

Our Lady's Pupil Premium Strategy Statement

Update: December 2022

This statement details our school's use of pupil premium 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	Our Lady's Catholic Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	36.8
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr J Marciniak
Pupil premium lead	Mr J Marciniak
Governor / Trustee lead	Mrs L Murphy

Funding overview: Academic Year 2022/2023

Detail	Amount
Pupil premium funding allocation this academic year	£80,330
Recovery premium funding allocation this academic year	£12,850
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	£93,180

Part 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 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.

Our strategy focuses on the needs identified through the wider school plans for education recovery after two years of sporadic in-school teaching. We identify the development of language and vocabulary as being key to the long-term success of our pupils. The strategy is designed to help the school deliver a curriculum that builds on the knowledge of the pupils from their current starting points and, crucially, provides the children – including the most vulnerable – develop and refine their oracy skills. The development of language and oracy is at the heart of all we work towards at Our Lady's.

With a focus on developing high-quality and consistent teaching, we strive to close the attainment gap between vulnerable or disadvantaged pupils and their peers. Alongside consistent teaching approaches, we use a rigorous intervention system to address the specific needs of our disadvantaged pupils. We are building stronger links and partnerships with our parents in order to ensure that, as major stakeholders in the development of our pupils, the school and the community grow the expectations of all our pupils, including those who are vulnerable and disadvantaged.

This strategy identifies the most common challenges and needs; these have been documented through assessment and are the outcomes of the school's monitoring and feedback system. Our approaches to address the needs of the most vulnerable pupils will be adapted as per the assessed need and not assumed outcomes of our pupils. We aim to provide a system over time that is firmly rooted in 'keep up; not catch up'.

Challenges

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

Challenge number	Detail of challenge
1	Assessment of the attainment of phonics and development in early reading indicates that our vulnerable and disadvantaged pupils have developed gaps – some of which are still being addressed as the pupils approach Key Stage Two. Our Reception baseline indicates that phonic development in Early Years needs to be rapid in order to prepare our pupils for Key Stage One and beyond.
2	Observations and discussions with the pupils indicates that they do not have a firm grasp of their previously taught knowledge – in particular the knowledge that has been taught over the past two years. Subsequently, there are gaps in the pupils vocabulary and their ability to discuss their learning and understanding of a subject.
3	The attendance of our Pupil Premium, vulnerable and disadvantaged pupils is particularly low, whilst the persist absence figures remain high amongst this group of pupils. The attendance figures for Pupil Premium children last year was 89.9% compared to 96.3% of non-Pupil Premium children.
4	Discussions with parents, staff and the children themselves indicates that the mental health and wellbeing of our vulnerable children is lower than that of their peers. The impact of school closures, therefore, appears to be greater on those who are eligible for Pupil Premium funding against those who are not. As a result of lower attendance, the gaps in learning have subsequently increased.
5	Generally, pupils eligible for the Pupil Premium funding do not perform as strongly in English (reading and writing) as they do in maths. This leads to a low percentage of vulnerable children who achieve the combined Reading, Writing and Maths score at the end of Key Stage Two.

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
Improved phonics and early reading attainment of the disadvantaged and vulnerable children.	<p>In-school assessment at the end of Key Stage One shows no difference in phonics outcomes between non-disadvantaged and disadvantaged pupils.</p> <p>All pupils in Key Stage Two will have successfully passed the phonics screening check.</p> <p><i>Completed July 2022</i></p> <p>There is no difference in the outcomes in the Key Stage Two reading outcomes between non-disadvantaged and disadvantaged pupils.</p>
For the pupils eligible for the Pupil Premium funding to retain previously taught knowledge and vocabulary in order to achieve in subjects across the curriculum.	<p>End of unit / topic assessment indicate that disadvantaged pupils have retained 70% of the previously taught knowledge.</p> <p>Internal tracking data, from across the curriculum, shows that the learning and retention of disadvantaged pupils is inline with non-disadvantaged pupils.</p>
Increased attendance and reduced persistence absence figures for disadvantaged pupils.	<p>95% of pupils eligible for Pupil Premium funding are attending school.</p> <p><i>December 2022 - 90%</i></p> <p>There is no difference in the attendance and persistent absence figures for Pupil Premium children and their peers.</p>
Greater engagement with before and after school / extra-curricular clubs.	Pupils eligible for the Pupil Premium funding attend two extra-curricular activities or voluntary clubs a within the academic year.
Improved mental health and wellbeing of disadvantaged pupils.	<p>Pupil Voice responses indicates that there is no difference between the pupils who are eligible for Pupil Premium funding and their peers.</p> <p>Parent-focused questionnaires indicate that there is no difference between the pupils who are eligible for Pupil Premium funding and their peers.</p>
To achieve parity in the outcomes in Reading, Writing and Maths at the end of Key Stage	By the end of 2023/24, the results between non-disadvantaged pupils are largely in line (+/- 2%).

