



Our Lady's Catholic Primary School Pupil Premium Strategy Statement

Reviewed July 2022

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's Catholic Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	30.25% (59)
Pupil Premium Allocation this academic year	£72,315
Academic Year or years covered by statement	2021-2022 to 2024-2025
Publish Date	December 2021
Review Date	July 2022
Statement Authorised By	Mrs Anna Core (Headteacher) Mrs Catherine Gould (Chair of Governors)
Pupil Premium Lead	Mrs Anna Core
Governor lead	Mr Chris Paisley

Funding overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£72,315
Recovery Premium Funding allocation this academic year	£8,120
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,435

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady's, we are committed to ensuring all children enjoy their learning and make at least good progress from their starting points, irrespective of their background or barriers to learning. However, we recognise that there are many children in our school who face additional challenges, such as special educational needs, English as an additional language, poverty, behavioural difficulties, poor attendance or less support at home. We have high aspirations and strive to create a learning environment which enables all children to flourish. The Pupil Premium Grant provides additional funding which supports us in this aim.

Having participated in a Poverty Proofing Audit with the University of Manchester, we are acutely aware that disadvantage is not just limited to those children for whom we receive Pupil Premium funding; many families are outside of this threshold, and this has been compounded by the effects of the Covid-19 pandemic. The data from the October 2021 School Census highlighted that 53.4% of our families live in 25% most deprived areas, and we currently have 30.25% children entitled to Pupil Premium. The national figure for 2020 was 23%. We have a growing number of children on roll for whom English is an additional language. There is one Looked After Child and five children who have a parent in the Armed Forces.

The Pupil Premium Grant and Recovery Premium ensure we can continue to provide resources to remove some of the barriers faced by our families, such as free access to Breakfast Club and After School Enrichment Clubs, school uniform (including PE kit), school photographs, and learning resources (such as book bags), as well as delivering high-quality interventions to identified children.

Challenges

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

Challenge number	Detail of challenge
1	Lockdowns due to Covid-19, subsequent bubble closures and disruption to schooling mean our disadvantaged children need to reconnect with their learning skills and make at least good progress in all areas of the curriculum
2	Oral language skills on entry, in Key Stage 1 and Key Stage 2 are lower for children eligible for Pupil Premium than for other children, which slows progress in phonics and reading

3	To close the Good Level of Development (GLD) gap which is beginning to appear in Reception
4	Outcomes in phonics and early reading are lower for children eligible for Pupil Premium than for other children; this is impeded by lack of access to books at home to support reading
5	To close the gaps in attainment in Reading, Writing and Mathematics which have widened as a result of Covid-19
6	Pupil Premium children engage less in learning at home (eg reading at home, completion of homework activities), which impacts on the overall progress of these children
7	Digital poverty and non-engagement of some families when required to learn remotely
8	Attendance rates for pupils eligible for Pupil Premium are below that of non Pupil Premium children and below the 95% threshold
9	Financial barriers for some families lead to difficulties in accessing additional opportunities

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
<ul style="list-style-type: none"> Disadvantaged children will reconnect with their learning skills and make at least good progress in all areas of the curriculum 	<ul style="list-style-type: none"> Implement the Our Lady's Curriculum with a focus on wellbeing, reading, writing and mathematics Purchase the services of Beacon Counselling to support identified children CPD for staff to support them to close the learning gap Pastoral support focused on wellbeing available to all classes Rolling programme of Restorative Approaches CPD for staff
<ul style="list-style-type: none"> Oral language skills on entry, in Key Stage 1 and Key Stage 2 are lower for children eligible for Pupil Premium than for other children, which slows progress in phonics and reading 	<ul style="list-style-type: none"> Continue with the programme of Quality First Teaching CPD for teachers to enable them to improve their practice in key areas (deeper thinking, impact on learning, challenging expectations and engaging in learning) Oral Language Interventions to deliver individualised programmes of work to identified children (eg Language Link, Tales Toolkit) Talk Boost CPD for teachers and teaching assistants across Key Stage 1 and Key Stage 2 to enable them to effectively deliver interventions

	<ul style="list-style-type: none"> • Additional Learning Support Service teaching to deliver bespoke interventions to identified children
<ul style="list-style-type: none"> • To close the Good Level of Development (GLD) gap which is beginning to appear in Reception 	<ul style="list-style-type: none"> • Introduce NELI programme in Reception in 2021 • Embed in subsequent years •
<ul style="list-style-type: none"> • Outcomes in phonics and early reading are lower for children eligible for Pupil Premium than for other children; this is impeded by lack of access to books at home to support reading 	<ul style="list-style-type: none"> • Baseline phonics attainment across the Infants • Restructure phonics across Year 1 and Year 2 • Additional CPD for Key Stage 1 staff to ensure high quality phonics teaching • Audit phonics resources to support high quality provision • Bespoke phonics intervention groups for identified children • Provision of book packs for children to take home
<ul style="list-style-type: none"> • To close the gaps in attainment in Reading, Writing and Mathematics which have widened as a result of Covid-19 	<ul style="list-style-type: none"> • Continue to focus on Quality First Teaching to ensure the best possible provision for all children • Bespoke interventions for identified children
<ul style="list-style-type: none"> • Pupil Premium children engage less in learning at home (eg reading at home, completion of homework activities), which impacts on the overall progress of these children 	<ul style="list-style-type: none"> • Continue to implement Homework Club which enables children to be supported to successfully complete homework activities and access to IT facilities when appropriate • Booster Groups for identified children (Year 6) • Continue with subscription to Parental Engagement Network in order to increase the number of parents who are actively involved in children's learning (eg Mouse Club for Reception) • Purchase Letterbox Club (Book Trust) packs for identified children
<ul style="list-style-type: none"> • Digital poverty and non-engagement of some families when required to learn remotely 	<ul style="list-style-type: none"> • Continue rollout of digital devices • Ensure children and families are able to access and use the technology competently and confidently
<ul style="list-style-type: none"> • Attendance rates for pupils eligible for Pupil Premium are below that of non Pupil Premium children and below the 95% threshold 	<ul style="list-style-type: none"> • Participation in Edgeley Enhanced Integration Project (refined model for Team Around School) to identify vulnerable children / families in need of support • School Age Plus Worker to work with identified families • Continue with First Day Response Calling • Teaching Assistant to provide pastoral support to identified children

