Pupil premium strategy statement

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
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Elise Gribble
Pupil premium lead	Elise Gribble
Governor / Trustee lead	Joe Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,913
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	£107,913

Part A: Pupil premium strategy plan

Statement of intent

Our Lady's Catholic Primary School is passionate about removing barriers and meeting the needs so all of our children so that they can be successful in their next phases in life. Our Pupil Premium Strategy has three key priorities that we feel will prepare our children academically and emotionally. We will be closely monitoring our progress and developments so that we can continue to refine our strategy as each academic year goes on.

Please find below our rationale for each area of funding:

1. The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum, that is child centred and designed to inspire and celebrate our diverse school community, that children's engagement in learning will be increased and progress will accelerate. We are also planning to launch a whole school approach to the teaching of reading that will model high expectations and give all children, including Pupil Premium children the skills and love of reading that they need in later life.

2. Precision targeted interventions and rapid catch up programmes in reading and phonics will be a key focus throughout the year for all children based on their gaps and barriers to knowledge. Some interventions will be delivered outside of the classroom to ensure that children are making progress from their starting points. These interventions will focus on bridging the gap in knowledge and skills and will be robustly tracked by staff and leaders. Other interventions will take place through additional support in the classroom during lessons. Our Long Term aim is that as Quality First Teaching improves, in the coming years, this part of the strategy will be continue to be revised in line with children's needs.

3. Pastoral and attendance support for our Pupil Premium children and families is another key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including; one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. This list is not exhaustive and we will work with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care.

These will be reviewed regularly and further funding used based on the children's emerging needs.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance by some of our children limits their learning and expands knowledge and skills gaps.
2	Some of our PP children lack learning behaviours necessary for accessing classroom learning consistently.
3	Some of our PP children lack self-esteem and/or have a poor perception of school or staff. This effects motivation and engagement.
4	Most of our PP children have knowledge gaps in reading, writing or numeracy. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Some of our PP children lack aspiration and does not see the choices offered by education
6	Some of our children's parents are not engaged with the school or learning process and do not value learning or support the learning process at home.
7	Some of our PP children suffer from material or electronic disadvantage which limit access to learning and to extra-curricular experiences.
8	Some of our PP children display behaviour which suggests social and emotional needs which can prohibit engagement with learning
9	Some of our PP children have difficulties in accessing the language required for learning due to EAL challenges. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
To offer a bespoke child-led broad and balanced curriculum, where teaching and learning is at least good.	Lessons observed as part of a formal or informal process are at least good.
All non-SEND PP Children make at least expected progress in reading.	Within year group cohorts, increased numbers of PP children achieving ARE in reading.

All non-SEND PP Children make at least expected progress in writing.	Within year group cohorts, increased numbers of PP children achieving ARE in writing.
All non-SEND PP Children make at least expected progress in Maths.	Within year group cohorts, increased numbers of PP children achieving ARE in Maths.
All PP children have access to further learning opportunities outside of school hours.	All children have access to internet, devices and programmes required.
Interventions are suitable, impact driven and meet children's needs.	Evaluation of interventions demonstrate that PP children achieve the intended outcome when participating in interventions.
All families who require Early Help, receive this in a timely fashion;	Numbers of children under EHA demonstrates an increase in support.
Children who have been identified as requiring additional pastoral support receive this for the length of time that it is required.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS assessment.
There is a clear, well managed behaviour policy which ensures classrooms are productive and safe.	Numbers of notable behaviour incidences for PP children remains low.
Impact of the use of external agencies leads to better outcomes for pupils.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.
The attendance of targeted PP children who are persistent absentees, improves	Work undertaken demonstrates a notable improvement in PP attendance percentages.
Children in receipt of the PP have equal access to all that the school offers in terms of additional provisions.	Work undertaken demonstrates a notable improvement in a targeted area of the standardised PASS test.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued re-development of the school curriculum through: • Attending high quality training (high quality teaching of vocabulary; development of a high-quality whole school curriculum; metacognition training) • Purchasing of resources to meet and funding enrichment activities to enhance the impact of the curriculum • Trust support in developing Subject leaders to monitor standards in teaching across the school • Cover for the SLs to further develop the whole school approach to the teaching of non-core subjects. • Purchasing of materials to support individual pupils with their development in non-core subjects • Subject leaders' participation with STEM and other professional bodies for specialist teaching. • High quality training for SLs, cascaded and shared with other teaching staff Staff will attend training to develop the following across the school: • Continued training and development for middle leaders to support with monitoring the impact of our intent, implementation and impact across all subject areas. • Adults' understanding of metacognition • The effective teaching of vocabulary development across the school.	We have taken particular guidance from the Ofsted Report 'how schools are spending funding successfully to maximise achievement' in our formulation of strategy. This report outlines the importance of diagnostic tools to identify specific gaps and the importance of impact measurement in terms of response. Our whole strategy is based on the production of a barrier map for all PP children on which specific gaps can be identified and responses agreed. These responses are impact measured and evaluated termly as part of our pupil progress meetings in which the progress and achievement of PP children is a specific focus. All evidence including that of our own experience, the Sutton Trust and EEF toolkits and the Ofsted guidance is clear that quality teaching has a disproportionate impact on pupil premium children. We are striving to ensure that teaching is at least good across our school. We invest in training to ensure that quality first teaching is always supported and remains a goal. We are working hard with all teachers to embed clear, engaging teaching and high expectations of all learners, both of which are evidenced by Hattie's research culminating in the Visible Learning Metax global research database This research also highlights the positive impact of strategies relating to metacognition (0.6), self-directed learning and student self-regulation (0.67/0.54).	2,3,4,5,7

• Child-led active learning • Development of the teaching of reading: • Cover for subject leaders to monitor standards and to support where there are areas for further development; • LSA and Teacher training with the Trust support for Reading to improve one to one reading sessions. • Development of the teaching of writing: • Purchasing of materials and training of new staff to support the teaching of kinetic letters • Development of writing in the outdoor areas and through continuous provision through purchasing appropriate resources to engage and inspire. • Subject leader to monitor standards in teaching across the school • Cover for the Teachers to attend 'I am a Clever Writer' Training • Purchasing of materials to support individual pupils with their development in writing • Development of the teaching of maths: • White Rose Hub used throughout the school • Arithmetic focus daily on class based on Year Group Expectations • Subject leaders to monitor standards in teaching across the school • Purchasing of materials to support individual pupils with their development in maths • Purchasing of an online intervention platform that can be used with the children both in school and for homework.	The Sutton Trust and EEF toolkits identify a focus on a few key things which have the most significant national impact on achievement and progress. 1. A school-wide understanding of metacognition and embedding of behaviour management processes which embed self-regulation for children. 2. Reading comprehension strategies and the explicit embedding of phonics throughout the school. 3. Staff training and the effective use of experts to assist and intervene in the educational process for children.	
Creating opportunities for quality talk and language development in the Early Years and Year 1. • Creating a language rich environment with quality resources. • Creating language stimulating activities for example; role play areas and reading corners.	Research has shown that the language gap can restrict a child from succeeding academically and socially or hamper their social mobility. https://www.openaccessgovernment.org/mind-the-word-gap-the-difference-in-poor-childrens-language-skills/55066/ By the end of the Early Years Foundation Stage (EYFS) a third of disadvantaged children have speech, language and	4, 6, 9

• Provide high quality texts for use in class. • Provide NELI Training for EYFS and Year 1 staff • Train staff to encourage quality talk and model ambitious vocabulary.	communication delays compared with one sixth of their peers. By closing this gap earlier in their school career the children can catch up with their peers and be ready for their next phase in learning.	
Improving Reading Outcomes for children • Training for staff in the school's whole class approach to the teaching of reading • Training in the delivery of Little Wandle to ensure that fluency in the teaching of phonics is promoted. • Purchasing of materials to support the school's approach to the teaching of reading and phonics. • Investing in quality texts to expose the children to higher-level vocabulary. • To foster a love of reading for pleasure by creating inviting spaces that celebrate reading and books.	Based on the EEF Toolkit the explicit teaching of reading comprehension and that is supported by a clear phonics programme has a huge impact on children's attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4,6,7,9

