



Our Lady & St Patrick's Catholic Primary School

Pupil premium strategy statement

Expenditure evaluation

Strategy plan

**"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 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.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. 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.

Pupil premium strategy statement

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 & St Patrick's Catholic Primary School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023
Statement authorised by	
Pupil premium lead	Cathy Blatchford
Governor / Trustee lead	Larry Coulter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22-23)	£ 39,315
Recovery premium funding allocation this academic year (Tutoring funding - £2835)	£2835
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	£ 39,315

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support where class teachers are enabled and supported to give targeted support to those children who have been most impacted by the pandemic, including the disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*
- *effectively support those disadvantaged pupils who also have SEND*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
2	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 5% lower than for non-disadvantaged pupils.</p> <p>Approx 35% of disadvantaged pupils have been 'persistently absent' compared to 23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Parental engagement</p> <p>Our records and experience shows us that families of our disadvantaged children are less likely to be involved in the school life of their children. Home issues affect engagement with learning and the general wellbeing of the children. Often the wider family need support to ensure success for children attending school.</p>
4	<p>Gaps in reading, writing and maths</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 60% and 100% of our disadvantaged pupils arrive below age-related expectations compared to 10 - 30% of other pupils. This gap remains steady to the end of KS2.</p>
5	<p>Speech, language and communication</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in bullying• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no gap.• the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Improved parental engagement with families reporting they feel well supported.	Outcomes to show that parental engagement is high and this is having a positive impact on the attainment of their children.
Improved attainment for disadvantaged children at the end of KS2 in reading, writing and maths.	Outcomes to show there is no gap and attainment is at least in line with national outcomes for disadvantaged.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £20,966

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review March 23
Coaching and mentoring by Leaders for teachers to secure good progress for children (Maths/Literacy/ Wider curriculum Leaders)	Quality first teaching with a mastery approach is shown to improve outcomes for children through EEF toolkit.	4 COST: £5349 1 day a week leadership cover for Lit/Ma leaders' release to monitor & support teaching	Teacher profiles evidence progress in quality of teaching. Trust Principles of Teaching are reflected on weekly and used to inform next steps within DDIs.
Continue to embed dialogic interventions across the school including taking part in Plymouth Oracy project	EEF Oral Language Interventions - research shows that embedding structured approaches to teaching vocabulary and reading benefit children's oral language	2,4 COST: Neli - £200 £150 Speechlink 5 days supply for Lit lead and Oracy champion - £1750	Oracy guidelines are in all classrooms. 6 children are being tracked in each class. Teachers are aware of the 4 strands. Further strategies to be developed and specific oracy time to be planned into the timetable. Strand being focused on to be explicit.
Purchase Power Maths for all year groups to enable mastery approach to maths teaching and learning.	EEF Mastery teaching demonstrates a significant impact on outcomes.	4 COST: £4151 Power maths materials (excl cost picked up centrally)	Maths data is improving across the school. Targets achieved. Next step is to increase number at GDS and ensure scaffolding for SEN is effective.
SENDCo support for teachers to secure high	EEF toolkit has a number of educational research projects that demonstrate the high impact of	4,5 COST: £5071 (15% RO)	SENDCo carries out weekly DDIs to support quality teaching, ensure scaffolding is

impact targets matched to individual needs	individualised programmes and targets.	SENDCo time for improving teaching of PP/SEND crossover	appropriate and progress is made linked to pupil passports.
Accelerated Reader purchased to ensure children have high quality texts to read.	A love of reading, with access to high quality texts enables vocabulary and language development which impacts on writing.	2,4,5 COST AR: £2095 £2200 Babcock library service ½ SLA	The se of AR is effective across the school, engaging children in reading.

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

Budgeted cost: £ 7549

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review March 23
Teaching Assistants used as part of the phonics RWI delivery for all EYFS & KS1 children. This enables more targeted groups to secure better progress	EEF toolkit shows that smaller groups, enabling more targeted intervention, secures better progress.	4 COST: £7459 5% of TA total salary	Pupils are making good progress through phonic stages. This is closely tracked by the reading leader with support from Ruth Miskin and the Ilsham Hub.
<i>Added Spring term</i> <i>Music specialist employed to release teachers to tutor children identified at pupil progress meetings.</i>	Children benefit from having tutoring finely tuned to immediate needs and carried out by a qualified teacher that knows them well.	4 £2340	Writing conferencing is to take key priority over summer 1 as writing continues to have lower numbers at ARE.

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

Budgeted cost: £16,057

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>Engage services of a family support worker</i>	<p>Pupils are safe and are confident in themselves and can manage their emotions effectively.</p> <p>Strengthened partnership with parents/carers.</p> <p>Parents/Carers regularly support pupils with learning.</p>	<p>3</p> <p>COST (£7980)</p>	Engagement with the FSW has been high. 12 families have been supported in some way since September.
<i>Child wellbeing practitioner and Thrive practitioners to support the social, emotional and mental health of all children, but particularly the disadvantaged</i>	EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support.	<p>1</p> <p>COST: £3105 ⅓ JS salary £2081 20% TE salary</p>	Thrive is in place for specific children. The school are moving towards becoming Trauma Informed trained with training booked for June.
Financial support of 75% available to support disadvantaged pupils' access to extracurricular activities and trips.	The opportunity to develop cultural capital without financial barriers, can support personal development and well being.	<p>3</p> <p>COST: £1000</p>	The school residential for Year 6 pupils is proving particularly challenging and families are grateful for the support received. Further funds are received from local charities and the PSA.
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve training and release time for staff to develop</i></p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	<p>2</p> <p>COST: £450 ½ cost of SLA for EWO £441 Babcock disadvantaged tracker</p>	<p>March data shows that OLSP are 112 out of 240 schools. Unauthorised absence and PA are higher.</p> <p>The school are looking to increase attendance support in September.</p>

<i>and implement new procedures and appointing attendance/support officers to improve attendance.</i>			
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All COST: £1000	

Total budgeted cost: £ 44,572 (the school feel that additional amounts should be added from our general budget)

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.

Review: Year One -

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

1. Learning is less disrupted by poor attendance which enables pupils to make better progress.

Covid continued to hit the school with three quarters of children absent in January across three weeks, with positive tests. However, PP children continue to have higher absence rates than non PP. This will need continued targeting in 22-23 to ensure positive impact.

20-21

	All	SEND	PP
% Attendance 2020-21	96.27%	95.55%	92.85%
Persistent Absence 2020-21	9.8	1.0	4.9
	All	SEND	PP
% Absence 2021-22	93.5%	92.3%	88.16%
Persistent Absence 2021-22	23.23% (46)	17.39% (8)	36.96% (17)

21-22

2. To improve oral language for all children but particularly disadvantaged children.

Vocabulary instruction has had a positive impact on children across the school with monitoring evidencing a higher level of improved ability to use tier 2 and 3 vocabulary. 91% of non PP children at EY achieved the expected standard for Speaking and listening, however the 2 PP children did not. Therefore Oracy remains a high priority and the school will be taking part in a 2 year oracy programme from Sept 22-24.

3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The school were able to utilise the services of a wellbeing practitioner in the latter part of the year, with Thrive interventions throughout. This supported children in being more able to engage with their learning.

88% made at least expected progress in reading compared to 91% of non PP.
91% made at least expected progress in writing compared to 92% of non PP
96% made at least expected progress in maths (33% more than expected) compared to 90% of non PP

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
Powermaths	Pearson
Accelerated Reader	Renaissance Learning