

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St George & St Martin Catholic Academy
Number of pupils in school	217
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	Dawn Farmer
Pupil premium lead	Jenna Griffiths
Governor / Trustee lead	Mrs Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,800
Recovery premium funding allocation this academic year	£ 6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£68,890

Part A: Pupil premium strategy plan

Statement of intent

THE NEWMAN CATHOLIC COLLEGIATE MISSION

“GROWING TOGETHER FOR LIFE”

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

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

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

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

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

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

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

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

What are your ultimate objectives for your disadvantaged pupils?

- Have positive relationships with all pupils and families
- To use pupil premium funding to achieve academic excellence for all pupils who are disadvantaged.
- The learning environment is supportive of disadvantaged pupils’ needs ensuring disadvantaged pupils have access to the resources they need regardless of their socio- economic background.

- Have access to a range of opportunities including cultural capital and enrichment opportunities to complement and enhance their educational experience.
- Governance is supportive of a whole school culture of addressing disadvantage.
- Research evidence informs approaches to addressing disadvantage.
- Excellent pastoral care for all disadvantaged pupils.

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

Key principles of the strategy plan

- To embed the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment.
- To address any gaps in prior learning associated with school closures during COVID 19.
- Difficulties with metacognition, social and emotional learning are explicitly addressed in class teaching across the curriculum.
- Difficulties with metacognition, social and emotional learning are explicitly addressed in class teaching across the curriculum

What are the key principles of your strategy plan?

- *Provision of excellent teaching through retention and CPD of staff as well as excellent pedagogy.*
- *Access to improved educational resources and experiences for all disadvantaged students across all subject areas*
- *Targeted academic support for disadvantaged students including an academic tutor, intervention, small group tuition, as well as assessment*
- *Provision of strategies to support disadvantaged students with their attendance, and wellbeing including a breakfast club, after school clubs and instrumental tuition.*
Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
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1.	Systems to ensure effective Excellent Teaching and evidence informed CPD which enables staff retention of teachers and support staff and deliver consistent quality teaching across the school
2	Development of speaking and listening skills to raise the attainment and progress of disadvantaged pupils from their starting points across EYFS. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally.
3	Further development of attainment in Phonics in EYFS, the current year 1 and year 2. Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students in year 1. Data should reflect that disadvantaged pupils are at least in line with all pupils nationally.
4	Difficulties with language development / comprehension need to be addressed in a structured way, in class teaching, across the whole curriculum in all year groups.
5	Addressing gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with the government expectations 2023 with a focus on the following reading, writing and maths attainment at expected and greater depth of PP children in year 3, reading, writing and maths attainment at expected and greater depth in year 4, writing at expected, reading, writing and maths at greater depth of PP children in year 5 reading, writing and maths at greater depth of PP children in year 6 reading for all year groups.
6	Difficulties with Metacognition, self-regulation and self-regulated learning need to be addressed in class teaching, across the curriculum, building levels of independence in disadvantaged children. Some children have become over reliant on adult support due to periods of lockdown over the past 18 months.
7	Engagement of parents in their children's learning by reviewing the aims and current approaches focussing on 3 areas:- <ul style="list-style-type: none"> - supporting parents to have high academic expectations for their children; - developing and maintaining communication with parents about school activities and schoolwork; - promoting the development of reading habits. (This one is a key development for the school).
8	Difficulties with social and emotional learning which need to be addressed and strategies taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences. Increased number of families needing support via Early helps, CIN or CP plans. Increased referral to the SENCO via staff and parents/carers to support children whose mental health has been impacted by the pandemic.
9.	Developing collaborative leadership across the school for PP children to ensure that strategies such as language across the curriculum and metacognition are implemented and evolving across all subject areas

10.	Maintaining attendance so that after the impact of school closures and bubble closures attendance for PP children is at least in line with national attendance. Ensure persistent absence for disadvantaged pupils is below national attendance after the impact of school closures. Ensuring attendance of PP children at after school clubs.
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Intended outcomes

