

Pupil premium strategy statement

Our Lady School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Catholic Primary School |
| Number of pupils in school | 154 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Ciara Nicholson |
| Pupil premium lead | Magda Marinho/Sarah Snowball |
| Governor / Trustee lead | Louise Worbey |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £22,685 |
| Recovery premium funding allocation this academic year | £2,610 |
| 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 | £25,295 |

Part A: Pupil premium strategy plan

Statement of intent

Our Lady Catholic School is committed to providing the best possible education for every individual pupil. We have high expectations and aspirations for all our pupils and strive to ensure no learner is left behind. We are committed to meeting the pastoral, social and academic needs of our vulnerable pupils within a caring and nurturing environment. At Our Lady School we recognise that every child is special and unique and deserves the opportunity to realise their full potential.

Key principles:

High expectations

At Our Lady School staff “*inspire all pupils to achieve their best every day*” and we do this by keeping Christ and our mission statement at the centre of all that we do.

It is our aim that all pupils will receive a curriculum which is balanced and broadly based, and which promotes their spiritual, moral, cultural, mental and physical development, as well as preparing them for the opportunities, responsibilities and experiences of adult life.

High profile

Diminishing the difference in attainment is a high priority at Our Lady School. All staff are involved in identifying pupils needs and delivering appropriate support. Teachers complete a termly pupil premium tracker which is monitored by the pupil premium lead.

Early Intervention

We recognise that high quality Early Years provision with a strong emphasis on developing early language and number skills is crucial to set strong foundations for future learning for all pupils, but particularly those identified as having a disadvantage in their early life. We have robust tracking and assessment procedures within each year group so that any dips or gaps in attainment can be quickly addressed. Daily formative assessment within lessons allows for teachers and teaching assistants to build an accurate picture of each child’s progress as the learning journey develops.

High quality teaching and learning

High quality wave one teaching is the biggest and most important factor in raising standards across the school. We are committed to ensuring all pupils receive good or better teaching in every lesson. We ensure all elements of best practice in teaching and learning are a core focus across the school. This includes coherent planning,

which builds on knowledge and skills, informative marking systems and robust assessment, which supports progress over time.

Targeted support

As mentioned above, formative assessment systems (in lesson assessments) across the school enable staff to quickly identify where additional targeted support is needed. Highly skilled staff support our disadvantaged pupils in achieving the highest possible standards in Mathematics and English. Through direct targeted teaching and evidence based interventions every child is given the platform they need to succeed. We promote a 'ready to learn' attitude by ensuring high levels of attendance, developing strong home-school links, lasting partnerships, and giving pupils the 'hands on', concrete experiences they need to link learning to its purpose in real life.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Missed education due to Covid-19:</p> <p>20% of disadvantaged children working below the ARE in at least one core subject area</p> <p>44% of disadvantages children working towards the ARE in at least one core subject.</p> |
| 2 | <p>Social and emotional difficulties due to lack of time spent in school with peers, lack of structure/routine, and unmet emotional needs.</p> <p>11% of children and families receiving input from Children's Services and external agencies.</p> |
| 3 | <p>Financial pressures on disadvantaged families means pupils cannot access enrichment opportunities in school without additional support through funding. Covid-19 has added additional financial pressures to households and little to no opportunities for enrichment opportunities outside school have been available.</p> |

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 |
|--|--|
| All groups of children to reach the expected standard in phonics by the end of KS1. | Progress accelerated. Gap to close between PPG and rest of the cohort in phonics. |
| All teachers to know and understand the best pedagogical approach to the implementation of the curriculum, with a focus on committing learning to long term memory to help all pupils, especially the disadvantaged achieve success. | Well-structured lessons enable pupils to retain knowledge and children learn more over time. |
| To improve the maths attainment and progress of disadvantaged pupils by developing existing practice, to include more emphasis on teaching for fluency and mastery with maths. | Progress accelerated. Gap to close between PPG and rest of the cohort in maths |
| To improve the writing attainment and progress of disadvantaged pupils by developing existing practice to include more emphasis of extended writing opportunities and application of SPAG/Phonics. | Progress accelerated. Gap to close between PPG and rest of the cohort in writing |
| Teachers to have a strong knowledge of children's gaps in knowledge for reading, writing and maths and plan learning experiences, which close the gap and accelerate progress. | Robust formative assessment systems used consistently across the school by all teachers. |
| Emotional wellbeing of all pupils is well supported and all children are able to access learning. | Emotional wellbeing of pupils eligible for PPG is good across the school and they access learning with their peers day to day. |

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: £2,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole school pedagogical approach to wave 1 teaching with a greater emphasis on committing learning to long term memory | Barak Rosenshine (1930-2017) research into the principles of instruction. | 1 |
| To develop existing practice to include more emphasis on teaching for fluency and mastery with maths | <p><u>Education endowment foundation:</u> “Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.”</p> | 1 |
| Extended writing with a focus on planning, editing and refining writing. | <p><u>Education Endowment foundation:</u> Teach writing composition strategies through modelling and supported practice.</p> <p>Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing.</p> | 1 |