Two for disadvantaged and non-disadvantaged pupils.	80% of pupils achieve combined ARE in Reading, Writing and Maths.
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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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in the school SSP scheme to deliver high-quality phonics sessions.</p> <p>To ensure necessary intervention sessions are delivered with the same high quality.</p> <p>£1350</p>	<p><i>"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."</i></p> <p>EEF Phonics Toolkit Strand</p>	1, 5
<p>Enhancement of our Steps to Writing scheme and subsequent staff training, including the involvement in an EYFS focused gross-motor-skills project.</p> <p>£2500</p>	<p><i>"Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics."</i></p> <p>Improving Literacy in Key Stage 1</p>	5
<p>FirstClass@Number strategy intervention training and subscription</p> <p>£400 subscription £500 supply cover for training and TA CPD</p>	<p>Maths Guidance (DfE): Key Stages 1 and 2</p>	5
<p>Development of teaching and teaching staff delivering high-</p>	<p><i>"Reading comprehension strategies are high impact on average (+6 months). Alongside</i></p>	1

quality reading comprehension sessions to small groups and whole class. £2400	<i>phonics it is a crucial component of early reading."</i> EEF Comprehension Reading Toolkit Strand	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a qualified teacher to delivery specific small group intervention two days per week. £16,000	Qualified teachers working with pupils is a significant benefit as it can provide quality-first teaching and intervention. <i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority of Pupil Premium spending"</i> EEF Guide to Pupil Premium Spending	2, 5
Reviewing the structure of TAs within the school in order to best address the specific needs of our disadvantaged pupils. £38,000	<i>"Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact."</i> EEF Small group tuition	1, 2, 5

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>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.</p> <p>£1,000</p>	<p>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.</p> <p><i>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance</i></p>	3
<p>Assigning a member of staff to work alongside the SENDCO as an Early Help Co-ordinator to develop stronger partnership with parents of children eligible for Pupil Premium funding.</p> <p>£12,400</p>	<p><i>“Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be 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.”</i></p> <p>EEF Supporting Parents</p>	3, 4
<p>Assigning a Mental Health key worker to work alongside the Mental Health and Wellbeing team and provide CPD for all teachers and teaching assistants; running parent workshops to help manage mental health concerns at home.</p> <p>£10,000</p>	<p><i>“Any primary school teacher will tell you that, alongside the ‘core business’ of teaching literacy and numeracy, a large and often unrecognised part of their job involves addressing children’s emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.”</i></p> <p>EEF Prioritising Social and Emotional Learning</p>	4
<p>Providing a range of enrichment activities that include residential, trips and extracurricular clubs or activities.</p> <p>£3,500</p>	<p><i>“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.”</i></p> <p>EEF Physical Activity</p>	4
<p>Providing all children and families with a free school jumper.</p>	<p><i>“Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be</i></p>	3,4

£2000	<p><i>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."</i></p> <p>EEF Supporting Parents</p>	
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Total budgeted cost: £90,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Grant Allocation Summary Information	
Financial Year 2020 – 2021	
Number of eligible children	64
Total funding (estimate)	£89,735

Barriers to future attainment	
In-School Barriers	Evidence and Rationale
Progress and outcomes are not always consistent with peers who have the same/similar starting points.	In-school tracking has identified under-performing / under-achievement for some eligible pupils compared to their peers.
Emotional wellbeing	Potential impact of COVID-19 and lockdown. Provision for emotional wellbeing increased in line with DfE guidance.
External Barriers	Evidence and Rationale
Access to wider clubs and experiences	Children should not be disadvantaged in relation to the experiences that they are able to access due to any financial restraints. Providing children with breadth of opportunity and experience will improve their experience of school and learning, therefore improving attitudes and learning behaviour: offering opportunity for them to achieve.

Action Plan and Expenditure					
Barrier	Success Criteria	Action	Staff Lead	Cost	Monitoring
Progress and outcomes not always consistent with peers who have the same/similar starting points.	<ul style="list-style-type: none"> Pupil Premium children make progress in line with peers. Any differences in progress / attainment, in comparison to non-Pupil Premium peers have been diminished as a result of targeted support. Children's outcomes are in line with non-Pupil Premium peers. Outcomes/progress at the end of each key stage for Pupil Premium children are at least in line with 	<ul style="list-style-type: none"> Whole staff CPD to improve consistency of Quality First Teaching (EEF Tier 1: Quality of Teaching) Deploy staff based on needs identified through tracking and increase Teaching Assistant capacity (EEF Tier 2: Targeted Support) Identify gaps in learning that are 	HT DV LR	£28334 £22175	<ul style="list-style-type: none"> Lesson Observation Intervention / support – evidence and impact Data analysis and tracking Individual tracking through pupil progress Class provision map Performance Management for TA and teaching staff.

