guidance – Improving Literacy Recommendation 6</p>	
<p>Intention 2: Successfully implement and embed the teaching of speaking and listening in EYFS</p> <p>EYFS lead to engage in Little Sutton's 'Supporting Early Language Development Programme' (6 sessions across the</p>	<p>Evidence based research supports all of the Little Sutton</p>	<p>Challenge 2 and 4</p>

<p>year) and apply to EYFS. This is sustained, research based CPD designed to equip teachers and leaders with a practical pedagogical understanding of both typical language development and also how to support pupils who are struggling with language acquisition. This will lead to full implementation of the strategies given.</p> <p>Ensure full implementation of the Phonics programme with fidelity to the scheme.</p> <p>Training for all staff in EYFS with the Language Intervention 'Early Talk Boost'</p>	<p>English Hub's Training. This supports research based pedagogy.</p> <p>EEF Oral language Interventions</p>	
<p>Intention 3: Further develop the application of Phonics in EYFS and Year 1.</p> <p>Continued monitoring of the use of Bug Club in EYFS and KS1 by the new phonics lead and the teaching and learning of phonics. Further support provided for staff if necessary.</p> <p>Application for £9000 funding from Little Sutton English Hub to purchase books and resources to enhance the phonics scheme Bug Club.</p> <p>Teaching spelling training for staff. Monitor the consistent teaching of spellings using No Nonsense Spelling from Y2 – Y6. Support given to staff where needed.</p> <p>Support for parents with the teaching of phonics – workshops and inviting into school to observe lessons and work with their children.</p> <p>Planned Early Reading Review with Phonics specialist from the Little Sutton English Hub.</p>	<p>Validated Systematic Synthetic Phonics Programme</p> <p>Research based</p> <p>Research spelling programme which links with the National Curriculum spelling</p> <p>EEF – School culture and engaging parents</p>	<p>Challenge 3 and 7</p>
<p>Intention 4: Address the identified gaps across the school to ensure improved attainment for disadvantaged children in identified cohorts. By the end of KS2 PP children achieve in line with national.</p> <p>A focus on the number of Pupil Premium children in EYFS achieving GLD. Target children with support and intervention</p> <p>EYFS staff to receive support from the Maths lead and external EYFS Maths specialist to ensure there is clear focus on the use of Power Maths ensuring that activities in Maths relate to expected outcomes as outlined in the framework for the end of EYFS.</p>	<p>EEF – Closing the Attainment Gap</p>	<p>Challenge 5</p>

<p>Focus on the development of handwriting in EYFS and Y1 with handwriting books (3 lines) to support this.</p> <p>Improve attainment in reading, writing and maths for our current Y1 PP pupils (in light of EYFS data)</p> <p>Improve attainment for our current Y2 boys and PP in Reading and Maths. Develop the use of manipulatives in all maths lessons through CPD, mentoring and coaching of all staff involved in the teaching of Maths so resources are used frequently by all children in all maths lessons.</p> <p>Maths lead to regularly monitor Power Maths to ensure all cohorts will complete the planned Power Maths as laid out in the programme of each term.</p> <p>To ensure PP children's attainment in writing and SPAG is at least in line with national at the end of KS2 (current Y6) SPAG expectations for each year group and clearly used in the planning of SPAG starters with consistency across the school.</p> <p>English lead to ensure clear progression in the teaching of writing across the school through MTP's.</p>	<p>One to one and small group sessions</p> <p>Use of concrete resources in Maths. EEF maths mastery guidance report</p>	
<p>Intention 5 Successfully implementing the teaching of metacognitive strategies to enable pupils to develop self-regulated learning skills across the curriculum and work more independently.</p> <p>Embed the teaching and application of metacognition linked as closely as possible to the curriculum. New CPD lead, who is completing the NPQSL qualification, to ensure professional development is planned and implemented across the school to enhance teaching using EEF evidence based research.</p> <p>Monitoring shows metacognitive strategies being used across the curriculum.</p> <p>Strategies that help children to work independently with success are embedded across the school and curriculum. Teachers model their own thinking to help pupils develop metacognitive and cognitive thinking skills</p> <p>Pupils explicitly taught self-regulation strategies in PSHE. This is evidence in books when monitoring and during lesson visits and pupil voice.</p>	<p>EEF guidance report on metacognition and professional development</p> <p>J ournaling - Power Maths (thinking about thinking)</p>	<p>Challenge 6</p>

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

Budgeted cost: £ 11,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intentions 1,2,3,4 and 5</p> <p>Continued improvement of SEND provision for those pupils that are Pupil Premium and SEND. Specific approaches to support these pupils to include explicit instruction, cognitive and metacognitive strategies, scaffolding (including pre teaching) flexible grouping, and the targeted use of technology.</p> <p>Rapid reading, precision teaching intervention training for all TA's to ensure appropriate support given to pupils. Pupil passports will reflect the plan, do and review of interventions for specific pupils.</p> <p>Dyslexia CPD for all staff and TA's. Strategies shared to be implemented in classrooms to support children.</p> <p>Talk Boost and Time to Listen and Time to Talk intervention training for EYFS and KS1 TA's to ensure timely intervention and appropriate support given to pupils.</p> <p>Careful monitoring of the interventions by the SENDCO and trainee SENDCO.</p> <p>Strategic deployment of TAs to ensure priority pupils are supported ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>Intensive individual support, either one to one or as a small group, for language and phonics is provided in addition to and explicitly linked with normal lessons. Implement pre teaching and post teaching to support disadvantaged children who are not on track to achieve the expected standard.</p> <p>Ensure those delivering tuition are well-prepared, and monitor impact.</p>	<p>EEF guidance report- SEND in Mainstream Education</p> <p>Interventions are carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme.</p> <p>EEF guidance report on 'Making the Best Use of Teaching Assistants' includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</p> <p>- EEF Toolkit has a strand on teaching assistant interventions.</p> <p>- EEF Toolkit has a strand on one to one tuition and small group tuition.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>Challenges</p> <p>2,3 and 4</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. These are timetabled for before school and during the day.</p> <p>Target the PP children in Year One who did not achieve the expected standard at the end of EYFS to support them in closing the gap through enrichment and pre and post teaching.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 12,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Intention 6</i> <i>Ensure attendance and punctuality for PP children is at least in line with national attendance</i></p> <p>Parental communication approaches and targeted parental engagement interventions are reviewed and developed to support pupil attendance.</p> <p>Continued use of daily absence updates for every class and follow up from the school office, Safeguarding lead and EWO where necessary. CPOMS updated with attendance concerns and timely actions.</p> <p>Data – June 2023: PP children - 5.8% of sessions missed due to absence (Attendance will be 94.2%) Whole school - 4.7% (Attendance will be 95.3%) PA: PP children- 15.4 % (18 children) PA: Whole school – 11.2% (39 children)</p> <p>Monthly attendance sheets shared with SLT and staff which raise awareness and ensure actions are taken to support our PP children and their families with attendance and punctuality.</p> <p>Continued support for PP families with arriving at school on time and attending regularly. This may include offer of the breakfast club and wrap around care, home visits, sticker charts to support pupils at home when getting ready for school in the mornings.</p> <p>End of year attendance reward reviewed to ensure a positive outcome.</p>	<p>EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>The DfE guidance report which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge 8</p>

<p>Attendance celebrated in weekly assemblies with the trophy being given to the highest class %</p> <p>Attendance shared by staff during parent consultation evenings and termly via a letter</p>		
<p>Intention 7 Support the impact of socio – economic disadvantage</p> <p>Behaviour policy and behaviour scripts reviewed and amended and shared with all staff.</p> <p>Support the SEMH of our PP children with a Safeguarding Lead working 3 days at the school</p> <p>Continue to develop social and emotional skills support whole class as well as targeted interventions, monitoring the impact of these choices carefully (For example – Social stories)</p> <p>Extended Services Lead to continue to audit and analyse the extra-curricular activities to consider the range, quality and take-up of extra-curricular provision.</p> <p>Continue with PP pupil voice, targeting clubs based on their interests.</p> <p>Staff to speak to parents of PP children regarding extra-curricular clubs during parent consultation evenings to encourage take up of these.</p> <p>Contact parents of PP children to say that all extra-curricular clubs are free of charge, even the external clubs which are usually paid for.</p> <p>Sustain and expand where possible the provision of and take up of Extra Curricular activities to encourage more disadvantaged children to take part. This increased engagement in extracurricular activities will be translated into improved learning according to the EEF. Our aim is for at least 50% of PP children to attend an after school club.</p>	<p>EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. - EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</p> <p>EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p> <p>EEF Toolkit has a strand on arts participation. EEF evidence research on Life Skills and Enrichment</p> <p>EEF research states that enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	

For class trip enrichment opportunities, parents of PP children are asked only to make a contribution to the cost if this is a barrier to them attending the trip.		
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Total budgeted cost: £ 150,050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome

1. *Effective 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.*

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

The Ofsted Inspection in April 2023 stated: 'Leaders have planned an ambitious curriculum for pupils and have high expectations of them. Leaders have also thought about the order in which pupils need to learn new knowledge and skills in each subject. In many subjects, this enables pupils to learn what is most important.'

A cycle of learning walks and deep dives has been implemented which runs throughout the academic year and which includes the review of all the curriculum areas. As a result any areas for further improvement have been identified and CPD, coaching and mentoring used to support and develop staff. Leaders of all subjects have worked with the Core Curriculum Development Groups (CCDG) and our History, English and Maths leads in school have all been the primary representatives when working with SMWCA teachers in leading the CCDG groups across the collegiate. This has provided expertise within the school, enabling progression and high quality teaching across the curriculum. Staff have led staff meetings and monitored the impact of training through lesson visits and book scans.

The use of manipulatives has begun to be used in Maths and staff have had training with Power Maths. This will continue to further develop as the mastery approach to teaching Maths will further support the Pupil Premium children in mathematics in the next academic year.

Staff have received training on language and vocabulary development, metacognitive strategies and SEND adaptive teaching. Staff from EYFS to Year 6 have also accessed training through the Little Sutton Hub for the teaching of grammar, exploring children's literature and reading comprehension.

The new EYFS framework is now embedded and staff have been supported with the implementation of this with EYFS leads from other school's in the collegiate. Data shows the 63% of pupils at the end of EYFS achieved with 33% of disadvantaged children achieving this. 3 PP children only joined Reception class at the end of the academic year 2023 and didn't achieve GLD. Improving outcomes for disadvantaged pupils in EYFS will be a priority for the next academic year.

Intended Outcome

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.*

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

Children in EYFS requiring additional support with speaking and listening have been identified and language programmes 'Time to Talk' and 'Time to Listen' are used. Opportunities to develop S+ L in English have been mapped out from EYFS to Y6 in a progression document. This has enabled more opportunities for children to develop confidence in their speaking, listening and performing skills – seen in productions, plays and poetry recitals. A communication screening tool has been used in Early Years to identify those needing intervention and support. Class teachers and SENCO have worked together closely to identify those needing support at KS1 and KS2. 1:1 and small group provision of Nuffield Language Intervention for children in Early Years. Outside agencies have been involved when needed.

Intended Outcome

3. Further development of attainment in Phonics in EYFS, the current year 1 and current year 2. 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.

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

The Ofsted Inspection in April 2023 stated: 'Reading is a high priority across the school. Books are central to the curriculum. This starts in early years, where there is a clear focus on children's learning of language and communication. Staff read to children regularly and explore a range of vocabulary. Staff have enhanced their expertise in early reading. The books pupils read are closely matched to the sounds they know. Staff use assessment strategies to identify where there are gaps in pupils' knowledge. They provide extra support to pupils to help them catch up. This has helped many pupils to improve their phonics knowledge.'

The new validated systematic, synthetic phonics programme (Bug Club) is now established and teaching and resources have been enhanced through support from a phonics lead within the collegiate. All staff in EYFS and KS1 have received phonics training. Phonics is taught daily with catch up sessions on the same day for those children who are not on track. At the end of Year 1, 81% of disadvantaged children passed the phonics screening. 91% of disadvantaged children passed the screening at the end of year 2 (current year 3). The spelling programme: 'No nonsense spelling' has been used in Year 2 and children in Year 3 who didn't pass the phonics screening have additional phonics interventions as part of their Pupil Passport. Parents have been invited to Phonics workshops led by our Phonics and EYFS lead. The application of Phonics in EYFS and KS1 will remain a focus for the next academic year.

PHONICS

At the end of Year 1, 81% of Pupil Premium children achieved the national standard in phonics. (13 out of 16)

At the end of Year 2, 91% of Pupil Premium children passed the phonics screening. (11 out of 12)

Intended Outcome

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.

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

All TA's received SPAG and teaching of language training at the start of the academic year (Sept 2022) delivered by the English lead. Children in EYFS have been identified and language programmes 'Time to Talk' and 'Time to Listen' are used. Communication screening tool has been used in Early Years to identify those needing intervention and support. Class teacher and SENCO are working together to identify those needing support at KS1 and KS2. 1:1 and small group provision of Nuffield Language Intervention for children in Early Years. Outside agencies involved when needed. The language acquisition programme Word Aware is embedded in all classes from Nursery to Year 6 and vocabulary is taught explicitly through high quality texts. All staff have had CPD on the development of vocabulary throughout the school and the focus on language development is consistent across the school and is

addressed in all subject areas. Subject leaders have met with other leaders in the collegiate to create tier 2 and tier 3 vocabulary lists for their specific subject. English leaders have met and created a dictionary of tier 2 and 3 words from EYFS to KS4. This is on the school Website and now needs to be explicitly shared with staff and parents. At the end of KS2, 91% of PP pupils (10 out of 11) achieved the expected standard in reading in the SATs test.

Intended Outcome

5. Address gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve and attainment at the end of KS2 is at least in line with the government expectations

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

EYFS

At the end of EYFS 33% of the Pupil Premium children achieved GLD (3 out of 9 children) 2 of these PP children only joined the school towards the end of the academic year 2023. Attainment for our EYFS children will be the focus for the next academic year.

PHONICS

At the end of Year 1, 81% of Pupil Premium children achieved the national standard in phonics. (13 out of 16)

At the end of Year 2, 91% of Pupil Premium children passed the phonics screening. (11 out of 12)

END of KEY STAGE 1

At the end of Year 2, there were 15 PP children.

73% of PP children achieved the expected standard in reading. (11 out of 15 PP children)

80% of PP children achieved the expected standard in writing. (12 out of 15 PP children)

73% of PP children achieved the expected standard in SPAG. (11 out of 15 PP children)

67% of PP children achieved the expected standard in Maths (10 out of 15 PP children)

These are all above national average apart from Maths. Maths will continue to be a focus for the next academic year.

27% of PP children exceeded the expected standard in reading (4 out of 15 PP children)

13% of PP children exceeded the expected standard in writing (2 out of 15 PP children)

33% of PP children exceeded the expected standard in SPAG (5 out of 15 PP children)

20% of PP children exceeded the expected standard in Maths (3 out of 15 PP children)

These are all above the national average.

YEAR 4 TIMES TABLES

In the times tables check at the end of Year 4, 80% of PP children scored 20+ (8 out of 10 children) and 90% of PP children scored 15+ (9 out of 10 children) This is an increase from the previous academic year.

END OF KEY STAGE 2

At the end of Year 6, there were 11 PP children.

91% of PP children achieved the expected standard in reading. (10 out of 11 PP children)

45% of PP children achieved the expected standard in writing. (5 out of 11 PP children)

55% of PP children achieved the expected standard in SPAG. (6 out of 11 PP children)

73% of PP children achieved the expected standard in Maths (8 out of 11 PP children)

54% of PP children achieved the combined expected standard. (6 out of 11 PP children)

Writing will be the focus for the next academic year.

17% of PP children exceeded the expected standard in reading (2 out of 11 PP children)

0% of PP children exceeded the expected standard in writing (0 out of 11 PP children)

25% of PP children exceeded the expected standard in SPAG (5 out of 11 PP children)

8% of PP children exceeded the expected standard in Maths (1 out of 11 PP children)

All pupils in every class are tracked and identified during termly pupil progress meetings. Catch up and booster sessions have been in place before and after school for Maths, reading and times tables support from Y3 – Y6 for PP children who are not track for achieving the expected standard. PP children in Y6 with the potential to achieve greater depth were invited to the SMWC Maths and English enrichment after school sessions. Additional phonic sessions have taken place on the same day for those not on track. One to one daily reading to an adult in school for those not reading to an adult at home. Small group sessions for identified pupils targeted with high quality teaching from an experienced teacher are in place. Additional adults to provide extra support for identified pupils. Staff know and target the PP children, both in class and for catch up sessions. All classes have names of PP children visible for staff working in the classes.

