# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium) 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

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| Detail | Data |
| School name | Our Lady’s RC Primary School |
| Number of pupils in school | 214 |
| Proportion (%) of pupil premium eligible pupils | 35 % |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Catherine Gordon |
| Pupil premium lead | Anna Ward |
| Governor / Trustee lead | Erinma Bell |

**Funding overview**

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| **Detail** | | **Amount** |
| Pupil premium funding allocation this academic year | | £110,046 |
| Recovery premium funding allocation this academic year | | £11,340 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | | £121,386 |
| £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Our Lady’s RC Primary School, we believe that every child with his/her individual needs and gifts is a unique gift from God. All members of staff and Governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is in receipt of pupil premium is valued, respected and entitled to develop to his/her full potential, irrespective of need. All members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.  The ultimate objectives for our pupils who are in receipt of pupil premium are:  ***To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.***  Through quality first teaching and increased opportunities for reinforcement of learning both within the school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme. We aim to provide a rich and varied curriculum with access to a variety of exciting opportunities.  We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high-quality adult support through targeted intervention programmes.  We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. Our teachers work very closely with SEND team to ensure a holistic approach to meeting their needs. Almost 25% of our pupils in receipt of pupil premium have identified special educational needs.  ***To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.***  We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing additional opportunities for pupils to engage in an exciting and empowering curriculum whilst actively engaging with families to encourage and support good attendance in school.  ***To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.***  At Our Lady’s RC Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded. Lockdown has seen an increase in pupils’ emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a Pastoral Team, who works in close partnership with other agencies, to offer the support when needed to our families. We will also facilitate a wide range of enrichment activities both in and out of school, which will positively impact on their academic achievement and well-being.  *The key aim of pupil premium spending is to diminish the gap between the attainment of pupil premium and the attainment of all pupils. The school is determined to raise standards for these pupils.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Internal and external assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have   * greater difficulties with phonics, * underdeveloped oral language skills and vocabulary gaps than their peers which negatively impacts their development as readers * Maths attainment that is significantly below that of non-disadvantaged pupils |
| 2 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support remain relatively high for disadvantaged pupils. |
| 3 | The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress |
| 4 | Our assessments, observations and discussions with pupils and families have identified that they have limited experiences beyond their home life and access to enrichment activities such as cultural events and visits. These challenges particularly affect disadvantaged pupils, including their attainment |
| 5 | Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention |

## 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.

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| Intended outcome | Success criteria |
| To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.  To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. | Increase the progress for identified groups of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.  Gaps will close in progress and attainment made between PP and NPP and PP children will achieve in line with their peers and make at least expected progress.  SEND needs will be clearly outlined and reflected in their IEP’s or intervention plans |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils  A home school link service through our Pastoral Team supports children and families identified by the school as vulnerable | Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.  Sustained high levels of wellbeing by 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in behaviour issues * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils   Parents indicate that there are strong links between home and school and support is received for a wide range of needs. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and to reduce the proportion classed as persistent absentees. | Sustained high attendance by 2024/25 demonstrated by:   * the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.   The percentage of all pupils and disadvantaged pupils who are persistently absent being below the national figure by 2024. |
| For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school | A wide range of extra-curricular activities will be offered to tap into our children’s passions and talents |
| To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. | SEND needs will be clearly outlined and reflected in their IEP’s or intervention plans  PP children will make expected progress in R,W,M |

## 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: £ *20,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To continue to embed ‘Pathways to Writing’ ensuring a consistent approach to the teaching of English across the school. | See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching  ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them | 1 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund the Assistant Head release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | See EEF research guidance report: ‘Improving Mathematics in the Early Years and Key Stage 1’ published January 2020  ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1 |
| Continue to embed the [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) |  |
| Review current provision alongside the guidance: ‘Special Educational Needs in Mainstream,’ for the teaching of maths for SEND/PP pupils  One day release time for Assistant Head | See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one intervention. https://educationendowmentfoundation. org.uk/education-evidence/guidancereports/send | 1,5 |

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

Budgeted cost: £ *91,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to use maths and English intervention for disadvantaged pupils falling behind age-related expectations. | EEF Toolkit guidance: https://educationendowmentfoundation.or g.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support  ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’ | 1,2,3 |
| Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups.  HLTA- currently working in across Key Stages to support teaching and learning based on identified needs | EEF research guidance: https://educationendowmentfoundation.or g.uk/education-evidence/guidancereports/teaching-assitants  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes | 1,2,3 |
| To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Executive Head and HOS.  Pupil progress meetings termly  Regular monitoring of targeted interventions | EEF Toolkit guidance: https://educationendowmentfoundation.or g.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support  ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable | 1 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,5 |
| Appoint an Academic Mentor to support identified groups across the school | Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’ | 1,2 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2,3 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *20,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral support from Team for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn  Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school  Offer parenting group sessions working on specific needs developed through a need’s analysis.  EHA process with vulnerable families- allowing them to access key services  Bespoke and intensive support for the most vulnerable pupils in school  Attendance monitoring and meetings when needed.  Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings  Increased links with multi agency teams including SEND and Health Professionals | EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.or g.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies  EEF Toolkit – Parental engagement  Children need all physical, emotional and social needs met in order to achieve academically  Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning. | 2,3 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified | 2,3,4,5 |
| PP children to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences | Trips and visits can enhance and enrich the curriculum providing ‘sticky learning’ opportunities and help develop cultural capital. OFSTED research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. | 2,3,4 |
| Breakfast provided identified children and support given for food hunger to families | Research shows that food deprivation is high. Research shows that having breakfast in the morning reduces food hunger and improves concentration, creates better mood and increases energy levels. | 2,3,4 |

**Total budgeted cost: £ 82,000**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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| **How will the school measure the impact of the Pupil Premium?**  All our work through the pupil premium is aimed at diminishing gaps and accelerating progress for pupil premium pupils. The school has evaluated the impact of the intervention programmes each term as part of our pupil progress meetings. Evaluation has focused on academic gains and how pupils’ self-confidence, attendance and learning behaviours have developed as a consequence of the different interventions. The key measures that have informed impact are:   * Pupil progress meetings will make sure that pupils’ progress is monitored * PUMA and PIRA assessment and teacher assessments will track the progress and attainment of pupils * Internal tracking data and end of Key Stage results. * The Raising attainment plan continually monitors the progress of PP to NPP whilst identifying additional support to accelerate the progress of PP pupils.   **Evidence of Other Outcomes**   * Increased rigour of Quality First Teaching for all, including pupil premium pupils. * Support within lessons to improve understanding of reading, writing and mathematics. * Small group interventions planned to cater for individual needs. * Pupils who are on SEND register and in receipt of pupil premium have individual targets reviewed regularly and aspirational targets set * Improved self-esteem, and behaviour. * Improved knowledge in parents and carers who feel more able to help their child at home. * Increased participation in Before and After school Provision. All PP attended the Residential – improved self esteem   The Raising Attainment Plan July 2021-2022 shows the attainment and progress made by PP compared to NPP.  We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.  Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils was in line with the disadvantaged national average in 2021/22 but not the national average for all pupils. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown at the end of KS1 and KS2 from 2019. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. We also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.  Pupil Premium data 2021/2022   * GLD was above the FSM national average but below for all pupils in England * Y1 phonics above the disadvantaged national average but below for all pupils in England * KS1 across all subjects was at the disadvantaged national average but below for all pupils in England   Key Stage Two Pupil Premium data   * Reading above the disadvantaged national average but below for all pupils in England * Writing just below the disadvantaged national average and below for all pupils in England * Maths above the disadvantaged national average and just below for all pupils in England. * Reading, writing and Maths below the both the disadvantaged national average and for all pupils in England.   .  Absence among disadvantaged pupils was 7.11% in 2021/22 and persistent absence 24.29%. We recognise that improved attendance leads to better educational outcomes which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.  Our observations and assessments demonstrated that pupil mental health and wellbeing improved last year as did behaviour. This still continues to be a focus for our strategy.  These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |