

Our Lady and St Patrick's RC Primary School



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 and St Patrick's C Primary School |
| Number of pupils in school | 153 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | |
| Pupil premium lead | Rachel O'Sullivan |
| Governor / Trustee lead | Charlotte Targett |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £35,284 |
| Recovery premium funding allocation this academic year | £3480 - £945 to supplement tutoring funding |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £38,764 |

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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

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 6% lower than for non-disadvantaged pupils. 23% of our PP children are classed as persistent absentees compared to 2% of non PP children. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 2 | Children in our EYFS have 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. This is having a significant impact on children's reading and writing attainment. |
| 3 | The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Reading and writing in particular has been impacted. |
| 4 | Maths attainment across the school, but particularly within EYFS and KS1 has dipped. Children in the lower year groups have been more affected by school closures and therefore children have more significant gaps in their mathematical knowledge and skills. |
| 5 | 33% of Pupil Premium are categorised as SEND, and one third of these have significant/diagnosed SEMH needs. There has also been a rise in the number of teacher and parent requests for emotional support for children whose wellbeing has been impacted by school closures or wider environmental problems. Over 75% of our THRIVE sessions are taken by children who are disadvantaged. |

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 |
|---|---|---|
| 1 | Learning is less disrupted by poor attendance which enables pupils to make better progress. | Improved attendance percentages for the 2021-2022 academic year which is demonstrated by: |

| | | |
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| | | <ul style="list-style-type: none"> · The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 3%. · Persistent Absence is reduced to be in line with non-disadvantaged pupils |
| 2 | To improve oral language for all children but particularly disadvantaged children. | Outcomes for PP children improve in reading and writing so >90% of disadvantaged children without SEND achieve the expected standard and that 100% disadvantaged children with additional SEND make strong progress from their individual starting points as recorded on their pupil passport. |
| 3 | To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Observations and records show that those children on well-being or Thrive programmes have developed a stronger sense of wellbeing. All disadvantaged children take up extra curricular or cultural capital experiences. |
| 4 | Quality first teaching is improving attainment for all disadvantaged children. | Assessments and observations show that disadvantaged children are achieving at least in line with national expectations across the school from EYFS to Year 6. |
| 5 | Disadvantaged children with SEND have their additional needs met and as a result, make progress from individual starting points. | Pupil Passports show all children with SEND making good progress against their individual targets. |

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: £18,767

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Coaching and mentoring by Leaders for teachers to secure good progress for children (Maths & Literacy Leaders) | Quality first teaching with a mastery approach is shown to improve outcomes for children through EEF toolkit. | 4 |
| Continue to embed dialogic interventions across the school | EEF Oral Language Interventions - research shows that embedding structured approaches to teaching vocabulary and reading benefit children's oral language | 2,4 |
| 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 |
| SENDCo support for teachers to secure high impact targets matched to individual needs | EEF toolkit has a number of educational research projects that demonstrate the high impact of individualised programmes and targets. | 4,5 |
| 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 |

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

Budgeted cost: £12,920

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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 |
| Teaching Assistant support deployed to enable teachers to deliver individual and/or small group tuition | Teachers know their children best and can have the most impact on progress. The support of a teaching assistant can release the teacher to work with those children who need to make the most progress. | 4 |

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

Budgeted cost: £7077

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Thrive Practitioners to support the social, emotional and mental health of all children, but particularly the disadvantaged | EEF toolkit research demonstrates moderate to high impact for those children who have access to wellbeing support. | 3 |
| Educational Welfare SLA to support the school in raising the attendance of disadvantaged children. | Attendance at school ensures children have access to the full curriculum offer and learning support of trained staff. | 1,2,4,5 |
| Financial support of 75% available to support | The opportunity to develop cultural capital without financial barriers, can | 3 |

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| disadvantaged pupil's access to extra-curricular activities and trips. | support personal development and well being. | |
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Total budgeted cost: £ 38,764

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.

Improve maths outcomes at KS1 and KS2 by working with the Trust and Maths Hub to implement Power Maths across the school. To include additional resources and staff training.

Powermaths was successfully rolled out across the school. Teachers received a significant amount of high quality cpd and support to enable them to use this as an effective teaching tool. During lockdown periods, powermaths was used by teachers to provide home learning. On return to school in March, teachers evaluated the curriculum for maths using the NCTEM priorities and adapted the powermaths units to teach content that had been missed.

Although the disruption over the course of the year meant that the introduction was not as smooth as it could have been, disadvantaged pupils with no SEND needs achieved broadly in line with their peers.

Improve reading and writing outcomes by continuing to implement Read Write Inc and training all staff in the implementation of Accelerated Reader.

Accelerated Reader was implemented early in December 2020 and was therefore, hugely affected by the Spring Term lockdown. Despite this, 76% of Pupil Premium children made more than 10 months' progress in the March - July 5 month period of the academic year, demonstrating the impact of having high quality texts and an engaging programme for independent reading.

Y1 Phonics Screener results: 67%

Y2 Phonics Screener results: 92%

For the Year 1 children, the disruption has had a more significant impact on their phonics outcomes as, alongside lockdowns, they were not able to be grouped for phonics across the KS into smaller, targeted groups due to social distancing.

KS1 Reading Outcomes: 81%

KS1 Writing outcomes: 50%

KS2 Reading Outcomes: 80%

Ks2 Writing outcomes: 70%

Writing has been more affected by Covid than reading. The teaching activities that teachers designed enabled children to continue making good progress in their reading during home learning.

The use of coaching to ensure engagement and metacognition strategies are developed for specific pupils.

Assessment, observations and external evaluations all found that teacher's modelling was supporting learning. Quality first teaching has improved over the year, securing children's engagement and progress across the curriculum.

Use of leadership time to support teachers raising the attainment of PP children, particularly those with SEND.

Clear systems and processes are now in place to support children who have additional needs. Teachers have been supported to write pupil passports which set out the individualised targets that secures progress for children and parental engagement has been high. Parents have said that they feel very involved in the setting and review of their children's targets as well as understanding how their child is being supported in school.

Continue to raise the attendance to above national average for non-disadvantaged and meet the pastoral needs of disadvantaged children (including social, emotional, mental health and nutrition needs). SENDCO and DSL time allocated to early help strategies to support children and families.

This has been a significant piece of work over the last year. Strategies to support the engagement of remote learning for our disadvantaged pupils included regular home phone calls to support parents with remote access, loans of hardware for accessing home learning, close monitoring of engagement with remote learning and the offer of a school place for those struggling at home. The school has enlisted the support of the locality Family Values mental health worker who has been able to support children on their return to school. Further time has been allocated to Thrive Practitioners to support children over the year and this has had a positive impact on children's re-entry to school. The school has increased it's referrals to Early Help by over 50% in the last year which means that more families are able to access the help and support they need to thrive.

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 |
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