



**St Ralph
Sherwin**
Catholic Multi Academy Trust

REVIEW OF 3 YEAR STRATEGY September 2022

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
Progress in Reading	1. In Key Stage One the school's approach is to use Read, Write, Inc. which has a proven track record in delivering	Medium Impact Staff visited a neighbouring trust school who also used Read, Write Inc. and staff were confident in the consistent approach in delivering the programme. November 2021-Phonic retakes in Year 2 ensured that 97% of pupils passed the Phonics Screening, including all disadvantaged pupils (with the exception of one disadvantaged pupil who has specific SEND needs). In June 2022, 80% of pupils passed the Phonics screening, including the majority of disadvantaged pupils.	The Endowment Trust states that, Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy. It is used successfully, by more than a quarter of the UK's primary schools. In the DFE 2021-2022 Phonics validation process, it stated that by ensuring high-quality phonics teaching, the government wants to improve literacy levels to: 1. Give all children a solid base upon which to build as they progress through school 2. Help children to develop the habit of reading widely and often, for both pleasure and information. For these reasons, Read, Write Inc. will continue to be the school's chosen approach in teaching Phonics, as this approach is also a fully validated systematic synthetic phonics (SSP) programme recommended by the DFE in July 2022.
	2. Fully embedding the school's approach to teaching Guided Reading through DERIC and ERIC, where pupils are immersed in quality text.	High Impact The school was able to purchase and update and resources, providing class sets of books which have been aligned to the Accelerated Reader programme	The school will continue to use DERIC and ERIC bespoke model for daily guided reading sessions. It is well planned and differentiated to ensure the approach is fully inclusive and allows all pupils to access reading resources. Extra support and small group support will continue to be available for pupils who are developing in reading fluency.

		<p>which the school uses in Key Stage two. At the end of Key Stage 2 80% of all pupils reached the expected standard for reading and 23% of pupils achieved greater depth, which was above national averages. 7 % of these pupils were pupil premium funded pupils. Pupil voice and parent feedback was strong.</p>	<p>The school will continue to promote and celebrate pupils love for reading and most teaching units are planned around quality text. (Plans which have been adapted from Clive Davies and Dawn Robinson, external literacy consultants).</p>
Progress in Writing	<p>1. Collaboration and moderation with other trust schools. English lead to deliver CPD for all staff in delivering high quality writing.</p> <p>2. Introducing 'Wow' days to stimulate and engage reluctant writers. Birds of Prey visit (November) Planetarium Visit (November) Ben Watson Para Olympian Gold medal winner November 2021. Multi Faith Week visitors January 2022. Wow days will evolve throughout the year.</p> <p>3 .An English Literacy consultant was brought in upskill teachers and to support with writing moderation.</p>	<p>Medium Impact</p> <p>The school aligned with national experiences of writing in being an area to develop post pandemic. Research evidenced that stamina and resilience in writing had fallen below pre pandemic standards. Martin Harvey CPD was brought in to improve handwriting and to raise expectations in presentation. This was successful and handwriting presentation improved throughout the school.</p> <p>Wow days stimulated and hooked pupils into exciting writing opportunities which were showcased in whole school displays. The pupils enjoyed meeting Ben Watson, The Owl Man and the poet Paul Cookson and these experiences were used to engage all pupils in</p>	<p>By July 2022, progress in writing for pupil premium pupils had improved pupils were able to write for a variety of purposes, using a variety of genre. Although writing was strong at the end of Key Stage 2, the school continues to strive for excellence across the whole school for all pupils. Therefore, this strategy will continue into the next academic year.</p>

		<p>real and purposeful writing opportunities.</p> <p>The English Consultant worked with all teachers in one-to one in planning exciting.</p> <p>Cross school writing moderation took place with Hadfield Infants and St Andrew's C of E school. The EYFS Lead visited Hollingsworth Primary School and studied how writing was taught in the Foundation and Reception year groups. The school was able to quality assure all assessment of writing. By the end of the year progress in writing had improved for all pupils.</p> <p>By the end of Key Stage 1 writing was more or less in line with national averages. By the end Key Stage 2, 80% of pupils achieved the expected standard in writing, with 7% achieving greater depth. (Writing in progress was above national averages).</p>	
Progress in Maths	<p>1. Maths at the end of KS 1 and KS2 is inline or above national averages for PP pupils.</p> <p>2. PP pupils meet their maths FFT targets by July 2021.</p> <p>3. The % of PP pupils reaching</p>	<p>Medium Impact</p> <p>Post pandemic there was strong progress made in maths.</p> <p>Pre learning, over learning and small group maths support was successful in supporting pupils in 'keeping up'</p>	<p>By July progress in maths for pupil premium pupils had improved, using the school's chosen strategies and approaches.</p> <p>Although maths was stronger at the end of Key Stage 2, the school continues to strive for excellence across the whole school for all pupils. Therefore, this strategy will</p>