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

Budgeted cost: £30,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our ultimate goal is to create a team of teachers so expert that quality first teaching effectively meets the needs of all children. Whilst we continue to work towards that goal it is clear that some inherited and created issues regarding individual children have resulted in skills and knowledge gaps which need to be filled. When deciding how to do this we are led by our barrier map diagnosis and evaluation of data to measure the impact of responses to gaps.		

Activity	Evidence that supports this approach	Challenge number(s) addressed
• SENDCO to ensure that SEND PP children have dedicated academic support to ensure that progress is maximised. • Targeted reading catch up delivered by class LSAs and class teachers during class reading time at least three times a week. • Delivery of additional phonics for children not making expected progress in this area through targeted phonics catch up delivered by class LSAs	Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.	1,2,4
• HLTA to be trained in NELI. Training costs for support staff to be trained in other strategies to support speech and language.	The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.	9
• Additional, teacher and LSA led interventions for children's whose baseline profile suggest that their PSED is lower than expected • PD Intervention based on the fundamental movements in EYFS and Year 1.	The average impact nationally of successful SEL interventions is an additional 4 months progress over the course of a year. Whilst we agree that a variety of methods should be employed to meet individual need we believe that on the whole 1:1 and small group intervention by a group of experts is the most impactful method to fill gaps. This mirrors the findings of the Sutton Trust and EEF toolkits and the Ofsted guidance discussed above.	2,3,5,6,8

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Our dedicated full time Family Support help our families in the following ways: • ensuring that the families had access to adequate, permanent housing; • ensuring that families had access to the government funding and benefits that they were entitled to; • engaging parents and families with support for their mental health and the impact of this on the children; • supporting victims of domestic abuse • ensuring that families are supported by appropriate external agencies e.g. Service Six, The Voice; Sunflower Centre; • substance abuse • emotional and physical neglect • improving adults' prospects of securing employment • debt, often leading to other issues surrounding family finances such as food, paying bills etc • poor physical health In response to these and other needs, the children often require regular and direct support from other members of our pastoral team to help them deal with a variety of issues and barriers including: • General emotional well being • mental health • behaviours associated with poor attachment • trauma induced behaviours • children who have witnessed domestic abuse • children who live with parents who are abusing alcohol and/or drugs • issues arising from neglect, including low self-esteem, issues with general appearance etc	Our approach to social and emotional support is to embed inclusion as a keystone throughout our school. The priorities of our inclusion provision are… 1. To have systems in place to secure the inclusion of all children so teachers can teach and learners can learn, 2. To enable leaders to be able to focus their attention on curriculum and leading learning across the school; and 3. To establish excellent provision to ensure readiness to learn and achieve for children and families for whom inclusion is a challenge. There is a plethora of research surrounding the benefits and establishment of inclusion in education[1]. A study called ***Inclusion and the standards agenda: negotiating policy pressures in England[2]*** in 2006 defines successful inclusion as '*Schools…hav[ing] strategies for encouraging the presence, participation, and achievement of all learners'*. This is now echoed in UNESCO's '***Guide to Ensuring Inclusion and Equality in Education***' (2017). Various models and factors have been discussed and recent studies (including Dimitrellou 2017[3] and Farrell 2004[4]) have started to model the features required to enable inclusive education to occur. These studies coupled with '***School exclusion: a***	1,2,3,7,8

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1 'Inclusive education' means that all children are together in mainstream classrooms for the majority of their day. (Implementing inclusive education, Dr Matthew J. Schuelka University of Birmingham 29 August 2018)

2 Mel Ainscow, Tony Booth and Alan Dyson, *School of Education, University of Manchester, Manchester, UK; Canterbury Christ Church University, Canterbury, UK, 2006*

