

# St. Aidan's Catholic Academy - PP

## 1 We support through high quality teaching...



High quality teaching, assessment & curriculum which responds to the needs of all	<b>Modelling</b> develops strategies for planning, monitoring and evaluating pupil's own learning. Highly targeted, curriculum specific <b>feedback</b> enables pupils to refocus their actions. Consistent, high quality active retrieval <b>homework</b> supports pupil's progress. All lessons follow <b>principles of cognitive science</b> , such as, <b>retrieval practice, spacing learning over time, providing worked examples or scaffolds</b> to support <b>problem solving</b> and presenting information both <b>verbally and visually</b> .
Professional development on evidence-based approaches	Teacher training is focussed on ensuring <b>quality first wave teaching</b> through the <b>GTT</b> . Teachers reflect on the key elements of excellent practise using the <b>EEF research</b> . Systematic phonics training with staff via <b>Sounds Write</b> .
Mentoring & coaching	Our <b>professional development</b> model is based on a <b>knowledge building cycle</b> . Teachers having <b>coaching meetings</b> to identify ways to improve & agree how to action them.
Recruitment & retention of teaching staff	Our <b>retention</b> of staff is well above national average due to our careful planning of staff workload <b>eg. Visualiser marking</b> . We have a <b>robust recruitment</b> process, supported by BCCET.
Technology & other resources focussed on supporting high quality teaching & learning	Our curriculum is supported with high quality <b>online resources</b> . Pupils have access to <b>assistive technology</b> such as laptops and reading pens. Use of <b>Reading Plus</b> intelligent adaptive software to support. <b>Sounds Write Platform</b> purchased and identified staff trained.

## 2 We offer targeted academic support



Interventions to support language development, literacy, & numeracy	Small groups focus on <b>reading comprehension</b> ; decoding words, understanding language structures, developing vocabulary or <b>oracy</b> . Pupils <b>read out</b> loud in front of peers daily to develop their oracy skills. Vocabulary slides, including <b>etymology</b> , are used in each lesson. Academy wide approach to enhanced <b>numeracy</b> development – ALL staff develop numeracy.
Activity & resources to meet the specific needs of disadvantaged pupils with SEND	<b>Phonics interventions</b> , supporting pupils in small groups to develop their literacy skills through the development of pupils' knowledge and understanding of the relationship. Up to 4 x 30-minute <b>numeracy intervention</b> sessions each week to develop core numeracy skills. Working in small groups with a <b>subject specialist</b> .
Teaching assistant (TA) deployment & interventions	Teaching assistants to be deployed into lessons to support <b>acquisition of knowledge</b> for disadvantaged pupils. Planned in <b>collaboration</b> with the classroom teacher. English and Maths specialist focus on <b>reading comprehension, writing, spelling and grammar, reasoning and functional skills</b> in Maths.
One to one & small group tuition	Small group tutoring focussed on <b>reducing literacy and numeracy gaps</b> identified from KS2. This is explicitly linked with normal teaching and planned with the classroom teacher. Recruitment of English and Maths specialist to support via <b>School Led Tutoring Fund</b> .

## 3 We support through wider strategies.....



Supporting pupils' social, emotional & behavioural needs	<b>Behaviour Policy</b> : A robust and consistent approach to <b>behavioural expectations</b> within the academy which allows all pupils to thrive in positive learning environments. Increase Pastoral Team with 2 additional leads and <b>SEMH TA</b> to support pupil wellbeing and
Supporting attendance	Attendance officer supports <b>individual attendance gaps, liaising with families and tracking progress</b> . Increased capacity through appointment of pupil support officer – attendance focus.
Extracurricular activities including sports, outdoor activities, arts, culture & trips	Aspirational opportunities in: <b>science, STEAM, languages and humanities</b> . Activities include: science club, local industry opportunities/ context/Nissan, Art, Sport/PE, cooking, music (subsidised externally), language visits, educational excursion to battlefields, lakes and retreat.
Extended school time, including summer schools	KS3 pupils offered <b>wider curriculum enrichment</b> opportunities. KS4 opportunities to go beyond the <b>curriculum and close gaps</b> . <b>National Tutoring Programme</b> : highly targeted intervention for individual pupils in English, Maths and Science – <b>15 hours per subject a (Brilliant Club)</b>
Breakfast clubs & meal provision	We offer a <b>free breakfast</b> for all pupils We review our <b>quality, range and quantity</b> of food for FSM pupils We run a <b>foodbank</b> on site to support all families
Communicating with & supporting parents	Regular <b>parental engagement</b> allow leaders to involve parents in the learning process. Covering; revision strategies, purpose of homework, reading, literacy & numeracy strategies. Reading Canon books for parents available alongside <b>online virtual library</b> to support parents

"With resources and a strong determination to improve the life chances of all disadvantaged young people, schools have shown that progress can be made" **Sir John Dunford**