

Pupil premium statement 2023/24

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 Catholic Primary School
Number on roll	214
Proportion (%) of pupil premium eligible pupils	31.2% 33% of PP children also have SEND with 4 children in receipt of an EHCP.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2 - 2023/24
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Rob Meech - Executive Headteacher
Pupil premium lead	Lorna Willby - Head of School
Governor / Trustee lead	Matt Norris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77628
Recovery premium funding allocation this academic year	£8400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£86,028

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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,”

Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the individual needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that there are pupils not in receipt of the funding who are equally socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Early identification is paramount and our staff, with guidance from the SENCO and Subject Leaders, will need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths.

Strategies

- Eligibility for the Pupil Premium is not to be confused with low ability, and we therefore have a focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thorough analysis of pupils who are underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the EEF teaching and learning toolkit and PP guidance) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

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- Clear expectations that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Allocate our best teachers/TAs to teach intervention groups to improve Mathematics and English.
- Use assessment regularly (not just at termly Pupil Progress Meeting) to check whether interventions or strategies are working and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. Ensure all pupils are clear on their next steps and how to get there.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class teachers/subject leaders and Teaching Assistants know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings (PPM).
- Thoroughly involve governors in the decision making and evaluation process so they're able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of the spending on the outcomes for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally make less consistent progress from early reading into fluency. Generally, socially disadvantaged pupils do not have a consistent experience of home to school reading. This negatively impacts on their development as readers and particularly as higher attaining readers.
2	Assessment, observation and discussions identify that socially disadvantaged pupils are more likely to have a lack of early speech and language opportunities. This can lead to underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Data identifies over 17% of children who are socially disadvantaged and are also on our SEN register - for cognition and learning; speech and language concerns and SEMH needs-
4	Assessment, observations and discussions identify a loss of learning due to the Covid-19 pandemic and school closure - specifically in writing in UKS2.

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	Due to this, socially disadvantaged pupils are making less consistent progress. This creates a barrier for mid attainers and higher attainment, particularly at greater depth.
5	<p>Referrals for social and emotional support have increased since the pandemic. Some pupils with needs that were previously met within school have required significant adjustment to resource and referral including transitions from in school SEND support to EHCP level support.</p> <p>Our observations and discussions with pupils identify that for some disadvantaged pupils, have difficulty taking on leadership roles. We have also observed poor self-regulation skills that impact on their ability to work collaboratively and to accept a degree of challenge in their learning.</p>
6	Attendance data over the last 2 years indicates that attendance among disadvantaged pupils against non-disadvantaged pupils has widened from pre-Covid levels. Our assessments and observations indicate that school absence is negatively impacting disadvantaged pupils' progress.
7	Our observation in school through discussion with parents identifies that disadvantaged pupils are not always willing or able to access out of school activities or attend trips. This can impact on learning and or self-esteem and create social justice barriers.

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
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> PP children will be achieving in line or better than the national average for: <ul style="list-style-type: none"> GLD Year 1 phonics screening Year 2 reading assessments Year 6 reading assessment MTC
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Observations of children and pupil conferencing show high engagement levels and quality talk around their learning. They will be observed to be confident speakers using a growing range of vocabulary. Writing begins to show a wider choice and range of vocabulary being used especially vocabulary that is ambitious for the child's ability stage.

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<p>Accelerated progress for SEND/PP children</p>	<ul style="list-style-type: none"> • Children who do not achieve national averages will make accelerated progress from their starting points. • Children with SEND profiles will use strategies to develop self-regulation. • Children will be challenged through aspirational targets and coaching and mentoring techniques will be used to support accelerated progress. • All children will have good relationships with key adults and show a readiness to learn. • Speech and language programs will produce targeted interventions for pupils and be given at least twice a week.
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • In year 6 over 70% of the PP children will achieve ARE in writing with 15%+ achieving GDS. • Year 4 and 5 children will achieve accelerated progress from their starting points.
<p>Improved opportunities for leadership roles. Developed self-regulation strategies.</p>	<ul style="list-style-type: none"> • PP children will embrace opportunities to lead in roles across the school. This will be through liturgies, gift team, play leaders and supporting younger children. • Children will use a 5-point scale to support self-regulation strategies. • They will manage high trigger emotions through using these strategies.
<p>Improved attendance data for PP children</p>	<ul style="list-style-type: none"> • Children who have attendance figures below 90% will quickly be supported through: School support Home/school agreements EWO support • Children who have persistent lateness will be supported to improve this. • Attendance data will be improved from the previous year's data and PP children will be inline or better than non PP nationally.
<p>Improved participation in extracurricular activities and trips.</p>	<ul style="list-style-type: none"> • All children accessing class trips and financial support and payment plans to help with funding issues. • Additional clubs provided to engage PP children and specifically offered to vulnerable and reluctant individuals. • Increased provision of clubs over holiday periods.

