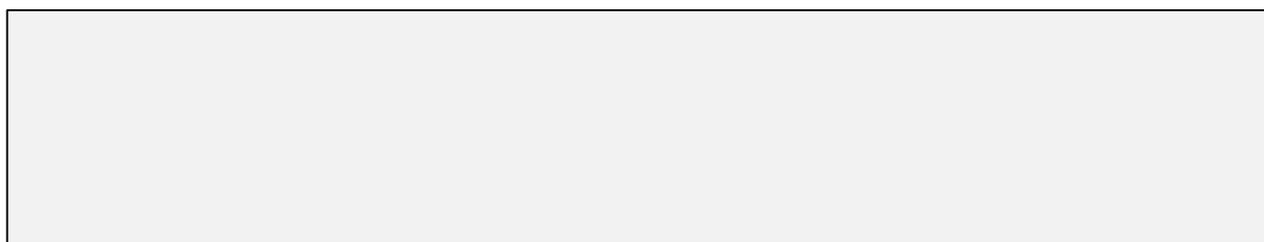


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 RC Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	28.03
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Gordon
Pupil premium lead	Anna Ward
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,866
Recovery premium funding allocation this academic year	£14,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
£	

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge
2	Pupils emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress and their readiness to learn
3	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees
4	Pupils have limited experiences beyond their home life and immediate community. There are fewer or no access to enrichment activities such as cultural events and visits
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.

Intended outcome	Success criteria
<p>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.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>Increase the progress for identified groups of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p> <p>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.</p> <p>SEND needs will be clearly outlined and reflected in their IEP's or intervention plans</p>
<p>To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.</p> <p>A home school link service through our Pastoral Team supports children and families identified by the school as vulnerable</p>	<p>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.</p> <p>Parents indicate that there are strong links between home and school and support is received for a wide range of needs.</p>
<p>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees</p>	<p>Attendance Officer will promptly call families who have an absent child without a reason</p> <p>A 'red flag' list will be used by the pastoral support team of children we know who have historic attendance concerns and family support workers will complete home visits for these children</p> <p>Extremely poor attendance (below 90%) will be challenged with communication and an attendance review meeting will be held</p>
<p>For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions and talents</p>

<p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>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</p>
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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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction and training to '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
Introduction and training to 'White Rose' Maths scheme ensuring a consistent approach to the teaching of Maths across the school.	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	1
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths and English 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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths and English intervention for disadvantaged pupils falling behind age-related expectations.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.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.'</p>	<p>1,2,3</p>
<p>Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups.</p> <p>HLTA- currently working in across Key Stages to support teaching and learning based on identified needs.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants '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</p>	<p>1,2,3</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Executive Head and HOS.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.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</p>	<p>1</p>

Pupil progress meetings termly Regular monitoring of targeted interventions	full time, so assessment needs to ongoing, but manageable	
Nuffield Early Language – introduced following baseline assessments Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Teaching Assistant to deliver the intervention 3 times per week	Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention 'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'	1,2,5
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
Appoint Experienced KS2 Teachers to provide high quality tutoring to identified pupils	The National tutoring program helps support pupils who have been disadvantaged due to school closures	1,2,3

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

Budgeted cost: £ 20,000

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.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	2,3

<p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school</p> <p>Offer parenting group sessions working on specific needs developed through a need's analysis.</p> <p>EHA process with vulnerable families- allowing them to access key services</p> <p>Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions</p> <p>Attendance monitoring and meetings when needed.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings</p> <p>Increased links with multi agency teams including SEND and Health Professionals</p>	<p>EEF Toolkit – Parental engagement</p> <p>Children need all physical, emotional and social needs met in order to achieve academically</p> <p>Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning.</p>	
<p>Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities 	<p>2,3,4,5</p>

	<p>such as sharing tools and participating in play</p> <ul style="list-style-type: none"> • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	
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 for identified children every morning and support given for food hunger to identified pp 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: £ 80,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

The Pupil Premium funding that is received at Our Lady's RC Primary School annually is used in a variety of ways in order to improve pupil attainment and to help overcome barriers to learning. The Pupil Premium Grant is additional funding given to schools so that they can support their disadvantaged pupils and close any attainment gaps.

In 2020-2021 Pupil premium has enabled us to continue to provide high levels of additional support for our pupils including:

- Funding for an additional part time teaching assistant supporting identified disadvantaged pupils in Literacy and Numeracy.
- Funding for additional teaching assistants to deliver interventions to support the progress of qualifying pupils. These include 1:1 and small group behaviour support, Therapeutic inclusion, Social Communication interventions for Key Stage 1 and 2. Motor skills for KS1 and 2, Reading for Inference Intervention for KS2, 1:1 speech and language support. 'Mr Word' speech therapy and 'Little Leaders' group intervention to develop social/communication skills.
- Funding for training in the delivery of interventions
- Funded provision of places at breakfast club to ensure pupils get a good start to each day
- Funding towards the provision of places in after school club and enrichment clubs to support families with qualifying pupils
- Funding towards the Year 6 residential outdoor pursuit trip
- Funding for an additional part time teacher with computing specialism to deliver a high quality computing curriculum and to develop leadership skills through the Digital Leader programme and develop logical thinking skills for pupils.

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
- 'B' squared tracking system will demonstrate that SEND Pupil Premium children are making good progress when taking into account their specific learning difficulty
- 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 2020-2021 shows the attainment and progress made by PP compared to NPP.

Item/Project	Cost	Objective	Outcomes
<p>1 additional TA appointed to support smaller more focused groupings in English and Maths in Key Stage Two to identified pp children who have the biggest gaps in learning due to COVID break.</p>	<p>£13,400</p>	<p>To accelerate learning for identified pp children and to help narrow the gap which has increased due to CoVID</p>	<p>Increased rigour of Quality First Teaching for all, including pupil premium pupils.</p> <p><i>Internal tracking data shows that expected progress was made by the majority of PP pupils supported. Interventions and small group support are on offer for those pp who did not make expected progress</i></p>
<p>2 additional TA's in EYFS, KS1 providing daily additional support to identified PP children who have been identified as having the biggest gaps in learning due to COVID break.</p>	<p>£43,000</p>	<p>To develop skills tailored to specific needs of pupils – closing the gaps in English and Maths</p> <p>To enable more pp children to accelerate their learning in order to narrow the gap which has increased due to COVID</p>	<p>Increased level of Support within lessons improved the understanding of reading, writing and mathematics for identified PP pupils</p> <p>Small group interventions took place catering for individual needs. Pupils attitudes to learning and resilience and stamina to access learning for longer periods of time increased.</p> <p>Pupils who are on SEND register and in receipt of pupil premium have individual targets reviewed regularly and aspirational targets set</p>

Booster sessions in phonics, writing, reading and mathematics for pupils in Year 1 – Year 6	£3,000	To enable more pupils in to achieve age related expectation at the end of KS1 and KS2	Improved learning outcomes in reading and writing at the end of Key Stages for PP
First day phone calls, attendance panel meetings, access to breakfast clubs for families who are consistently late or absent	£750	To improve punctuality, attendance and persistent absence of children. To support families in need of early help.	Improved attendance, reduction in PA's on 2019 data although still below NPP
Phonics workshops for parents/carers in Year 1	£1,000	To increase parental engagement and to help parents in supporting their child in phonics	Sessions happened online due to Covid. This needs to be a priority for next academic year as it was hard to judge the impact of the online sessions.
Maths workshops for parents/carers in Year 6	£1,000	To increase parental engagement and to help parents in supporting their child in maths	Sessions happened online due to Covid. This needs to be a priority for next academic year as it was hard to judge the impact of the online sessions.
School hardship fund to support educational visits and other enrichment activities for our disadvantaged children. Extend the residential trip offer to Y5 and 6 due to missing last year's trip.	£3000	To allow children to attend educational trips and other enrichment activities	Every PP pupil attended the Residential which improved resilience, self-esteem and brought about new friendships.

Provision of fruit and milk to PP KS2 children	£500	To allow children to receive a piece of fruit and carton of milk daily – providing a mid-morning snack for those who may need it	Children were able to access learning without experiencing hunger.
To continue with the Eco school project	£4000	To support the social, emotional and wellbeing of pupils Outdoor learning experiences	Enriched learning opportunities to develop new skills for life that can be taken into adulthood
Additional part time teacher with ICT specialism to deliver a high-quality computing curriculum	£17,500	To close the gap in achievement between pupil premium qualifying pupils and non-pupil premium qualifying pupils whilst developing the logical thinking skills and leadership qualities of pupils	Enriched learning opportunities in place which have developed new skills for life that can be taken into adulthood including leadership roles.

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