	those of Pupil Premium children nationally.	<p>stopping children from making progress. (EEF Tier 2: Targeted Support)</p> <ul style="list-style-type: none"> • Use assessment information to differentiate learning and plan targeted support / intervention to address gaps in learning – with resources to support this. (EEF Tier 2: Targeted Support) • Pupil progress meetings to track Pupil Premium children (EEF Tier 1: Quality of Teaching) • NTP and Academic Mentoring programme (EEF Tier 2: Targeted Support) • Educational Psychologists assessment (EEF Tier 2: Targeted Support) 		<p>£5822</p> <p>£3000</p>	
Measuring the Impact			Lessons Learned		
<p>Data from the Juniper Benchmarking Report (via Otrack) reports that 60% of pupils eligible for Pupil Premium, leaving Year 6 at the end of the 2020/2021 academic year, achieved ARE across reading, writing and maths. This is in comparison to 43% both locally and nationally.</p> <p>Children eligible for Pupil Premium achieved well in maths across the school, with 80% of pupils achieving the end of Key Stage 2 ARE judgement.</p> <p>Phonics data for the end of Year 1 measure showed that there were some children eligible for Pupil Premium who were not at the same or a similar level to their peers.</p>			<p>Pupil Premium children fared better in UKS2 than they did elsewhere in the school. The data suggests that there was the widest gap in LKS2 and Year 2. It is vital that over the next academic year, the share of support directed at Pupil Premium children is focused across all year groups with more attention paid to those Pupil Premium children who, despite support, are still not achieving end of year ARE.</p> <p>The school has identified a systematic synthetic phonics programme that is designed to bring all children to the required level. The majority of staff will receive tailored phonics training.</p> <p>Develop a quality-first-teaching coaching model to provide greater impact within the classroom and reduce the need for</p>		

			intervention 'groups' that can impact on time in taught lessons across the curriculum.		
Barrier	Success Criteria	Action	Staff Lead	Cost	Monitoring
Effective monitoring of emotional wellbeing and mental health following the national lockdown.	<ul style="list-style-type: none"> Children are able to discuss their feelings in a controlled way and acknowledge that problems can be solved. Children are aware of their emotions. Children have the skills to support each other. Children have had the opportunity to explore and process the impact of COVID-19 on their family and community. Children look to the future with positivity. 	<ul style="list-style-type: none"> Increased provision for PSHE, including specific resources to support children to manage and proves the impact of COVID-19 and the lockdown periods. (EEF Tier 1 and EEF Tier 2) The Recovery Curriculum to have a strong focus on emotional wellbeing. (EEF Tier 1) Pastoral support for small group /1-to-1 working, and liaison with the Attendance Officer (EEF Tier 2) Use of the Mental Health and Wellbeing support team for targeted support where needed. Development of a MHWB champion to work alongside class teachers to support the pupils. 	KL DV NS	£24705	<ul style="list-style-type: none"> Lesson Observation Intervention / support – evidence and impact Data analysis and tracking Individual tracking through pupil progress Class provision map Vigilance from all staff to observe, monitor and support.
Measuring the Impact			Lessons Learned		
There is much greater nurture support provided for Pupil Premium children - a programme of support is now available with one member of staff trained to support children who are identified as requiring additional nurture support.			<p>Identifying Pupil Premium children who are considered hard-to-engage through physical activity and structuring active playtimes around this cohort.</p> <p>Utilising PE coaches to structure activities and then target children at breaktimes.</p>		

<p>As a result of the nurture programme, there is an increase in the number of applications for the families of pupils who are eligible for Pupil Premium.</p> <p>Families who have children eligible for Pupil Premium support have received support from an attendance officer in order to improve attendance after the national lockdown.</p>			<p>To identify CPD opportunities to further develop the capacity of the MHWB lead.</p>		
Barrier	Success Criteria	Action	Staff Lead	Cost	Monitoring
Access to wider clubs and experiences	<ul style="list-style-type: none"> Children access all trips, residential and school clubs of their choice. Children enjoy most aspects of school life. Children can discuss the education experiences with enthusiasm. 	<ul style="list-style-type: none"> Cover the cost of access to after school clubs. Cover the voluntary contribution of school trips, residential and other experiences (EEF Tier 3: Wider Strategies) 	KB JR HT	£3000	<ul style="list-style-type: none"> Participation Rates Attendance Records Pupil Voice
Measuring the Impact			Lessons Learned		
<p>All children eligible for the Pupil Premium attended the end of Key Stage Two activities with those eligible for the premium offered financial support in order to ensure they were able to participate.</p> <p>Due to reintroduced national constraints, and restrictions on wider-school visits, some of this money has been reallocated to the NTP and development in MHWB and attendance support.</p>			<p>Earlier identification in the patterns absences of children qualifying for Pupil Premium and working closely with the families whose children have yet to fully return to education.</p>		

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
VIPERS Reading Programme	Literacy Shed
Real PE	Creative Education