

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	307 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Di Mason
Pupil premium lead	Nick Glover
Governor / Trustee lead	Simon Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,933
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
National tutoring programme for academic tutor	£8,712 (including school's 25% top up)

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.

Chall enge num ber	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	<p>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 in Summer 2022 shows that current GLD percentages are below national.</p> <p>This is shown below:</p> <table><tr><th colspan="9">Percentage of Pupils making a good level of development at end of the early years foundation stage</th></tr><tr><th></th><th>All pupils</th><th>Male</th><th>Female</th><th>FSM</th><th>Non-FSM</th><th>SEN (EHCP)</th><th>SEN Support</th><th>No SEN</th></tr><tr><td>Cohort</td><td>45</td><td>18</td><td>27</td><td>16</td><td>29</td><td>1</td><td>0</td><td>44</td></tr><tr><td>School %</td><td>69%</td><td>56%</td><td>78%</td><td>75%</td><td>29%</td><td>0%</td><td>n/a</td><td>70%</td></tr><tr><td>National %</td><td>72</td><td>66</td><td>78</td><td>74</td><td>74</td><td>72</td><td>72</td><td>77</td></tr></table>	Percentage of Pupils making a good level of development at end of the early years foundation stage										All pupils	Male	Female	FSM	Non-FSM	SEN (EHCP)	SEN Support	No SEN	Cohort	45	18	27	16	29	1	0	44	School %	69%	56%	78%	75%	29%	0%	n/a	70%	National %	72	66	78	74	74	72	72	77
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3	Further development of teaching and attainment in Phonics in EYFS, year 1 and year 2. Current assessment data shows good outcomes in Y1 phonics screening test in 2021-2022.				
			School	National	
	% who passed the screen		87%	82%	
	Phonics Year 1 attainment by pupil group				
		Cohort	Number achieving standard	% School	% National comparator
	All Pupils	46	40	87	82
	Male	19	17	89	78
	Female	27	24	89	85
4	PP	12	10	83	84
	Non-PP	34	30	80	84
	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				
	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 2023 for PP children and with a focus on the following Year 1 – Pupil premium and disadvantaged pupils working at the end of year standards in R Year 2 – Pupil Premium and disadvantaged pupils working at the end of year standards in R & W Year 3 – Pupil premium and disadvantaged pupils working at the end of year standards in M Year 4 - Pupil premium and disadvantaged pupils working at the end of year standards in R, W & M Year 5 - Pupil premium and disadvantaged pupils working at the end of year standards in R & M Year 6 - Pupil premium and disadvantaged pupils working at the end of year standards in M				
	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.				
	Development of the engagement of parents in their children’s learning by reviewing the aims and current approaches.				
	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
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 the school is evident through learning walks, deep dives.</p> <p>All CPD will be informed and validated by EEF research.</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>Staff development and retention is high.</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>Data will reflect that disadvantaged pupils are at least in line with all pupils nationally at the end of EYFS.</p> <p>The impact of the new curriculum in EYFS on what Pupil Premium children know and can remember is improved and impacting on an improvement in progress.</p> <p>The EYFS curriculum is ambitious and designed to enable the disadvantaged to be ready for the next stage in learning.</p> <p>A focus of disadvantaged children's attainment in the current year one ensures the children are working at the expected standard by the end of the academic year.</p> <p>Governors are able to determine how well the school is achieving in implementing the activities set out in the plan, and whether improvements are made.</p> <p>To aid 'cultural capital All staff, teaching and non-teaching will have the requisite level of language and articulation required for effective teaching and scaffolding of language</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>Data should reflect that disadvantaged pupils are at least in line with all pupil premium pupils and the gap with all pupils nationally are reduced.</p> <p>All relevant staff have received training to deliver the new validated phonics programme.</p> <p>Teachers have good knowledge of the new validated phonics programme that the school have adopted and this impact on improving attainment.</p> <p>There is a sharp focus on the teaching of phonics in EYFS and KS1.</p> <p>The systematic synthetic Phonics programme, CPD and the leaders provide effective support for the further development of phonics throughout the year.</p> <p>Phonics reading books are matched to the individual child's phonics ability</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>The recommendations set out in the EEF implementation guidance are used.</p> <p>The explicit teaching of vocabulary and language comprehension is firmly embedded, ensuring the consistent and constant teaching of language.</p> <p>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.</p>

	<p>Robust assessment of children's needs in language is in place.</p> <p>Quality teaching of explicit language is evident across the school.</p> <p>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.</p> <p>Language expectation for each year group is clear and staff understand the outcomes to be achieved.</p> <p>Language development is consistent throughout the school and threaded through all subjects.</p> <p>Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.</p> <p>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 articulation 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 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 2022, there will be a particular focus in closing gaps in Year 1 – reading, writing and maths attainment at expected</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>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>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>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>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.</p> <p>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>

7. Engagement of parents in their children's learning with a particular focus on the development of reading habits	<p>Review the aims and current approaches focussing on 3 areas using the EEF guidance report.</p> <ul style="list-style-type: none"> - supporting parents to have high academic expectations for their children; - developing and maintaining communication with parents about school activities and schoolwork; - Promoting the development of reading habits. (This one is a key development for the school).
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.	<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** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 64,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up Curriculum</p> <p>Support expert teaching by developing and sharing teaching strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Develop teacher subject knowledge across the curriculum where needed to enhance quality first teaching.</p> <p>Embed and continue to evolve our broad, balanced and engaging curriculum across the school to enhance children's knowledge and skills.</p> <p>Teacher's use the 'What do I know' (WDIK) statements to accurately assess and plan for identified gaps in learning.</p> <p>Use formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery.</p>	<p>EEF COVID 19 support guide for schools and EEF guide to supporting school planning 2020 research documents indicate that this array of teaching strategies combined with good subject knowledge and knowledge of their pupils are the key components of high quality teaching and learning for all.</p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has</p>	Challenge 1

	<p>been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p> <p>For effective CPD to be achieved a culture needs to be established in school whereby professional development is valued and prioritised by senior leaders (DFE 2016) and staff (William 2016) and where teachers are respected and trusted as professionals. The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy</p>	
<p>EYFS</p> <p>Senior Leaders evolve a Curriculum that is coherently planned and sequenced across EYFS to build on what children know and can do</p> <p>Staff Training for all relevant staff on the new EYFS Curriculum</p> <p>Staff knowing and Understanding the new framework</p> <p>EYFS reviews and action plans</p> <p>Mentoring of teaching and learning in EYFS</p> <p>Further development of attainment in EYFS</p> <p>Monitoring and tracking ongoing assessment to identify children who need specific intervention to close the gap with an emphasis on PP</p>	<p>EEF Early Years Guidance Report</p> <p>Early Years Framework</p> <p>Early years evaluation</p> <p>Early Year Interventions (+5)</p> <p>Early Years Review</p> <p>EEF guidance – preparing for literacy (+4)</p> <p>EEF Improving maths in EYFS and KS1</p>	Challenge 2
<p>Phonics</p> <p>Staff training on the implementation of a validated systematic synthetic phonics program.</p> <p>All children to receive the appropriate reading book matched to their phonics phase and teachers to provide a reading for pleasure book alongside</p> <p>Guided reading includes a sharp focus on phonics</p> <p>Ensure schools approach to teaching early reading and synthetic phonics is systematic</p> <p>Implement a system to ensure that Pupils read widely and often, both in school and at home.</p> <p>Monitor the teaching and learning of phonics</p>	<p>Validated Systematic Synthetic Phonics Programme (+4)</p> <p>Evaluation Framework</p> <p>Interventions for identified children in pre teach and post teach activities as well as additional support where needed.</p>	Challenge 3
<p>Language development and acquisition.</p>	<p>Preparing for Early Language and Literacy (EEF KS1 Literacy EEF.)</p>	Challenge 4

<p>Provide staff training (word aware) on delivering the progressive vocabulary curriculum and whole school expectations.</p> <p>Whole school training on the Word Aware approach (Twilight).</p> <p>Each class to be given list of 'other' words children need to know by the end of the year, with a focus on knowing 100-200 vocabulary words a year.</p> <p>Assess children's knowledge and use of vocabulary across the curriculum</p> <p>Monitor teaching of vocabulary and use of stem sentences.</p>	<p>KS2 Literacy EEF</p> <p>Pupil Premium guidance report EEF</p> <p>Research on the impact of teaching vocabulary – Alex Quigley 'The Vocabulary Gap'.</p>	
<p>Address gaps in prior learning</p> <p>For EYFS and Phonics see above.</p> <p>Ensure curriculum assessment is fit for purpose and tracks acquisition of missing knowledge and skills.</p> <p>Provide staff training on assessment tools and securing quality of judgements.</p> <p>Track progress and attainment across the curriculum and in phonics, reading, writing, mathematics.</p> <p>Provide training for the use of combined remote and face to face learning.</p> <p>Provide training for relevant staff to ensure strong basic skills.</p> <p>Leaders develop recovery curriculum and provide appropriate training and resources to support staff.</p> <p>Provide training to all staff to deepen understanding of impact of social deprivation.</p> <p>Monitor quality of teaching and impact on learning.</p>	<p>EEF Maths in KS2</p> <p>EEF KS1 and KS2 Literacy</p> <p>EEF Improving maths in EYFS and KS1</p> <p>EEF Corvid Recovery Document</p> <p>EEF Diagnostic Assessment Guidance</p> <p>Quality of Teaching for All (EEF small group tuition +4/ Mastery learning +5)</p> <p>EEF Making the most of Teaching Assistants.</p>	Challenge 5
<p>Addressing metacognition needs across the curriculum</p> <p>Provide whole staff training on EEF guidance on metacognition</p> <p>Agree and roll out approaches which meet needs of children.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <p>Develop and roll out strategies to build positive relationships with parents in liaison with safeguarding/mentor team.</p> <p>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p> <p>Strategies that help children to work independently with success are in place.</p>	<p>EEF guidance report on metacognition (+7)</p> <p>EEF Teacher feedback to improve learning (6+)</p>	Challenge 6
<p>Use EEF guidance on engaging with parents in their children's learning a particular focus on the development of reading habits to implement strategies across the school.</p>	<p>EEF Engagement with parents guidance (+3 months)</p>	Challenge 7

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

Budgeted cost: £ 20,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support</p> <p>Rigorous assessment using standardised and subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place.</p> <p>Interventions carefully timetabled and staff are trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class <p>Use structured interventions for key skills using academic mentor provision for:</p> <ul style="list-style-type: none"> • Small group tuition for key knowledge and skills • One to one support for key knowledge and skills • Catch Up Maths • Language interventions in EYFS (Time to talk and NELI) <p>which are regular, brief and maintained over a sustained period of time and delivered by well trained staff.</p> <p>Use our well qualified Teaching Assistants to support in class interventions which supplement the work of the teacher.</p> <p>Use pre-teaching and effective feedback for identified children in key subject areas.</p> <p>Provide before school or after school sessions to support learning and application for identified groups of children.</p> <p>Same day in-class intervention.</p> <p>Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled. Staff are trained so that delivery is consistent</p>	<p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.</p> <p>Use of EEF evidence base which includes the use of the following researched strategies- interventions such as 1:1 and small group work. - Effective implementation ensuring sessions are explicitly linked to daily lessons - effective Interventions are maintained over a sustained period - effective feedback structures in place Interventions are carefully timetabled and staff are trained so that delivery is consistent.</p>	<p>Challenge 1</p>
<p>EYFS</p> <p>Identify Pupil Premium children that need additional support in phonics, reading and maths.</p> <p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Base line assess and monitor progress.</p> <p>Focus on vocabulary and language interventions for identified children (Nuffield Early Language Intervention and Reading Wise Vocabulary Project).</p>	<p>EEF Early Years Guidance Report</p> <p>Early Year Interventions (+5)</p> <p>EEF reports for:</p> <p>Early Literacy - preparing for Literacy</p> <p>Improving maths in EYFS and KS1</p> <p>Use of Teaching Assistants</p>	<p>Challenge 2</p>
<p>Phonics</p> <p>Identify Pupil Premium children that need additional support in phonics.</p>	<p>Validated Systematic Synthetic Programme (+4)</p>	<p>Challenge 3</p>

<p>Teach phonics twice a day until are on track to achieve the expected standard at the end of year one</p> <p>Base line assess and monitor progress.</p>	<p>The EEF guide to supporting school planning 2020 evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.</p>	
<p>Language development and acquisition.</p> <p>Rigorous assessment using standardised and subject specific assessments.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place.</p> <p>Interventions carefully timetabled and staff are trained so that delivery is consistent.</p> <ul style="list-style-type: none"> - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class <p>Impact of interventions is rigorously monitored.</p> <p>Interventions do not significant impact on curriculum equity in school.</p> <p>Use of age related stem sentences.</p> <p>Use of pre-teaching vocabulary for targeted support groups.</p>	<p>EEF guidance report 'Using Teaching Assistants.'</p> <p>EEF Early Literacy EEF KS1 and KS2 Literacy guidance.</p>	<p>Challenge 4</p>
<p>Closing gaps in prior learning.</p> <p>Baseline assess and monitor progress.</p> <p>Reassessment curriculum tool (What do I need to know statements) in place and staff trained to use in each curriculum lesson.</p> <p>Revisit prior learning at the beginning of each lesson.</p> <p>Revisit pre learning task a term later to assess whether children know more and remember more.</p> <p>Reading interventions (inference, switch on reading, additional phonics).</p> <p>Maths same day intervention is in place.</p> <p>Interventions do not significant impact on curriculum equity in school.</p> <p>Academic intervention supplements high quality teaching, not replace it.</p> <p>Use remote learning skills to support high quality teaching and learning to close gaps.</p>	<p>EEF reports for: Early Literacy KS2 Literacy Maths in KS2.</p>	<p>Challenge 5</p>