	greater depth at the end of KS 1 and KS2 is higher than provisional data from 2020.	rather than 'catching up'. In the Year 2, cohort 80% of premium pupils were also SEND pupils and overall 60% of pupils achieved the expected standard. By the end of Key Stage 2 70% of pupils achieved the expected standard in maths, including 60% of pupil premium pupils (excluding SEND pupils). Greater depth in maths was similar to data from 2020.	continue into the next academic year.
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TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
SEND and Pupil Premium needs are met in targeted support.	<ol style="list-style-type: none"> 1. Targeted support TA support in KS1 and KS2. 2. Purchase of 5 minute boxes in English and Maths to support TA targeted support for SEND. 3. Release time for TA's to train up in using interventions supported by SENDCo Lead. 4. The SENDCo Lead to identify support required from external providers and submit referrals wherever needed. 	<p>Medium Impact</p> <p>The SENDCO Lead ensured there was forensic focus, on provision, for pupils who have pupil premium funding and those who are SEND pupils too. The Pupil Premium Lead and SENDCO Lead work collaboratively, to ensure there is targeted and appropriate support for pupil premium students, who also require SEND provision.</p> <p>The school introduced Edu Key (in April 2022), which is an online platform to coordinate and support</p>	<p>The school will continue to use pupil premium funding to support small group intervention groups, specialising in maths, reading and writing support.</p> <p>The use of Edu Key is to be developed further and its effective use, as a monitoring tool will continue to be embedded.</p> <p>Twilight training is planned for all staff in November for Precision teaching and the SENDCO Lead will continue to ensure pupil referrals for external SEND support will continue.</p>

		<p>all SEND planning and intervention groups. The impact was to ensure all staff are clear and concise about what provision and support is needed, which is followed up with a clear monitoring timetable.</p> <p>TA's have received training and are supported in delivering quality interventions for all pupil premium and SEND pupils.</p> <p>The SENCO Lead has increased the % of pupils who receive SSSEN and GRIPS funding. By the July the SENCO ensured that two pupil premium pupils received EHCP plans which ensured they were well supported as they transitioned into Year 7 and their new High Schools.</p>	
WIDER STRATEGIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
To provide support emotionally, socially and mental to enable pupils to flourish.	<p>Using and 1-decision self-esteem questionnaire to establish a baseline to inform targeted groups.</p> <p>Small groups of PP pupils to have topic based outdoor Forest School sessions in addition to class timetabled</p>	<p>High Impact</p> <p>The school completed training and support from the Derbyshire Nurture Team. TA staff have been trained to deliver small group bespoke nurture support. Jungle group is now firmly established within the school.</p> <p>The school has a robust PSHE</p>	The school will continue with its programme of nurture to support all aspects of pupils social. Moral, spiritual and cultural education.

	groups.	<p>scheme of work which ensures pupil has the opportunity to support mental health. The school runs one to one well-being sessions for pupils and Lego club.</p> <p>The school continues to develop outdoor learning in the form of gardening clubs and Forest Schools. Pupil voice evidences that pupils have positive attitudes towards their learning and the pupils are happy at school. Attendance has returned to pre pandemic levels.</p>	
	Pupils are not disadvantaged and have access to the creative arts and Physical education.	<p>The school has introduced a whole programme of sporting and creative art opportunities throughout the school's weekly timetable.</p> <p>80% of pupil premium, pupils attend sports clubs, musical lessons, art clubs or dance club, which are all subsidised through pupil premium funding. (Wrap around care and after school clubs are free for all FSM pupils who are disadvantaged).</p>	Free access to wrap around clubs and after school clubs will continue for all pupil premium pupils. Participation form pupil premium pupils is high and access to homework support is also provided through Breakfast and After school club.

ENGAGING STAFF, GOVERNORS & PARENTS	
How has this document been shared with stakeholders?	Yes, through normal lines of communication and the strategy is displayed publicly on the school's website.
How do you know staff understand the strategy and apply correctly?	The pupil premium strategy is reviewed regularly, and monitoring of provision is robust throughout the academic year.