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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: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD oral intervention following Plymouth Oracy Project (Oracy 21)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 and 2
Phonics catch-up - ability to provide a smaller teaching group so that children are learning at stage of their development rather than age group.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2 and 3
KS2 writing support with class teacher	First quality teaching makes the biggest impact on children's progress. Increasing the amount of direct contact PP children have with the class children will ensure they make progress in their learning.	4
Power Maths - Extra teacher to support teaching in single age year groups across the school.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2 ,3
5 point scale training	Key adults to be trained in delivering strategies to support self-regulation	5 and 3

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	Metacognition and self-regulation review.pdf (d2tic4wvo1iusb.cloudfront.net)	
Oral language intervention- delivered by teacher	<p>Vocabulary deficit is a big barrier for children making progress and attaining in line with their peers. (supported by DFE)</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Talk time , speech and language support in early years and KS1</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3 and 5
<i>Phonics intervention programmes for groups and one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, and 5
<i>Reading recovery approach one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1 and 3
<i>Paired reading to model and build fluency and comprehension one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 3 and 4

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<i>Precision teaching spelling and phonics to support the removal of barriers to writing</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4
<i>Counselling one to one</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3 and 4
National Tutoring Programme	Government initiative designed to support children working in small group tutoring interventions. (EEF approved strategy)	1, 2, 3 and 4
Year 6 Tutoring.	1:1 and small group interventions are proven to close the attainment gap.	3 and 4

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

Budgeted cost: £29900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Practitioner training £2,500	Historical intervention. Supports children's SEMH needs to allow them to access the full curriculum to progress learning	6
Thrive Practitioner costs £17,819	Historical intervention. Supports children's SEMH needs to allow them to access the full curriculum to progress learning	3, 6
Subsidising trips, clubs and musical tuition £4,300	Enrichment activities will have a positive knock on effect on attendance rates	6, 7
Behavioural support £1,000	Effective strategies for management of extreme disruptive behaviour	3, 6, 7
Educational Psychologist £4,000	Effective implementation of support and management for potential and identified children with SEND	3, 6, 7
Educational Welfare Office £280	Support and engagement with children of families struggling to attend	6, 7
Clinical Counselling for children with significant SEMH needs. No cost in the first year - £9000 for 2023/24.	Supports children's SEMH needs to allow them to access the full curriculum to progress learning https://www.place2be.org.uk/our-services/services-for-schools/mental-health-support-in-schools/	6, 7

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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.

Year 2 Review (2022/23)										
	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Reception	29	11	18	3	17	8	4	0	8.1%	
Year 1	29	15	14	2	7	9	2	1	6.6%	
Year 2	29	11	18	1	11	5	8	0	6.3%	
Year 3	28	12	16	1	14	11	7	0	5.8%	
Year 4	32	9	23	3	12	13	9	3	6.5%	
Year 5	29	15	14	2	16	11	8	1	7.9%	
Year 6	32	11	21	8	16	9	4	1	7.9%	

Number of PP children - 66

Number of PP with SEND - 20 children. 6 children with an EHCP.

Academic - statutory data:

PP v NPP

- EYFS - 50% GLD v 76% Non PP
- Phonics Y1 - 73% of PP children passed the check v Non PP of 72%.
- Phonics Y2 - By Y2 92% of PP children had passed the phonics check.
- Reading Y2 – 50% ARE PP children v 76% Non PP
- Writing Y2 - 50% ARE v Non PP 72% ARE
- Maths Y2 - 50% ARE v Non PP 92% ARE
- Y4 MTC - PP average was 15 and non PP 19.
- Reading Y6 - 60% ARE and 20% GDS v 59% and 9% GDS
- GAPS Y6 - 60% ARE and 54% non PP
- Maths Y6 - 40% ARE and 10% GD v 50% Are and 14% GDS
- Writing Y6 - 50% ARE and 73% ARE

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PP Non SEND

EYFS - 57%

- Phonics Y1 - 89% Pass
- Phonics Y2 - 100% Pass
- Reading Y2 - 100% ARE
- Writing Y2 - 100% ARE
- Maths Y2 - 100% ARE
- Y4 MTC - Average score 15
- Reading Y6 - 72% with 29%GDS
- GAPS Y6 - 71%
 - Writing - 71%
- Maths Y6 - 57% with 14% GDS

Attainment Y1-Y6

			2022-2023
			Autumn
			% of pupils ARE or higher
Reading	Main Assessment	Pupil Premium	58%
		Not Pupil Premium	69%
Writing	Main Assessment	Pupil Premium	49%
		Not Pupil Premium	64%
Maths	Main Assessment	Pupil Premium	58%
		Not Pupil Premium	76%

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PP v Non PP Headline Report

Pupils (from 2022-2023) in Years 1–6, with No SEN, who are pupil premium

			2022-2023
			Autumn
			% of pupils ARE or higher
Reading	Main Assessment	Pupil Premium	79%
Writing	Main Assessment	Pupil Premium	76%
Maths	Main Assessment	Pupil Premium	79%

Progress Y1-Y6

2022-2023 Sum Main Assessment				
	Low	Just Below	On-track	Gtr. Depth
2022-2023 Aut Main Assessment	No Data	● Not Pupil Premium: 1 pupil (1%)	● Not Pupil Premium: 1 pupil (1%)	
	Below Not Pupil Premium: 9 pupils (5%) Pupil Premium: 12 pupils (7%)	● Not Pupil Premium: 3 pupils (2%) ● Pupil Premium: 2 pupils (1%)		
	Just Below Not Pupil Premium: 3 pupils (2%) Pupil Premium: 1 pupil (1%)	● Not Pupil Premium: 12 pupils (7%) ● Pupil Premium: 3 pupils (2%)	● Not Pupil Premium: 9 pupils (5%) ● Pupil Premium: 4 pupils (2%)	● Pupil Premium: 1 pupil (1%)
	On-track Not Pupil Premium: 1 pupil (1%)	● Not Pupil Premium: 7 pupils (4%) ● Pupil Premium: 7 pupils (4%)	● Not Pupil Premium: 46 pupils (26%) ● Pupil Premium: 19 pupils (11%)	● Not Pupil Premium: 4 pupils (2%) ● Pupil Premium: 1 pupil (1%)
	Gtr. Depth		● Not Pupil Premium: 3 pupils (2%)	● Not Pupil Premium: 25 pupils (14%) ● Pupil Premium: 5 pupils (3%)

Attendance:

- 91.62% PP v 94.94%
- Persistent absence - 21.8 PP v v 13.7%
- PP with SEND 9.9% absence with 33% persistent.

Behaviour:

There were 10 days of exclusion for PP children (3 children) with no periods for non PP children.

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Wider impact:

- 100% of PP children attend trips this year, including the Y5/6 residential
- Of the 16 PP parents invited to the early reading workshop only 2 parents attended.
- 84% of children with PP in KS2 accessed an after-school club/provision v 79% non PP.
- Of the 13 PP children who were on the THRIVE register, all of them made progress within their key area of support with 8 children deemed to no longer need the 1:1 or small group THRIVE provision.
- Due to issues with Place 2 Be recruiting a counsellor for the school, this provision did not start until the second half of the summer term so no statistical evidence is currently available to show the impact for these children.
- Of the 6 children currently being supported by Place 2 Be, 4 of them are PP children.
- 100% of PP children parents attended the Autumn Term parents evening
- 94% of PP parents attended the Spring parents evening.
- 4 of the 6 Chaplains for 202/23 were PP children.