# 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

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| Detail | Data |
| School name | Our Lady & St Paul’s RC Primary School, A Voluntary Academy |
| Number of pupils in school | 178 (196 including 18 nursery children) |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 to 2025/26 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Marie Gavin |
| Pupil premium lead | Anthony Cregan |
| Governor / Trustee lead | Jackie Woodall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £99,720 |
| Recovery premium funding allocation this academic year | £10,440 |
| 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 | £110,160 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Our Lady and St Paul’s RC Primary School, we encourage a love for learning and a thirst for knowledge, encouraging each child to embrace and grow their talents, creating life-long learners.  We encourage all our children to love, learn and live as friends of Jesus Christ and demonstrate this by ensuring that all our children receive a broad and engaging curriculum that meets the needs of each individual. Our aim is to support all children in developing the values, skills, knowledge and understanding to enable them to fulfil their God-given talents. Where children have multiple barriers to their learning, it is vital for us to ensure that we have high quality provision in place that will overcome this and pave the way for each child to excel on their journey with us.  It is important that the support we provide is carefully tailored to the circumstances we encounter each day, based on secure knowledge and building extensive vocabulary and understanding of the world around them. Once support is identified, well researched and carefully planned interventions and therapies are put in place. These approaches are monitored closely to ensure the highest possible outcomes for our children.  To achieve the highest outcomes for our children we focus on a three-tiered system:  • High Quality First Teaching – Relevant and impactful professional development of staff to improve the impact of teaching and learning on all pupil premium students  • Targeted Academic Support – Providing additional support for students to ensure their individual needs are met and gaps in learning are narrowed accordingly.  • Wider Strategies – Providing broader support for students outside the curriculum including improving attendance and punctuality; maintaining positive mental health and wellbeing and increasing cultural capital. Consequently, supporting the development of positive learning behaviours.  At Our Lady & St Paul’s we have identified the main barriers to learning to include:   * Poor communication skills and vocabulary * Financial hardship in families * Resilience and stamina for learning (particularly on the back of Covid-19 lockdowns) * A number of spoken languages across the school community * Support for SEN children   When making any decisions regarding Pupil Premium, we will strive to address these barriers, taking into account the context of our school community and emerging trends in research and education guidance. |

## 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 | Poor communication and limited vocabulary which requires extending extensively. |
| 2 | Resilience and stamina for learning on the back of Covid-19 interruptions to face-to-face learning |
| 3 | Pupils need a sound understanding of number bonds and times tables to free the working memory and successfully apply more complicated maths operations. |
| 4 | Regular attendance and punctuality of focus group |
| 5 | Lack of financial support for families |

## 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 |
| Accelerate progress in Writing | * Embed Talk for Writing curriculum across Key Stages * Ensure teachers are confident in the delivery of the Talk for Writing curriculum, enabling curriculum coverage to be relevant to the needs of each individual child. * Targeted interventions for children eligible for PP to ensure gaps are narrowed with peers. |
| Improve standards in phonics for pupils eligible for PP | * Standards in phonics are improved for pupils eligible for PP across EYFS, KS1 and KS2. |
| Improve standards in reading for pupils eligible for PP | * Continue to develop whole class reading strategies, embedding RAMP from Y2 upwards * Standards in reading are improved for pupils eligible for PP across KS1 and KS2. |
| Ensure a consistent, high-standard of teaching that meets the needs of all learners, especially PP group | * PP children make good progress towards meeting their age related National Curriculum expectations * Subject leaders are developed to ensure they are confident in driving forward school initiatives effectively. * Pupils will consolidate basic skills, enhancing their vocabulary and ability to access the wider school curriculum. * Pupils will be given the opportunity to revisit prior learning in order to ensure that gaps in learning are not built over time. |
| Ensure attendance and punctuality of disadvantaged pupils is above 96% | * PP pupils will arrive at school on time each day * Attendance of PP pupils will meet school target of 96% * Morning care is provided to reduce barriers to achieving target |

