

# Our Lady's Catholic Primary School



**Holy  
Family  
Catholic** Multi  
Academy  
Trust

## **Pupil Premium Strategy Statement: 2024 to 2027**

This statement details our school's strategy plan for spending pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

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

It also details our use of any Service Pupil Premium that we have been allocated in 2023 to 2024.

## School overview 2024-25

Detail	Data
School name	Our Lady's Catholic Primary School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	34% (58 children)
Pupil premium funding (£) allocation this academic year	£85840
Pupil premium funding (£) carried forward from previous years	£0
Total budget (£) (sum of 3 amounts above)	£85840
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	September 2024 Reviewed September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr S Jevons - Executive Headteacher Mr D Gilby - Head of School
Pupil premium lead	Mrs S Storey - PP lead
Governor lead	Mrs L Murphy

## Section A: Pupil premium strategy plan

### Statement of intent

Our Lady's is committed to supporting all pupils that have been entrusted in our care, irrespective of the social background of the pupils and their families. We are committed to addressing and answering the needs of our pupils on several levels: academically across all subject areas; pastorally by supporting the mental health and wellbeing of all pupils; socially through development of their understanding of themselves and their local area. It is our aim that our most vulnerable children, including those who are already high attainers, are given opportunities to thrive: we aspire to build the cultural capital of all our pupils in order for them to develop a rich knowledge base that can be subsequently used throughout their academic lives.

At Our Lady's, our ultimate objectives are:

- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantaged children attend school regularly.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Quality first teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our

school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In conjunction to high-quality teaching, we aim to diminish the gaps in attainment through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensuring that pupils who are academically able are entitled to the same provision and feel challenged in school.

## Challenges

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

Challenge number	Detail of challenge
1	There is an attainment gap in R, W and M between disadvantaged and non-disadvantaged children by the end of KS2 Maths outcomes in 2024 were significantly below national figures
2	Assessments, observations and discussions with pupils indicate low levels of communication and development on entry to school in the foundation stage.
3	Reading – fluency, vocabulary knowledge and comprehension strategies as there is often poor parental engagement in reading which means many children not reading with parents on a regular basis
4	A proportion of persistent absentees are disadvantaged children. This impacts on their progress rates across subjects.
5	The social and emotional needs of some disadvantaged children impact on progress rates.

## Intended outcomes

This section 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
Increased attainment for disadvantaged children in R, W and M.	Outcomes for disadvantaged children in R,W,M in line with non-disadvantaged children
Reduced persistent absence of children who are disadvantaged. Increase attendance of children who are disadvantaged	Reduce PA to below national averages Across the 3 year strategy, disadvantaged children achieve our minimum target of 96%

Improved well being of children who are disadvantaged	Pupil voice and TEP surveys indicate improved happiness of the children Fewer incidences of behaviour issues.
Disadvantaged children will have the opportunity to take part in a wide variety of additional activities and childhood experiences. This includes various visits out of school and also residential visits for Key Stage 2 children.	Children will have taken part in a variety of childhood experiences that they may not necessarily be offered at home. They will be able to talk happily about their experiences and remember them.

## Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year.

### Teaching (e.g. CPD, recruitment and retention)





**Total budgeted cost: [£6500]**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD</i></p> <p>£3000</p>	<p>CPD for all teachers across the core subjects, including team planning and teaching</p> <p>Access to subject leadership training and networks for all teachers</p> <p>CPD – quality first teaching Quality first teaching has been a big focus over the last year. Staff have been part of many INSET sessions where they have revisited AfL strategies. Teachers have completed an NPQs. EEF toolkit Quality First Teaching EEF guide to the effective use of pupil premium funding.</p>	1 & 2
<p>Continued investment in the school SSP scheme to deliver high quality phonics sessions. To ensure necessary intervention sessions are delivered with the same high quality.</p> <p>£1350</p>	<p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds.” EEF Phonics Toolkit Strand</p>	1
<p>Diagnostic testing</p> <ul style="list-style-type: none"> <li>- reading</li> <li>- maths</li> </ul> <p>£1500</p>	<p>Diagnostic tests will support teachers to identify where gaps are in learning for all children, in particular PP children, and future learning can then be adapted appropriately</p>	1

WelComm Speech and Language programme is in place in EYFS. This gives time and priority to language development and communication in EYFS. £600	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF	1 & 2
Expansion of leadership team with AHTs for personal development and inclusion	Further leadership development and capacity will bring a sharper focus on PP children's attainment and progress.	1, 2, 3 & 4

## Targeted academic support (e.g. structured interventions, tutoring, one-to-one support)


Total budgeted cost: [£60000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional TAs £50000	<p>Teaching Assistant Interventions</p>  <p>Well trained TAs provide targeted support within the classroom and when leading interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related expectations</p>	1 & 2
One to one tuition & small group tuition	<p>One to one tuition</p>  <p>Small group tuition</p>  <p>EEF indicates positive progress gained from additional 1-1 and small group tuition.</p> <p>Reading comprehension strategies</p>  <p>Small group tuition provides extra support for pupils with gaps in learning. These sessions improve pupil confidence and enable them to keep up with age related expectations. The focus of the sessions will be reading, writing or maths based on the needs of the children</p>	1 & 2
Software packages such as Times Tables Rock Stars purchased for Teams 1-6.	Pupils respond very well to a creative and individualised approach to learning. They can also access this resource at home which enhances engagement and home school links.	1

	<a href="#">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a>	
Speech and Language therapy programmes for our pupil premium children, particularly in the EY, who have communication needs.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	

## Wider strategies (e.g. related to attendance, behaviour, wellbeing)

**Total budgeted cost: £15000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA and other pastoral strategies to provide social and emotional support to targeted children. £8000	<p>A qualified ELSA supports children to enable them be ready to learn and access the curriculum,</p> <p><b>Parental engagement</b> <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	3, 4 & 5
Providing all children and families with a free school jumper. £2000	<p>"Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be 3,4 8 £2000 needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents."</p> <p>EEF Supporting Parents</p>	4 & 5
Providing a range of enrichment activities that include residential, trips and extracurricular clubs or activities. £3,500	<p>"Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics."</p> <p>EEF Physical Activity</p>	4 & 5
Introducing and reviewing attendance incentives such as weekly incentives for class with highest attendance, breakfasts	<i>Positive celebratory ceremonies during the early years and in Key Stage 1 and 2 employing attributional and self-regulatory devices to establish and develop good</i>	4 & 5

half termly, attendance rewards annually etc.  £500	<i>habits of attendance and behaviour with children and their families.</i> <a href="#"><u>Behaviour Change - School attendance, exclusion and persistent absence (2017)</u></a> <i>The British Psychological Society</i>	
Enhancing the office admin provision to address lower absence figures for disadvantaged pupils alongside the use of an attendance officer to work directly with the families. £1,000	<i>Strategies set out in the DfE Improving School Attendance Document are being used by the key staff engaging directly with the parents of pupils eligible for Pupil Premium funding. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance</i>	

## Externally provided programmes

N/A

## Section B: Review of pupil premium outcomes

### Performance of pupil premium eligible pupils

Performance measure	2023/24
Progress in Reading	-1.2 (FFT) -3.6 non-disadvantaged pupils
Progress in Writing	-0.2 -1.8 non-disadvantaged pupils
Progress in Maths	-4.4 -4.5 non-disadvantaged pupils
% of pupils achieving expected standard in Reading at KS2	63%
% of pupils achieving expected standard in Writing at KS2	56%
% of pupils achieving expected standard in Maths at KS2	19%

### Strategy outcomes in the previous academic year

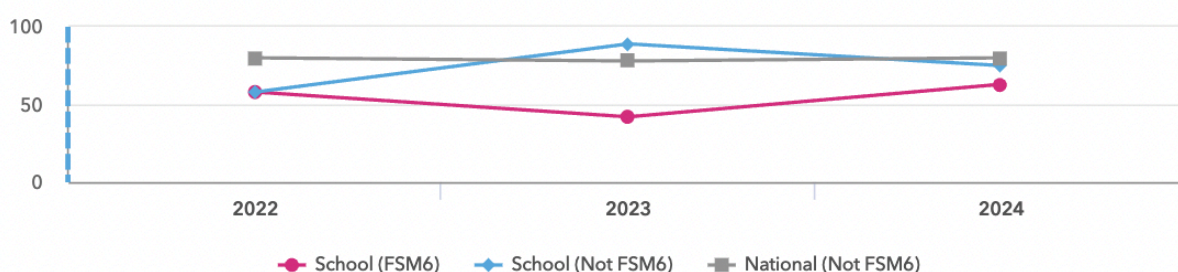
This section details the impact that our pupil premium activity had on pupils in the 2023/24 academic year.

The school continued to ensure that our disadvantaged children were supported fully in their learning and well-being. Reading unlocks everything else and is a key focus and priority at Our Lady's. 63% achieved ARE+ in reading, evidencing good impact from targeted intervention and quality first teaching

#### KS2 attainment for disadvantaged pupils 2024

##### % Expected standard+ Reading

DFE



Outcomes in maths were below national. This is a key development priority this academic year.



Regular monitoring shows that PP children across the school benefited from the school's wider offer, attending extra curricular activities each term. They are also financially supported, if required, to access activities offered.

Additional TA and ELSA support has been highly effective in supporting children's well-being.

Last year there was an overall slight gap between disadvantaged children at Our Lady's and disadvantaged children nationally. The attendance gap between disadvantaged children (91.5%) and non disadvantaged children (94.8%) at Our Lady's was 3.3%. We will look to close this gap this academic year.

## Service Pupil Premium funding (if applicable)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	
What was the impact of that spending on Service Pupil Premium eligible pupils?	