3 Does an inclusive ethos enhance the sense of school belonging and encourage the social relations of young adolescents identified as having social, emotional and mental health difficulties (SEMH) and moderate learning difficulties (MLD)?, 2017, UCL

4 Farrell, P. (2004). School Psychologists: Making Inclusion a Reality for All. School Psychology International.

• Establishment of a clear, articulable behaviour policy and approach, which is inclusive and escalatory.	*literature review on the continued disproportionate exclusion of certain children*[5]' provide a comprehensive literature review of inclusion and a sound basis of research. From this research a Trust Approach to inclusion has been established which ensures all schools have inclusion teams to support implementation of agreed behaviour principles, and who provide bespoke support to children including emotional support, attendance support, early help and family support.	
• Children are supported academically and emotionally to fully engage with the school day.		
• Lunch time games provision supports children who struggle with appropriate games.		
In addition to our 'in house' provision, we also engage the services of other professionals to support our work. This has included:		
• a qualified speech and language specialist		
• consultancy to support children on the autistic pathway		
• Educational Psychologist	We firmly believe in the establishment of relationship in order to support SEL. We heavily resource pastoral support and are beginning to find strategies to better evidence this spend including the analysis of data from the PASS survey and cross-referencing outcome data with pastoral support using the Insights programme.	
• School Nurse		
The Family Support Team intervene early once a child's attendance falls below 95%. The interventions include the following:		
• Informal contact with parents making them aware of the situation		
• Formal meetings with parents if the attendance does not improve		
• Home visits to support parents with getting pupils to school		
• Meetings between parents and the Head Teacher	We also rely on the findings of the EIF in relation to the effect of early help and intervention in respect of mental health and achievement	
• Enrolment on a parental contract where absence is closely monitored		
• Referrals to the Education Inclusion Partnership Team		
• Proportion of PP allocation to be reserved to support some families with the cost of:		
o School uniform		
o School trips		
o Access to before and after school clubs		
o Any other expenditure deemed necessary by the school		
• Support individual pupils with developing their cultural capital through:		
o Identifying individual interests		
o Supporting their lifelong love of learning in anyway deemed appropriate by the school		
• One to one specialist Wellbeing and Mental Health Interventions delivered to students		

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[5] Graham et al, DfE, 2019

| who have struggled since the pandemic or on their return to school. | | |

Total budgeted cost: £ *92,795.00*

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 2022 - 2023 academic year.

Our internal data throughout 2022 - 2023 demonstrates the impact that the focus on Reading and Maths has had with some of our Pupil Premium children. These children accessed all of the planned interventions and the need for uninterrupted and consistent teaching that we know ensures progress and the removal of barriers with the support of:

Reading

45% of our Pupil Premium children made expected progress in Reading

18% of our Pupil Premium children made accelerated progress in Reading

Writing

58% of our Pupil Premium children made expected progress in Writing

25% of our Pupil Premium children made accelerated progress in Writing

Maths

63% of our Pupil Premium children made expected progress in Maths

25% of our Pupil Premium children made accelerated progress in Maths

Our Wellbeing and Safeguarding work as we know based on Maslow's Hierarchy of needs; children are unable to learn if their basic needs are not met.

Our Phonics Scheme and rapid catch up sessions will ensure that the amount of children who still need phonics input after Year 1 continues to drop. This will ensure that their reading outcomes improve over the next few years and bring them in line with the National Picture.

Throughout 2022-2023, our team focused on developing the connection with parents, setting up EHAs, Targeted Support and offering mental health support to both disadvantaged pupils and their parents. They supported the re-integration of the school routine and expectations as well as challenging attendance for those that historically

had been persistent absentees. This will continue to be a focus throughout the following years, as outlined in this plan.

Attendance for disadvantaged children throughout 2022 – 2023 was 86.7% with the National Picture at 89.6%. This has improved since 2021, when it significantly below National. This is a key focus of the Inclusion Lead for September 2023 and a new attendance policy has been agreed by Governors