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

Budgeted cost: £4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Carefully monitor attendance and punctuality for PP children so that it is at least in line with national attendance.</p> <p>Safeguarding officer/ attendance lead to provide regular checks on families with low attendance PA children to have an action plan to improve attendance.</p> <p>Principal meets with parents whose children have low attendance.</p> <p>Colour coded letters sent to parents termly, informing them of their child's attendance.</p> <p>Home visits completed by EWO and Safe Guarding Officer.</p> <p>Prioritise places in before / after school clubs for children who have low attendance.</p> <p>Monitor attendance of PP children at after school clubs every half term. Analyse the numbers of PP attenders at extra curricula clubs and use this analysis to inform the children prioritised for next half term.</p>	<p>Attendance and Attainment research</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships.</p>	<p>Challenge 8</p>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2021 to 2022 academic year.

Aim	Outcome
Improve language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.	Phonics training has been delivered whole school and EYFS and KS1 staff. Monitoring of phonics teaching was rigorous. Phonics has been taught twice daily in Autumn / Spring terms in Y1 to ensure rapid progress was made and this was effective in outcome. Phonics check score at the end of Y1 was 87% for all children and 83% for PP children. Phonics in EYFS and KS1 will remain a focus for the next year. Children in EYFS have been identified and language programmes put into place and completed e.g. time to talk
Support for the Emotional, Social and Mental Health of pupils addresses the barriers to learning and ensures that the organisational and structural arrangements within the school are not barriers to learning.	Well- being and resilience training has been delivered to the all staff. Resilience package from Jigsaw purchased and all staff trained. Staff are using Jigsaw resilience package. PSHE teaching is continuing across the school. Children who require further support have been identified and worked with on an individual basis. 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. This has developed relationships between pupils and staff and allows for staff to understand better the needs of pupils.
Additional support provided for disadvantaged children with SEND, including one to one tuition is successful in accelerating progress.	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 have a better understanding of implementation of Pupil Passports.
Improve language skills for pupils eligible for PP.	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.
Improve attainment of PP pupils by improving the social and emotional aspects of learning.	Appropriate strategies are in place for children who require additional support with social and emotional aspects of learning. Strategies have increased children's social and emotional needs, allowing the children to learn. Family support workers. PP children achieving age related expectations at KS1 and KS2 Reading – KS1 PP 77%, KS2 PP 77% Maths – KS1 PP 69%, KS2 PP 57%

	Writing – KS1 PP 56%, KS2 PP 67%
Accelerate progress of PP pupils with no SEN so that they perform closer in line with non PP pupils Improve attainment of PP pupils by improving the social and emotional aspects of learning.	Small group sessions for identified pupils targeted with high quality teaching from an experienced teacher are in place. Additional teachers to provide extra support for identified pupils. Staff know and target the PP children, both in class and for catch up sessions. % of PP pupils achieving EXS across the school in R,W & M: R – 74%, W – 61% & M – 65%
Provide additional support for PP SEND children	Learning support staff to be responsible for one-to-one and small group interventions across the school. <ul style="list-style-type: none"> ○ Wave Three intervention ○ SOS spelling ○ Precision teaching ○ Pre/Post teaching ○ SULP ○ Socially Speaking ○ One to One Phonics (Letters and Sounds) SEND and PP children are making some progress but the Lockdown has hindered some of that, as TAs have been unable to carry these out.
Increase the attendance of Pupil Premium pupils and as a result the attainment of this group of children improves.	EWO monitored attendance of targeted families and offer support where needed. Prior to Lock down attendance was at National. EWO is monitoring attendance and letters have been sent to parents where attendance has fell 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.

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 Premium Resources	Pearson
Word Aware	
Classroom Secrets	Classroom Secrets
Phonics Bug	Pearson

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.