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

Intended outcome	Success criteria
1. Effective Quality First Teaching supported by evidence informed CPD for teachers and support staff is embedded across the school and impacts on improved teaching and attainment.	<p>Teachers and other staff have a shared understanding of the components of inclusive quality first teaching, specific to their subject. Subject and phase leaders ensure that their daily practice and that of the teachers in their teams is inclusive and high quality for all. There will be memorable learning experiences in which all pupils are expected and encouraged to participate.</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 1. Current assessment data shows that there is a gap between disadvantaged and non-disadvantaged students in performance in the current year 1 and year 2 ensures a high percentage of pupil premium children to reach the expected standard at the end of year 1 and year 2.	<p>Data should reflect that disadvantaged pupils are at least in line with all pupil premium pupils and the gap with all pupils nationally are reduced.</p> <p>All relevant staff have received training to deliver the new validated phonics programme.</p> <p>Teachers have good knowledge of the new validated phonics programme that the school have adopted and this impact on improving attainment.</p> <p>There is a sharp focus on the teaching of phonics in EYFS and KS1.</p>

	<p>The systematic synthetic Phonics programme, CPD and the leaders provide effective support for the further development of phonics throughout the year.</p>
<p>4. To successfully implement the teaching of language across the school ensuring this is effective through quality teaching and learning and robust assessment and impacts on improving language comprehension and reading.</p>	<p>A clear plan, with milestones is in place that is RAG rated and shared with key stakeholders. 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. Robust assessment of children’s needs in language is in place. Identified difficulties students have with language development/ comprehension are addressed across the school through Quality Teaching. The recommendations set out in the EEF implementation guidance are used. As a result of clear CPD expertise across the teaching staff with regards to language and needs of individual pupils is developed. All staff have the requisite level of language and articulacy required for effective teaching. Language programmes- such as Nuffield, Time to Talk and Word Aware are used consistently across the school. Effectiveness of language programmes is rigorously evaluated. Language expectation for each year group is clear and staff understand the outcomes to be achieved. Language development is consistent throughout the school and threaded through all subjects. Subject leaders take shared collective responsibility for language development and acquisition in their subject areas across the school.</p>
<p>5. Address gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with the government expectations 2022, there will be a particular focus in closing the gaps reading, writing and maths attainment at expected and greater depth of PP children in year 3, reading, writing and maths attainment at expected and greater depth in year 4, writing at expected, reading, writing and maths at greater depth of PP children in year 5 across the school, reading, writing and maths at greater depth of PP children in year 6 across the school.</p>	<p>Rigorous assessment of pupils’ individual needs carried out across the school and curriculum associated with inconsistent prior learning due to school closures. Effective remote learning is in place for if and when it is needed for individual pupils. 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. Recovery funding is used to explicitly address the identified needs of pupils and is used consistently across the school</p>

	<p>Strategies that help pupils to work independently with success are in place.</p> <p>Learning environment ensures it is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art.</p> <p>There is nothing less than high quality teaching across the school.</p> <p>Use of rigorously evaluated interventions and support staff are in place to close gaps.</p> <p>Deployment and practice of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants programme as much as is possible.</p> <p>The deployment of support staff is rigorously evaluated so that it supplements rather than supplants high quality teaching.</p> <p>Subject leaders share a collective responsibility to ensure recovery learning is impacting on children's achievement.</p> <p>Reading, writing and maths is delivered to all children so that detailed knowledge and skills are in place and this cultural capital impacts positively on children's achievement.</p> <p>The impact on the gap between disadvantaged and others caused by lockdown is minimised.</p> <p>Targeted academic support is embedded across the school.</p> <p>Effective feedback is in place.</p> <p>Gaps in prior learning as a result of the COVID 19 lockdowns and reduced engagement with remote learning are diminished.</p> <p>Termly data collection across the curriculum will measure the diminishing gaps</p> <p>Any issues with inconsistent attendance are addressed with high quality teaching.</p> <p>Identify gaps in the following reading, writing and maths attainment at expected and greater depth of PP children in year 3, reading, writing and maths attainment at expected and greater depth in year 4, writing at expected, reading, writing and maths at greater depth of PP children in year 5 across the school, reading, writing and maths at greater depth of PP children in year 6 across the school. And progress made in closing the gaps.</p>
<p>6. Metacognition, self-regulation and self-regulated learning are explicitly addressed in class teaching across the curriculum.</p>	<p>The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school</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>Teachers are supported with quality CPD to develop metacognitive approaches and these are rigorously evaluated for the impact on children.</p> <p>Strategies that help children to work independently with success are in place.</p> <p>Sufficient time is devoted to CPD, to enable all staff develop knowledge and understanding of metacognition through high quality professional development and resources.</p> <p>All teachers are developing their use of metacognitive strategies throughout the year and are using the strategies and tools to develop pupils' self-regulated learning skills. As a result, pupils develop awareness of their strengths and weaknesses and the strategies they use to learn.</p> <p>Evaluation of the teaching of metacognitive skills impacts on the pupils' development of self-regulated learning, motivation and perseverance to tackle problems and apply strategies</p>
<p>7. Engagement of parents in their children's learning with a particular focus on the development of reading habits</p>	<p>Review the aims and current approaches focusing on 3 areas using the EEF guidance report.</p> <ul style="list-style-type: none"> - supporting parents to have high academic expectations for their children; - developing and maintaining communication with parents about school activities and schoolwork; - promoting the development of reading habits. (This one is a key development for the school).
<p>8. Social and emotional learning is embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences</p>	<p>Social and emotional aspects of learning are supported using recommendations set out in the EEF Social and Emotional Learning guidance i.e. five key areas of self-awareness/ self-management/ social awareness/ responsible decision making/ relationship skills.</p> <p>Teachers are continually supported with high quality CPD to develop SEL approaches and these are rigorously evaluated to ensure a positive impact on children. As a result, the 5 core skills of SEL have been embedded across the school and are referred to throughout the day.</p> <p>Positive relationship with parents supports home engagement with children's learning and dispels any potential unconscious bias.</p> <p>Address any issues with resilience, ensuring disadvantaged pupils achieve success to improve motivation</p> <p>Ensure physical health is a priority, using strategies to improve physical health of disadvantaged pupils</p> <p>Ensure social and emotional and mental health of pupils is prioritised in all year groups</p>

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

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support expert teaching for teachers new to the school and ECT with a tiered approach of teaching and learning, targeted support and wider approaches by ensuring CPD strategies such as explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies.</p> <p>Develop teacher subject knowledge of teachers new to the school and ECT across the curriculum where needed to enhance quality first teaching.</p> <p>Embed reading workshop in year two so that is consistent with KS2 practice and sustain the current guided reading practice in year one to improve progress in reading across the curriculum.</p> <p>Leaders have identified what works well in maths and will be implementing systems, routines and practices in maths during this current year.</p> <p>Sustain the cohesive and consistent practice in the teaching of the broad and</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>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>Use of the national curriculum for all subjects and the schools planned, progressive and sequential curriculum documents.</p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months.</p> <p>Use of the national curriculum for all subjects and the schools planned, progressive and sequential curriculum documents.</p>	<p>Challenge 1</p>

<p>balanced curriculum across the school ensuring policies and practices are embedded.</p> <p>Embed the whole school culture of oracy and vocabulary linked to the practice of the teaching and application of vocabulary in all cohorts and in all subjects across the curriculum</p> <p>Embed the use of formative and diagnostic assessment including open ended questioning, short answer quizzes and multiple choice questions to inform planning and delivery.</p>	<p>EEF pupil premium guidance and work undertaken by Marc Rowland</p> <p>Use of book Addressing educational success</p> <p>EEF Early Years Tool Kit</p> <p>Nuffield Early Years Intervention</p> <p>Effective pre-teach and primary project research brief</p> <p>EEF guide to planning for schools 2020 recognises that formative assessment can provide numerous opportunities to assess learning to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice.</p>	
<p>Speaking and Listening</p> <p>Address the language gap to improve the speech and language of pupils by embedding the use of word aware and use of the tiered vocabulary lists that have been developed by staff and subject leaders</p>	<p>EEF early years communication and language</p> <p>EEF preparing for Literacy</p> <p>EEF improving KS1 Literacy</p> <p>EEF improving KS2 Literacy</p> <p>Vocabulary Instruction- Deepening knowledge through vocabulary learning- Beck & McKeown</p>	<p>Challenge 2</p>
<p>EYFS</p> <p>Early Years focus on communication and the linked skills of language, self-regulation and social and emotional development.</p> <p>Continue to build the knowledge and expertise in Early Years</p> <p>Sustain the improvements made in the percentage of PP children attaining Early</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>EEF Early Years Toolkit</p> <p>Nuffield Language Intervention</p> <p>DFE (2015) effective pre-school, primary and secondary education project- research brief</p>	<p>Challenge 2 and 5</p>

