

Our Lady & St Paul's RC Primary School

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 (2024-2025) and the outcomes for disadvantaged pupils last academic year (2023-24)

School overview

Detail	Data
Number of pupils in school	191 Rec- Y6 20 Nursery
Proportion (%) of pupil premium eligible pupils	49% Main School 46% EYPP
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	M Gavin
Pupil premium lead	Hollie Aspinall
Governor / Trustee lead	Jackie Woodall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127, 280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£127, 280

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

Intended outcome	Success criteria
Accelerate progress in Writing	<p>Embed Talk for Writing curriculum across Key Stages</p> <p>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.</p>

	Targeted interventions for children eligible for PP to ensure gaps are narrowed with peers.
Improve outcomes for maths for pupils eligible for PP	Embed White Rose Maths Scheme Target 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 reading lessons from Y2 upwards following AB method 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. <ul style="list-style-type: none"> 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
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49, 810

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:	Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go.	1, 2, 3, 6

<ul style="list-style-type: none"> • Talk for Writing • WRM 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £55, 150

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO, DHT and TAs to lead small group targeted intervention programmes	<p>Pupil progress meetings are key in identifying pupils requiring tailored support.</p> <p>Research suggests targeted group interventions shows a positive benefit of between four and six additional months of progress.</p>	1, 2, 3
Academic mentor to ensure gaps broadened through disrupted years are narrowed	<p>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</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted support.</p>	1, 2, 3

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

Budgeted cost: £22, 320

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	4, 6

Work with Trust lead on targeting PP pupils' attendance and punctuality	<p>overcome their habits of non-attendance, including truancy.</p> <p>This is often achieved through the good work in schools practised by all members of the school team.</p>	
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	<p>OFSTED review (Robin Hammerton HMI) – memorable activities lead to memorable learning</p> <p>A rich curriculum, involving first hand experiences outside of the classroom important in supporting teaching and learning and encouraging positive attitudes.</p>	1, 4, 5, 6
Improve social communication skills through high quality continuous provision in EYFS and Year 1	<p>EEF research highlights how schools must strive to meet the needs of each individual learner.</p> <p>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</p> <p>Extensive evidence to link childhood social and communication skills with improved outcomes in school.</p>	1, 3

Total budgeted cost: £ 127, 280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data for the academic year 2023-24 show the following outcomes for disadvantaged pupils

EYFS

- All pupils have made good progress from their starting points
- 62% of pupils achieved GLD compared with 62% nationally
- 75% of disadvantaged pupils achieved GLD compared with 60.7%
- The % of disadvantaged pupils achieving GLD has been above national % for the last 3 years

Year 1 phonics

- 83% of all pupils achieved the expected standard in the Phonics Screening Check compared with 80% nationally
- 81% of disadvantaged pupils achieved the expected standard in the Phonics Screening Check compared with 68% nationally
- The % of disadvantaged pupils achieving the expected standard in the Phonics Screening Check has been above national % for the last 3 years

Y2 Phonics

- 100% of pupils achieved the expected in the Y2 Phonics Screening Re-Check
- The % of all pupils achieving the expected standard in the Phonics Screening Re-Check has been above national for the last 3 years

KS2

- 39.4% of all pupils achieved the expected standard in Reading, Writing and Maths compared to 60.6% nationally.
- 16.7% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths compared to 49% nationally

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Walkthrus (Teaching & Learning)	Walkthrus
Elklan	Elklan Training Ltd
Wellcomm	Wellcomm GL Assessment
Pixl	Pixl
ELSA	Psychology
Talk for Writing	Talk for Writing – Pie Corbett
Read Write Inc	Read Write Inc
Ashley Booth	Ashley Booth