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 |
|--|---|-------------------------------|
| Maths booster groups to focus on fluency and maths Mastery | <p><u>Education Endowment Foundation:</u> Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach, which teaching assistants have been trained to deliver.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> | 1 |
| Maths catch up – Instant responsive target groups to address misconceptions and gaps in learning. | | 1 |
| English catch up - Instant responsive target groups to address misconceptions and gaps in learning. | | |
| Phonics intervention – Regular phonics small group interventions which focus on sound recognition and blending and segmenting for reading and writing. | <p><u>Education Endowment Foundation:</u> “Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five</p> | 1 |

| | | |
|--|---|---|
| | months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.” | |
| Wellcom – 1:1 communication and language intervention for Early Years pupils. | <u>Education Endowment Foundation:</u> Overall studies of communication and language approaches, consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of a year | 1 |
| 1:1 reading/comp – TA to deliver additional reading comprehension sessions for targeted pupils and extra 1:1 reading opportunities, with a focus on modelling reading aloud and comprehension. | <u>Education Endowment Foundation:</u> The average impact of reading comprehension strategies is an additional six months progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. Some types of communication and language approaches appear, on average, to be more effective than others. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. | 1 |

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

Budgeted cost: £16,295

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

| | | |
|---|---|----------|
| <p>Mental health focus – Whole school mental health focus.</p> <p>Training for staff</p> | <p><u>Education Endowment Foundation:</u> Improvements appear more likely when Social and Emotional Learning (SEL) approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach, appear to be important.</p> | <p>2</p> |
| <p>Targeted Social and Emotional support</p> | <p>The average impact of successful SEL interventions is an additional four months progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> | <p>2</p> |
| <p><u>Developing cultural capital</u> Funding for all educational experiences to ensure all pupils have the opportunity to access enrichment activities.</p> <p>Funding for uniform and resources to ensure every child is 'ready to learn'</p> | <p>The concept of cultural capital is associated with Sociologist, Pierre Bourdieu, who used the term to explain why some children achieve better educational outcomes than others.</p> <p>Bourdieu defined cultural capital as the various assets that people have, including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers, and concluded that the education system and wider society values certain aspects of cultural capital more than others. This, he believed, influenced social mobility, wellbeing and life outcomes.</p> | <p>3</p> |

Total budgeted cost: £ 25,295

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 2020 to 2021 academic year.

Pupil outcomes 2020 to 2021

Year 6 teacher assessment:

Reading – Expected standard+ 73%

Writing - Expected standard+ 73%

Maths – Expected standard+ 69%

Year 2 teacher assessment:

Reading – Expected standard+ 86%

Writing - Expected standard+ 69%

Maths – Expected standard+ 76%

Year Reception teacher assessment:

Good Level of Development (GLD) – 71%

Intended outcomes:

A - Staff to identify individuals' barriers to learning so specific needs can be targeted through extra support and quality first teaching.

Staff used formative assessment systems to track pupil progress and identify gaps in learning. Staff had a good understanding of pupils' needs and abilities and were able to address these through high quality wave 1 teaching and targeted support for individual and groups of pupils.

B - Provide support for emotional needs both for families and for individual children.

SEN TA provided social and emotional support for individual and groups of pupils through tailored programmes. Empowerment coaching (JEPECA) was offered to pupils where the need was identified.

All pupils, including disadvantaged pupils, were supported through school closures. This support included attending 'key worker' provision, being provided with a device to access remote learning, regular 1:1 phone calls, individual remote lessons with class teachers.

C - Gaps in children's learning to be quickly identified and adaptations to the curriculum made in order for children to 'catch up' and get 'back on track'.

Back on Track (HfL) planning was implemented across the school and enabled children to 'catch up' on missed learning. Progress was seen across all subjects for all pupils, including disadvantaged pupils.

Literacy and numeracy catch up interventions provided timely support for Key Stage 1 pupils and addressed gaps in learning – specifically early literacy and numeracy skills.

Where teachers identified gaps in learning, targeted English and Maths interventions were provided to help pupils 'catch up'.

All Pupil Premium pupils made progress across the curriculum however, disruptions to 'in school' learning meant progress towards the intended outcomes of the 2020-2021 pupil premium strategy and pupil attainment were hindered. All pupils, including disadvantaged pupils were supported during all remote learning periods and all were able to access learning. Disadvantaged pupils were provided with devices to access live remote lessons and pastoral support was provided for pupils and families.

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 |
|-----------------------|---------------------|
| Herts 'Back on Track' | Hertfordshire (HfL) |
| See Saw | See Saw |
| Espresso | Discovery Education |

Service pupil premium funding (optional)

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

| Measure | Details |
|---------|---------|
|---------|---------|

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

