

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	214
Proportion (%) of pupil premium eligible pupils	28% 29% (including service children) 33% of PP children also have SEND
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Alan Frame (SIO)
Pupil premium lead	Rob Meech & Lorna Wilby
Governor / Trustee lead	Matt Norris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,628
Recovery premium funding allocation this academic year	£ 8,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,028

# Part A: Pupil premium strategy plan

## Statement of intent

*"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."*

***(A.P.J. Abdul Khan, 11th President of India)***

*"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet,"*

***Sister Judith Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

### Principles

- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths. High priority is

given to the transition from pre-school into Holy Cross, the transition from KS1 to KS2 and the transition on to secondary school.

## **Strategies**

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support through our dedicated PSA to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Access to language and number, particularly from books/ reading opportunities
2	Lack of early speech and language opportunities
3	Those children who are also on our SEN register for cognition and learning, speech and language concerns, Nurture/ THRIVE needs
4	Parental engagement with school, especially regarding parents' evening consultations and completion of homework
5	Previous loss of learning due to the Covid-19 pandemic and school closure
6	Social and Emotional needs following extended periods of Lockdown including poor self-regulation which impacts on learning and collaborative working
7	Attendance

## 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
<ul style="list-style-type: none"> <li>• % of PP children achieving GLD is in line with National figures for non PP children</li> <li>• Y1 PP check will be inline or better than the National average.</li> <li>• At the end of KS1 70%+ of children will be at ARE for reading and the remaining will reach their target through accelerated progress.</li> <li>• 15% of Y2 children will be at GD for reading.</li> <li>• PP children who did not take their phonics check will pass in Dec 2021.</li> </ul>	<p>Children will become confident speakers with a growing range of vocabulary and confidence.</p> <p>Rates of progress for these will be better than non-PP children in order to close the gap.</p>
<ul style="list-style-type: none"> <li>• PP children with SEND make a minimum of expected progress in the academic year with 50% making better than expected.</li> <li>• PP children will also make good rates of progress through their interventions</li> </ul>	<p>Pupils who are on the SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>Interventions ensure these targets are met.</p>

<p>and MyPlan Targets – THRIVE, NESSY, Language Link, Speech Link,</p> <ul style="list-style-type: none"> <li>• Y2 SEND/PP children will improve their phonics check score</li> <li>• Attainment of PP/SEND children will be inline or better than national averages.</li> </ul>	
<ul style="list-style-type: none"> <li>• All PP parents attend Parents Evening for their children/Engage through Class Dojo.</li> <li>• An increasing number of PP children will access homework using IXL.</li> </ul>	PP parents actively engage with their child's learning, particularly in KS1 with early reading and number.
<ul style="list-style-type: none"> <li>• PP children attendance to be in line with school attendance – target set for 97%</li> <li>• % of PP children who are persistently absent is equal or less than national data and non PP children in school</li> <li>• Exclusion rates for PP children are in-line with non PP and rates are below national averages.</li> </ul>	All Pupil Premium children will be in school at the correct time – calm and ready to learn.

## 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: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Teacher employed for 3.5 days per week £35,169	Data for 2017/18, 2018/19 2021/22 indicate the success of this intervention in children closing the gap in reading and returning to ARE in reading at the end of KS1.	1, 2, 5
Power Maths - Extra teacher to support teaching in single age year groups in KS2.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	3, 5, 6

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme £2000	Government initiative designed to support children working in small group interventions (EEF approved strategy)	5
Top-up Phonics Teaching £3,990	<p>Synthetic Phonics Programmes (SPP) are proven to be the best way for children to make progress in Phonics learning</p> <p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	5
Nuffield Early Language Link	<p>Vocabulary deficit is a big barrier for children making progress and attaining inline with their peers. (supported by DFE)</p> <p>Oral language interventions can have a positive impact on pupils' 2 6 Pupil premium statement 2022/23 language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	5

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

Budgeted cost: £29909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner training £2,500	Historical intervention. Supports children's SEMH needs to allow them to access the full curriculum to progress learning	6
Thrive Practitioner costs £17,819	Historical intervention. Supports children's SEMH needs to allow them to access the full curriculum to progress learning	3, 6
Subsidising trips, clubs and musical tuition £4,300	Enrichment activities will have a positive knock on effect on attendance rates	6, 7
Behavioural support £1,000	Effective strategies for management of extreme disruptive behaviour	3, 6, 7
Educational Psychologist £4,000	Effective implementation of support and management for potential and identified children with SEND	3, 6, 7
Educational Welfare Office £280	Support and engagement with children of families struggling to attend	6, 7
Clinical Counselling for children with significant SEMH needs.  No cost in the first year - £9000 for 2023/24.	Supports children's SEMH needs to allow them to access the full curriculum to progress learning  <a href="https://www.place2be.org.uk/our-services/services-for-schools/mental-health-support-in-schools/">https://www.place2be.org.uk/our-services/services-for-schools/mental-health-support-in-schools/</a>	6, 7

**Total budgeted cost: £ 23,909**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### **Academic Review of PP Children:**

[https://docs.google.com/presentation/d/1BaO9bk4ByXQSUMJHmfEReoB0TYvdfgXPPNXzKzW10as/edit#slide=id.g13aa449dba5\\_0\\_0](https://docs.google.com/presentation/d/1BaO9bk4ByXQSUMJHmfEReoB0TYvdfgXPPNXzKzW10as/edit#slide=id.g13aa449dba5_0_0)

- GLD - PP children achieved inline with non PP nationally and with Non PP in school.
- Phonics - PP achieved above national and school averages for both Y1 and Y2.
- Y2 Reading PP were above national averages for reading (78% v 67%)
- Y2 Writing PP were above national averages for writing (67% v 58%)
- Y2 Maths PP were above national averages for maths (78% v 68%)
- Y6 reading PP were below national averages (50% v 74%)
- Y6 writing PP were below national averages (60% v 69%)
- Y6 maths PP were above national averages (80% V 73%)

#### **Attendance figures:**

PP - 93%

Non PP - 94%

National - 94%

#### **Behaviour:**

- There were 1.5 days exclusions for PP (SEND) children against 0 days for non.

#### **Wider impact:**

- 100% of PP children attend trips this year, including the Y6 residential

#### **THRIVE:**

- 100% of children accessing THRIVE interventions made progress in the area of need identified.
  - Attendance rates for children attending THRIVE were inline about the whole school average.
- Phonics/reading Tutoring:
- 100% of Y2 children in receipt of this tutoring passed the PS re-take
  - A child with persistent absence was able to keep up with 1:1 support.
  - Children identified with low parental engagement attend additional tutoring sessions and make good progress.

- PP children in the lowest 20% of each year group received daily tutoring . All made good progress and with the exception of a high need SEN pupil, passed the check.

### **NELI**

- 100% of PP children in Reception Class were assessed using the NELI screening.
- 40% of EYFS PP children were assessed as requiring NELI intervention and they received small groups and 1:1 NELI support.
- 100% of PP in reception made the expected GLD for Communication and Language at the end of Reception.
- 1 PP child continues with NELI into Y1 for consolidation of her oral language skills.
- 2022-23 PP EYFS pupils will all be screened using NELI interventions by end of Autumn term 1 and relevant NELI intervention support put into place alongside results from their initial RBA (baseline).

## **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*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc	Oxford Press
Power Maths	White Rose

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Funding spent as other PP funds in addition to an individual ChromeBook allocated to each child to aid completion of Homework and Home Learning
What was the impact of that spending on service pupil premium eligible pupils?	Increased engagement in learning and ability to join and participate on on-line lessons and nurture sessions