

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

Detail	Data
School name	Our Lady's Catholic Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	28 or 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	1 st November 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Haydn Boyle
Pupil premium lead	Louise Scott-Cooney
Governor / Trustee lead	Mike Doolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550 deprivation £16,870 Previously LAC
Recovery premium funding allocation this academic year	£ 5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£

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	£63,785
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

- Ensuring quality of teaching is good or better
- To allocate a 'Catch Up' Teaching Assistant to each KS - providing small group work focussed on overcoming gaps in learning
- 1-1 support where applicable
- Additional teaching and learning opportunities provided through teachers for Y6 and then Y5 through school led tutoring
- All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age-related expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential trip. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Attainment gap in children achieving greater depth particularly in writing
4	Attendance and Punctuality issues.
5	Well-being difficulties within children

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behavioural incidents on CPOMS system. Pupils taking part in well-being activities.

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA to access CPD on mentoring and coaching other pupils Think Yourself Great training</i>	EEF guide tells us that social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	2, 5
<i>CPD for teaching staff in Reception and KS1 NCETM Mastering Number Project</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Teachers will deliver Mastering Number Project daily to Reception and KS1 children. Mastery learning (+5 months) breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.	2
<i>CPD Retrieval Techniques for all staff</i>	Staff will use in all subject areas.	2
<i>CPD greater depth writing for all KS2 staff</i>	Small cost of £50 for all staff in KS2.	3

<p><i>LA Moderation Meetings for Y2 and Y6 with specific focus on greater depth writing and writing styles</i></p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 43,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA for catch up</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,3</p>
<p><i>School Led Tutoring</i></p> <p>2 x UPS teachers delivering morning maths booster sessions.</p> <p><i>Former deputy head delivering after school English booster sessions and writing interventions</i></p>	<p>Having analysed our cohorts we have identified that the Year 5 and 6 cohort need support to address gaps in maths and English due to Covid. We have identified that writing in UKS2 has some gaps that could be effectively addressed through intensive tuition.</p> <p>EEF suggests that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be care-</p>	<p>2, 3, 4</p>

	fully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Meet The Teacher meetings</i></p> <p><i>Y1 Phonics meetings</i></p> <p>Reading Challenge for whole school</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or computing skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in</p>	1, 4

	a rich literacy environment for early readers and are only one part of a successful literacy strategy.	
<p><i>Well-being and behavioural lead to support children who are having difficulty accessing learning through behavioural issues, support their management of their own behaviour.</i></p> <p><i>Sensory Circuit every morning before school starts</i></p> <p><i>Trained staff member to deliver programme</i></p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEAL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Think Yourself Great programme to be delivered to identified children in Y1 upwards.</p>	5
<p><i>SLT to analyse attendance and contact low attenders and mentor to support families to raise attendance / punctuality.</i></p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	4
<p><i>Music lessons</i></p>	<p>The impact of arts participation on academic learning appears to be positive but low (+2 months). Improved</p>	2, 4, 5

<p>Guitar lessons offered to Year 5 pupils</p> <p>Violin lessons offered to Year 6 pupils</p> <p>After school keyboard offered to Years 5 and 6</p> <p><i>Breakfast Club and After School Club</i></p>	<p>outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p>	
<p><i>School Clubs and trips</i></p> <p><i>Sports competitions</i></p>	<p>EEF shows that studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). In this circumstance the 'participation' acted as an incentive to undertake additional instruction.</p>	<p>4, 5</p> <p>2, 5</p>

Total budgeted cost: £ 66,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

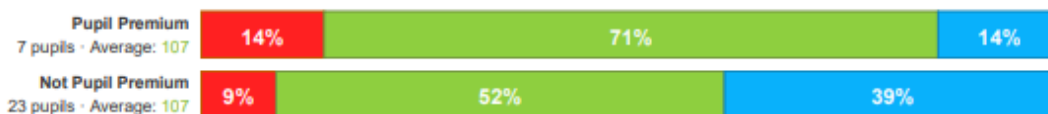
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.



Attainment Overview for Pupils (from 2021-2022) in Year 6 - 2021-2022 Summer

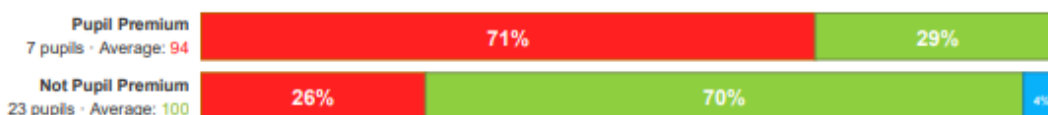
Reading - SAT Scaled Score

Legend Well below Just below Expected Above No data



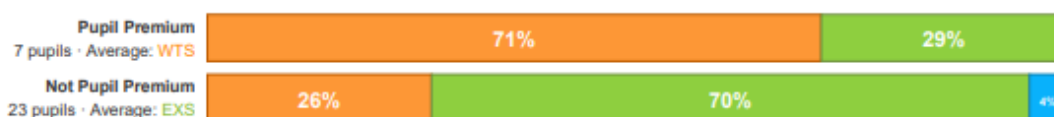
Writing - SAT Scaled Score

Legend Well below Just below Expected Above No data



Writing - SAT TA

Legend Well below Just below Expected Above No data



Maths - SAT Scaled Score

Legend Well below Just below Expected Above No data



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
Think Yourself Great	
NCETM Mastering Maths Project	