## 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: £ *39, 558*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Coaching and training programmes to assist the delivery and implementation of:   * Read Write Inc. * Ashley Booth Reading * Talk for Writing   Specific intervention strategies e.g. Elklan/Wellcom | High quality CPD is essential for us to succeed within EEF Principles  Phonics approaches have been consistently found to be effective in supporting younger pupils master the basics of reading.  EEF research highlights how reading comprehension can be improved by teaching pupils specific strategies. These include: prediction, questioning, clarifying, summarising and activating prior knowledge. | 1, 2, 3 |
| Recruitment of two TA2 to support academic progress of PP group in KS1 and KS2 | Targeted deployment where teaching assistants are trained to deliver an intervention to small groups has a higher impact. | 1, 2, 3 |
| Purchasing of resources to implement curriculum strategies of:   * Talk for Writing | Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go. | 1, 2, 3, 6 |

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

Budgeted cost: £ 47,250

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SENCO, DHT and TAs to lead small group targeted intervention programmes | Pupil progress meetings are key in identifying pupils requiring tailored support.  Research suggests targeted group interventions shows a positive benefit of between four and six additional months of progress. | 1, 2, 3 |
| Academic mentor to ensure gaps broadened through disrupted years are narrowed | Evidence suggests one to one tuition should build on teacher expertise and when monitored closely – academic mentor will work alongside class teachers to ensure specific needs are addressed  One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted support. | 1, 2, 3 |

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

Budgeted cost: £ *22,320*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To work with EWO to ensure PP group attendance is in line with the targets of the rest of the school | Recent evidence from both Ofsted in England and Estyn in Wales suggests that the wise and targeted use of the PP can be used to help some pupils to overcome their habits of non-attendance, including truancy.  This is often achieved through the good work in schools practised by all members of the school team. | 4, 6 |
| To provide a free breakfast club provision for targeted pupils | EEF findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. | 1, 2, 4, 5 |
| Build cultural capital of children enhancing their learning beyond the classroom curriculum. Financial support for external trips/residential | OFSTED review (Robin Hammerton HMI) – memorable activities lead to memorable learning  A rich curriculum, involving first hand experiences outside of the classroom important in supporting teaching and learning and encouraging positive attitudes. | 1, 4, 5, 6 |
| Improve social communication skills through high quality continuous provision in EYFS and Year 1 | EEF research highlights how schools must strive to meet the needs of each individual learner.  Children effected by the pandemic have missed opportunities to build social communication skills with their peers and environments in KS1. Schools should aim to promote and encourage learning through provision that meets the needs of all learners  Extensive evidence to link childhood social and communication skills with improved outcomes in school. | 1, 3 |

**Total budgeted cost: £** *109,128*

# 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.

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| **Accelerate progress in Mathematics**: KS1 results show clear acceleration of progress in maths 70% ARE compared to 67.9% nationally. KS2 progress score for Mathematics significantly improved at +2.8 from -3.9 at our last recorded data in 2019.  **Improve standards in phonics for pupils eligible for PP**: 75% disadvantaged pupils achieved end of Year 1 phonics, significantly higher than national figures of 62.6%.  **Improve standards in reading for pupils eligible for PP:** At the end of KS1 the gap has narrowed to the national average with significant gains for individual case studies.  **Ensure a consistent, high-standard of teaching that meets the needs of all learners, especially PP group and ensure a robust monitoring cycle is embedded in school with particular emphasis on pupil progress**: A clear and consistent strategic plan was introduced with a particular focus on how we monitor the progress of all our learners and the effectiveness of the provision we provide. Subject leaders are being developed to drive the outcomes and impact of their subject across the school.  **Have a clear and effective intervention system, targeting the needs in both group and individual activities in reading, writing and maths:** The use of academic mentors and The Tutor Trust allowed specific and targeted interventions to take place for our PP children on a consistent basis. Carefully planned interventions stimulated our disadvantaged children to close gaps in their learning from when their attendance in school was interrupted through Covid-19. |

## 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*

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| Programme | Provider |
| Talk for Writing | Pie Corbett |
| Times Table Rockstars | Times Table Rockstars |
| Cracking Comprehension | Schofield & Sims |
| Kapow Primary | Kapow Primary |
| Accelerated Reader | Renaissance |

## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |