

Our Lady's Catholic Primary School – Pupil Premium Strategy Statement 2022

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	15/12/2022
Date on which it will be reviewed	10/7/2023
Statement authorised by	K Weston/L Slane
Pupil premium lead	K Weston
Governor / Trustee lead	Philip Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,065
Recovery premium funding allocation this academic year	£7,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	2021-22 £4,050
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	Spent during 2021-22
Total budget for this academic year	£77,065

Statement of intent

All pupils should have equal opportunities to be successful in their learning. Leaders will deploy staff so that barriers to achievement can be removed.

Barriers:

- Attendance; behaviour; low self-esteem and confidence; lack of support from home; language acquisition; lack of independence; financial deprivation; low aspirations.
- In particular, a strong focus will be on pupils achieving their Age Related Expectation in Reading, Writing and Mathematics.

Our intention is therefore to ensure that:

- All pupils have access to quality first teaching that takes account of the very recent research and evidence.
- Pupils from the PP group are identified and tracked in their learning to ensure early intervention and challenge are swiftly available.
- Interventions are prompt and measured for impact – delivered by trained support staff or qualified teachers/tutors. Following success in 2021 and to maximise input, a teacher will carry out intervention work in upper KS2. An area of focus will be feedback and self-assessment. EEF Guidance is used.
- Pupils with PP entitlement are offered opportunities to take part in confidence boosting activities that raise their self-esteem, allowing them maximum opportunities of success at our primary school.

These measures taken will ensure that all pupils at Our Lady's Primary School have equal opportunities to succeed.

School leaders recognise that disadvantage can present in many ways and pupils some pupils for whom this is the case do not always have a FSM entitlement.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: a very small number of pupils have attendance below 90%. In these cases, parents give school attendance a low priority.
2	Behaviour and emotional wellbeing: low self-esteem results in some pupils mis-behaviour during lessons. In some cases, staff work with parents to support parenting strategies; sometimes Early Help Referrals are appropriate.
3	Improve teaching and learning of phonics and early reading; too many children in Reception and KS1 have not kept up with the daily phonics programme.
4	Engaging parents for home learning, especially reading and talk through reading; many children do not read at home. This limits reading progress as well as opportunities to talk to adults and learn about/improve knowledge of vocabulary.
5	Memory issues in absorbing literacy and numeracy facts – SEND

6	Previous gaps in learning, sometimes through lack of school attendance – Covid/refugees, etc. Poor acquisition of English language and extended vocabulary to support learning.
7	Outcomes in Writing have been low at Our Lady's for several years. Develop all teachers' knowledge of the effective teaching and assessment of writing. Develop knowledge of support staff to better support writing within lessons through knowledge of year group outcomes, punctuation and spelling. Employ staff for appropriate interventions to take place – support staff in KS1 and lower KS2; qualified teacher in KS2. Use of school-led tutor grant for additional intervention in Year 6 and Year 5.

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
Increase number of PP children passing Y1 Phonics Screening Test	90%+ of children progress to Age Related Expected level in Reading by end KS1
% achieving ARE in Reading and Writing is in line or above national data at end KS1 and KS2.	Improved understanding and speaking of English encourages improvements in Reading and Writing and results in greater fluency, comprehension and spelling.
% achieving ARE in Maths is in line or above national data at end KS1 and end KS2.	Improved acquisition of key concepts in mathematics results in a deeper understanding. This improves fluency, reasoning and problem solving for all pupils.
WRITING: Increase percentage of pupils achieving Age Expectation in each year group for Writing.	Address issues that keep the progress and attainment of Writing lower than national. CPD for all staff; spelling programme used consistently and to good effect.
READING:	Develop greater fluency in reading across all year groups to encourage greater enjoyment/engagement of reading for pleasure.
PHONICS: Improve early acquisition of phonics and early reading. Ensure 'keep up' interventions take place daily for children in R and Y1.	Introduce Little Wandle as new Phonic reading scheme from Reception upwards. Home reading is introduced and monitored so that fluency results. Phonically decodable materials results in greater fluency. Ensure all children maintain daily learning of phonic patterns.
Work with parents to improve attitudes to reading at home.	Opportunities are built-in for parents to attend Reading Workshops throughout the year to gain a greater understanding of the importance of reading. This results in improving family reading at home.

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: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school change to new phonics and early reading programme: Little Wandle training for all KS1 and support staff	Little Wandle is a DfE approved Phonics programme.	3 and 4
CPD Writing – led by local consultant	Ensure Quality First Teaching for all pupils. Based on The Write Stuff and Talk for Writing – recognised programmes for improving writing	7
Develop Quality First Teaching in Writing – develop consistent programmes in spelling and vocabulary.	Recognised programme to improve spelling	7
Support of teaching of writing by subject leader and colleagues in other schools.	The Write Stuff – recognised programme for improving teaching of writing	7

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

Budgeted costs: £59515

TA's in class across school: PP pupils' support: 20% TA budget - £34,400

Speech and Language support: £6,745

School led tutoring: £14,750 – teacher 10 hrs per week

Tutor cost: £1,120 - £40 pr hr x 2 each week x 14 weeks

EAL support for new to the country: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment/deployment of Support Staff		
Phonics afternoon intervention in Reception Class and Year 1	DfE and Little Wandle Systemtic Phonics Programme research details the benefit of immediate follow up lesson from the morning teaching.	3 and 4

Testing, tracking and intervention as appropriate for lowest 20% of learners in each class.	Research from DfE, Ofsted, other schools shows that gaps in learning can be closed when swift action is taken for 'keep up' and 'catch up' intervention work.	6 and 7
Provide appropriate resources and programmes for pupils with SEND	EEF, Dyslexia Association and other SEND networks.	5
Language assessment and development. Use of TA to develop S and L across Rec and children new to the country	Use of Nuffield Early Language Intervention screening and developing language tool.	6
Employment of teacher for school-led tutoring		
Teacher-led interventions for pupils in upper KS2	DfE, EEF	7
School-led tutor for after school lessons	DfE, EEF	7

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral and Family Support Assistant to focus on improving attendance and behaviour .	Pupils need high attendance to make expected progress and develop positive attitudes (DfE 2022 and EEF) Positive attitudes, teaching children to behave appropriate in school, working with parents to support them – DfE 2022	1, 2 and 4
Resources for pastoral programmes	Thrive, Emotional Literacy (ELSA), other	1 and 2

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Focus area	Cost £
Teaching: CPD and other	6,300
Targeted academic support (for example, tutoring, one-to-one support, structured interventions)	59,515
Wider strategies (for example, related to attendance, behaviour, wellbeing)	12,500
Total	78,315

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved vocabulary and language skills in Reception and Year 1.						
All PP children achieved ELG in CLL strand. NELI intervention supported all children in the EYFS in making better than expected progress in this area of learning. 3 children in the class were PP entitled. 2/3 achieved ELG. 95% of all other children (17) achieved ELG.						
Improved phonics and early reading in Reception and Year 1.						
11 PP children in Year 1 8 passed Y1PST – 3 Working Towards – all have SEN. Increased focus for 2022-23						
Pupils recover lost learning and attain close to previously set end KS2 targets.						
Expected progress in Years 1 – 6 is 4 pts over the academic year						
Year group	Progress PP			Progress all pupils		
	R	W	M	R	W	M
Y1 (11)	4.82	4.45	4.4	4.62	4.38	4.54
Y2 ()	3.43	2.57	2.1	3.69	3.45	3.17
Y3 ()	3.78	3.67	4.1	3.93	3.97	4.10
Y4 ()	4.00	3.88	4.5	4.13	4.23	4.43
Y5 ()	4.44	4.67	7.8	4.43	4.54	4.79
Y6 (4)	4.50	4.50	5.0	4.44	3.93	5.11
All	4.16	3.96	4.21	4.21	4.08	5.11
Boys	3.87	3.65	4.0	4.08	3.89	4.21
Girls	4.51	4.26	4.4	4.37	4.31	4.54
Issues re progress for 2022-23:						
<ul style="list-style-type: none"> • Significant issues in Year 2 and 3 – low progress across all pupils. • Y6 Writing progress was low. • Boys PP progress was low in R and W. • Boys progress across all classes is low in W. 						
Attainment: %age pupils with PP reaching Expected Std and +						
Year group No of PP	Attainment PP			Attainment all pupils		
	R	W	M	R	W	M
Y1 (11)	45%	27%	46%	59.3%	51.9%	59.3%
Y2	28%	29%	43%	58.6%	41.4%	62.1%
Y3	22%	11%	33%	48.4%	32.3%	41.9%
Y4	50%	37%	37%	66.7%	60%	70%
Y5	67%	55%	56%	75%	64.3%	67.9%
Y6	75%	50%	75%	66.7%	55.6%	66.7%
All	45.8%	33%	46%	62.2%	50.65	61%
Boys	26.9%	19%	27%	51.1%	37.5%	53.4%
Girls	68.2%	50%	68%	73.8%	64.3%	69%
Issues re attainment 2022-23:						
Boys PP attainment.						
Boys Writing all pupils.						
Years 1, 2, 3 and 4: Boys PP Writing.						
Years 2 and 3: Boys Reading						
Year 3 Maths all pupils						

Improvements to the quality of teaching of mathematics across the school.
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NCETM CPD was used in Year 1 to good effect. This will now be spread across all year groups. Observations of colleagues in schools with earlier success with The Write Stuff programme have been carried out. Leader continues to monitor.
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Improve attendance of the very few pupils whose attendance is below 90%.