Learning Goals including speaking and listening skills.		
<p>Phonics</p> <p>Embed the synthetic and systematic use of Phonics Bug</p> <p>Develop reading sessions using the phonics bugs books matched to the children's phase</p> <p>Target children in year two who didn't pass the phonics screening (40% PP chn passed)</p> <p>Target children in year three and higher who didn't pass the phonics screening through individual passports and teachers target in class</p> <p>Reading workshops include a sharp focus on phonics</p> <p>Implement a system to ensure that Pupils read widely and often, both in school and at home.</p> <p>Monitoring of the teaching and learning of phonics</p>	<p>Validated Systematic Synthetic Phonics Programme (+4)</p> <p>Evaluation Framework</p>	<p>Challenge 3 and 5</p>
<p>Language development and acquisition.</p> <p>Embed the use of word aware and use of the tiered vocabulary lists that have been developed by staff and subject leaders to ensure there is a buy in from the whole school community.</p> <p>Embed the systems to ensure cohesive and consistent practice across the school in the development of vocabulary.</p> <p>Establish reading workshop into year two</p> <p>Sustain the use of reading workshops in KS2</p> <p>Monitor the vocabulary teaching across the curriculum</p>	<p>Preparing for Early Language and Literacy (EEF)</p> <p>KS2 Literacy EEF</p> <p>Pupil Premium guidance report EEF</p> <p>Accountable Talk: Instructional dialogue that builds the mind Resnick, Asterhan, Clarke (2018)</p> <p>Bringing words to life: robust vocabulary instruction- Beck, McKeown, Kucan (2002)</p>	<p>Challenge 4</p>
<p>Sustain outcomes for PP chn at the of EYFS by identifying chn with specific targeted</p>	<p>EEF Covid support guide for schools</p> <p>EEF Covid recovery document</p>	<p>Challenge 5</p>

<p>support to catch up and keep up</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>Close the gaps</p> <p>Sustain the practice embedded across the school in identified gaps in prior learning and continue to target PP chn so attainment at the end of KS2 is in line with government expectations.</p>	<p>Quality of Teaching for All (EEF small group tuition +4/ Mastery leaning +5)</p>	
<p>Addressing metacognition needs across the curriculum</p> <p>Embed the explicit teaching of metacognitive skills in each subject domain</p> <p>Target low attaining pupils to improve their metacognition to ensure tasks given focus on the learning</p> <p>Continue to develop metacognition to facilitate independent learning</p> <p>Embed a consistent, robust and rigorously structured approach to support teachers with implementation of metacognition skills.</p> <p>Monitor delivery and effectiveness of approaches across the curriculum and across the school.</p> <p>Quality CPD to develop practical metacognitive approaches on delivery</p>	<p>EEF guidance report on metacognition (+7)</p> <p>EEF Self Regulation strategies Early Years Toolkit</p> <p>Addressing Educational Disadvantage- Marc Rowland</p>	<p>Challenge 6</p>

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

Budgeted cost: £12,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support</p> <p>Structured evidence is informed and time limited and interventions have clear success criteria that are sustained back in the classroom and delivered by the academic mentor and teaching assistants</p> <p>Interventions are delivered across the school including for EYFS and for phonics and reading and language development</p> <p>Teachers are involved in the planning of the intervention and take responsibility for pupil learning</p> <p>Use of the academic mentor to ensure these learners remain access to effective teaching</p> <p>All the tuition approaches are routed in evidence and use one to one and small group tuition.</p> <p>Use same-day in-class interventions</p> <p>Sustain the use of pre-teaching and effective feedback for identified children in key subject areas.</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.</p> <p>The EEF Teaching and Learning Toolkit suggests that high quality feedback is an effective way to improve achievement by up to 8 months.-</p> <p>Small group tuition</p> <p>One to one tuition</p> <p>Making the best use of teaching assistants EEF (2018)- Intervention health check</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, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed social, emotional and mental health into day to day life in line with other core elements of the strategy</p> <p>Embed SEMH into every aspect of school life</p> <p>Adopt the knowledge, attitudes, skills and habits of the Trauma Perceptive Practise</p>	<p>Use the recommendations in the EEF social and emotional learning in primary schools guidance.</p> <p>EEF Improving behaviour in schools</p> <p>Early Intervention Foundation- Supporting Children 's social and emotional wellbeing</p>	<p>Challenge 8</p> <p>-</p>
<p>Parental Involvement</p> <p>Embed the approach of working in partnership with families using a common goal as the focus</p> <p>Strategies when working with families have a clear goal to support pupils success at school</p> <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>	<p>Challenge 7</p>
<p>Strategies to improve attendance are routed in research evidence</p>	<p>Attendance and Attainment research</p> <p>Use strategies to improve attendance that are rooted in evidence of the causes of</p>	<p>Challenge 10</p>

<p>Four categories identified by the British Psychological Society that need to be identified and addressed</p> <ol style="list-style-type: none"> 1. Mental health related 2. Physical health related 3. Attitudes/ systemic <p>Carefully monitor attendance and punctuality for PP children so that it is at least in line with national attendance</p> <p>PA children to have an action plan to improve attendance</p> <p>Principal meets with parents whose children have low attendance</p> <p>Carefully monitor and analyse attendance of PP pupils at after school clubs</p> <p>PP leader contact parents to discuss children attending clubs, work with parents to ensure PP children are attending at least 1 club per term</p>	<p>weaker attendance including high quality teaching and relationships.</p>	
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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.

EYFS, phonics, ks1, gaps (ks2), metacognition- take from outcomes, teaching and wider strategies

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.

Development of speaking and listening skills raises the attainment and progress of disadvantaged pupils from their starting points across EYFS.

*75% of disadvantaged children achieved GLD

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

*67% of children passed the phonics screen in year one, 40% of disadvantaged children passed the screen with 88% of disadvantaged children passing the screen by the end of year 2. Phonics for children entering Y1 and Y2 this coming academic year will remain a key focus.

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.

*training was given to every member of staff during an inset day at the beginning of the year.

All staff added vocabulary words to their curriculum, new vocabulary is explicitly taught with the words displayed and reviewed. Subject leaders created vocabulary list for their subjects for each year group.

Address gaps in prior learning due to COVID-19 so that attainment in the core subjects continue to improve so that attainment at the end of KS2 is at least in line with the government expectations 2022, there will be a particular focus in closing the gaps reading, writing and maths attainment at expected and greater depth of PP children in year 3, reading, writing and maths attainment at expected and greater depth in year 4, writing at expected, reading, writing and maths at greater depth of PP children in year 5 across the school, reading, writing and maths at greater depth of PP children in year 6 across the school.

In year 6 67% of disadvantaged pupils achieved the expected standard in reading, 67% in writing and 50% in maths. 33% achieved greater depth in reading.

In year 5 57% of disadvantaged pupils achieved the expected standard in reading, 57% in writing and 67% in maths. 14% achieved greater depth in reading.

In year 4 33% of disadvantaged pupils achieved the expected standard in reading, writing and maths. None achieved greater depth.

In year 3 20% of disadvantaged pupils achieved the expected standard in reading, writing and maths. None achieved greater depth.

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

*a metacognition plan was devised and cascaded through the school with the next part of the plan sent out regularly to ensure metacognition and self regulated learning were explicitly addressed across the school.

Engagement of parents in their children's learning with a particular focus on the development of reading habits

*all EYFS and ks1 children given usernames and accounts for phonics bug to engage in reading and online reading games from home. Engagement of parents remains low across the school and continues to be a focus in the coming academic year.

Social and emotional learning is embedded across the school and taught by all teachers to address socio-economic disadvantage so that all pupils have access to the resources needed and Cultural Capital experiences

*mental health lead received training for the DFE senior mental health lead training and shared training with staff through a staff meeting including how to cascade advice and support to parents for a whole school approach. In the new academic year we will be part of wave 8 mental health support teams to further support a whole school approach to social and emotional learning. The RHE curriculum and ten:ten resources are followed in each class and any concerns are handled sensitively at whole class or individual level. Referrals are made for children where appropriate. Mental well being workshops delivered by changes for year 5 and 6. Two members of support staff received training from 'changes' and delivered this support group to children in year 3 and 4.

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

*parents were contacted about school clubs each term if their child were not attending a club, some parents took up the offer of a club after this phone call

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 Maths	
Word Aware	
Classroom secrets	

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.