Intended Outcome

6. *Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum.*

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

The Ofsted Inspection in April 2023 stated: ‘The curriculum is adapted to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). Staff identify pupils with SEND quickly. Teachers make appropriate adaptations so that pupils with SEND can access the same curriculum as their peers. For example, pupils with SEND may receive extra adult support or practical equipment to help them to learn. As a result, these pupils participate fully in lessons, and complete work which is matched to their needs. Teachers use assessment information to find out what pupils have learned in lessons. They use this information to plan pupils’ next steps in learning.’

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

As part of SEN support, staff have had training on adaptive teaching and this has been monitored through lesson visits. SEND children identified and strategies put into place to support, this is an ongoing process. Staff training has allowed staff to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach. Staff training has been delivered which develops staffs understanding of SEMH and strategies to support these children. Staff are supported in completing Pupil Passports with achievable and timely targets and reasonable adjustments being evident.

Well- being and resilience training has been delivered to the all staff. PSHE teaching using Jigsaw is taught to help support pupils with self regulation. Lessons and books have been monitored with launch assemblies. Children who require further support with self regulation and SEMH have been identified and worked with on an individual basis. Our Family support worker/Safeguarding officer has worked with pupils individually and in groups throughout the year to support with emotional, social and mental health barriers. The School’s Mind Counsellor works with pupils identified as needing additional support. This has developed relationships between pupils and staff and allows for staff to understand better the needs of pupils.

Intended Outcome

7. *Engagement of parents in their children’s learning with a particular focus on the development of reading habits*

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

The Ofsted Inspection in April 2023 stated: ‘Pupils enjoy reading. Leaders and staff actively promote a love of reading. The vast majority of pupils read at home and are rewarded for doing so. Reading is a high priority across the school. Books are central to the curriculum.’

All staff are aware, through training, that high quality teaching must come first. Reading is a priority and the bottom 20% of each class read to an adult daily. The expectations for reading at home is still 5 times a week and PP and LA children who do not read at home are listened to read by an adult in school. This year, there has been an induction for our volunteer readers. Every class keep a record of children reading daily and rewards are given for this. These expectations and rewards were shared with parents at the start of the academic year. Reading and Phonics workshops were held for parents. Reading events took place over the year including National Poetry Day, Usbourne sponsored read and book fair and bringing books to life dance workshop. These events were celebrated on Facebook for parents. EYFS staff have shared on Facebook a recording of them reading the book of the week. Parents have responded positively to this. Next year we plan more opportunities for parents in to come into school and read with their children or take part in guided reading sessions.

Intended Outcome

8. *Maintaining attendance and improving punctuality in light of the impact of the pandemic on attendance so that after the impact of school closures and bubble closures attendance and punctuality for PP children is at least in line with national attendance. Ensure persistence absence for disadvantaged pupils below national attendance.*

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

At the start of the academic year 2022, the importance of attendance was made explicit to all staff and how it is everyone's responsibility to monitor and follow up absence. There is daily monitoring of attendance. All staff are vigilant of children who are often absent or patterns in absence.

The school office staff follow up absence with a telephone call (if not informed) and email to staff a daily list of those absent and giving reasons for absence. Our Safeguarding lead follows up PA children. CPOMS is updated. Support is given for CP children coming into school (JK goes to the house to support) Telephone call to parents and support with getting children ready for school .

EWO closely monitors absence and invites parents into an absence meeting/ clinic f where attendance has fallen below National.

Attendance policy is robust and SLT have taken a proactive approach to raising attendance through the standards and procedures laid out in the policy.

Attendance has a very high profile across school – on website, in celebration assembly (weekly class trophy) texts to parents, termly attendance certificates and stickers for 100% attendance and annual award.

Data – June 2023:

PP children - 5.8% of sessions missed due to absence (Attendance will be 94.2%)

Whole school - 4.7% (Attendance will be 95.3%)

PA: PP children- 15.4 % (18 children)

PA: Whole school – 11.2% (39 children)

Next year a focus continues to be on the attendance and punctuality of certain PP children and their families. This is particularly for the younger children (EYFS and KS1)

Externally provided programmes

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

Programme	Provider
Power Maths	Pearson
Word Aware	

Classroom Secrets	Classroom Secrets
Phonics Bug	Pearson
TT Rockstars	
White Rose Maths	White Rose

Service pupil premium funding (optional)

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

Measure	Details

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.