<ul style="list-style-type: none">• Financial barriers for some families lead to difficulties in accessing additional opportunities	<ul style="list-style-type: none">• Continue to subsidise a range of enrichment and engagement activities such as educational visits, wider opportunities for music (African Drumming)• Continue to provide free access to Breakfast Club for eligible children to ensure they have the opportunity to be at school on time and ready to learn• Continue to provide PE kits, cost of school photographs, book bags etc to eligible families
---	---

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: Targeted, bespoke interventions	Pupil Progress Meetings Teacher Assessment Data	1, 4, 5
EYFS Speech and Language Interventions – NELI; Talk Boost; Tales Toolkit	Reception Baseline data Teacher assessment data	2, 3
Talk Boost Interventions for Key Stage One and Key Stage Two	Pupil Progress Meetings Teacher Assessment Data	2
Year 6 Booster Lessons	Pupil Progress Meetings Teacher Assessment Data Year 6 SATs Practice Papers	1, 5
SALT / Language Link programmes	Pupil Progress Meetings Teacher Assessment Data SALT Services Data	2

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

Budgeted cost: £8,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery Premium – Academic Mentor and associated resource costs	Pupil Progress data highlights gaps in learning due to lockdowns caused by Covid19	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beacon Counselling	Observations and feedback from parents and staff	1
TA with pastoral responsibility	Increasing number of children requiring support to enable them to access learning	1, 3
Rolling programme of Restorative Approaches CPD	Implementation of Restorative Approaches strategies already in place in school; rolling programme to upskill staff and embed this practice	1
Access to free Breakfast Club for childcare	Flexible provision needed to enable families get to work on time	6, 8, 9
National Schools' Breakfast Programme	A healthy school breakfast can set up children to succeed and give them the best chance to learn. It enables children to focus and increases their ability to access learning. This is a DfE subsidised provision; additional costs (eg staffing; oncosts) to be taken from Pupil Premium Grant	6, 8, 9
Team Around School (TAS) Meetings	Successful TAS model in other area of Stockport; regular TAS meetings with core team of services (eg Social Worker; School Nurse; School Age Plus Worker; Education Welfare Officer) enables school to build relationships with parents and carers as well as external agencies; Early Help is offered in a timely fashion to prevent escalation of need	6, 7, 8

Total budgeted cost: £83,120 *(additional costs to be met from school budget)*

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

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

School data (assessments and observations) indicated that children’s wellbeing, mental health and behaviour were significantly impacted as a result of Covid19. The impact on disadvantaged children was more marked. Attainment data for 2022 reflects the impact of our focus on wellbeing and the relentless drive to close the gaps in learning that had inevitably arisen as a result of lockdowns and school closure. Although these outcomes are encouraging, we are not complacent and acknowledge that the Covid19 pandemic will continue to have a significant impact on our children’s wellbeing, mental health, behaviour and attainment for some time, especially for our disadvantaged children.

Our Pupil Premium funding has been used to provide wellbeing and academic support for all children where identified, and targeted interventions where required.

Desired Outcome	Review																														
<p>Disadvantaged children will reconnect with their learning skills and make at least good progress in all areas of the curriculum</p>	<p>Outcomes from 2022 show that children eligible for Pupil Premium in Year 6 out-performed their peers.</p> <p>Year 6:</p> <table border="1" data-bbox="708 1346 1358 1532"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>100%</td> <td>91%</td> <td>91%</td> <td>82%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>88%</td> <td>88%</td> <td>82%</td> <td>76%</td> </tr> </tbody> </table> <p>Year 6 Greater Depth:</p> <table border="1" data-bbox="715 1659 1361 1845"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>27%</td> <td>9%</td> <td>27%</td> <td>27%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>35%</td> <td>6%</td> <td>23%</td> <td>12%</td> </tr> </tbody> </table> <p>Our Academic Mentor delivered bespoke interventions and 1:1 tuition to identified children in Year 1 and Year 2. The impact of this is reflected in the outcomes for our disadvantaged children in these year groups.</p>		Reading	Writing	GPS	Maths	Pupil Premium	100%	91%	91%	82%	Non Pupil Premium	88%	88%	82%	76%		Reading	Writing	GPS	Maths	Pupil Premium	27%	9%	27%	27%	Non Pupil Premium	35%	6%	23%	12%
	Reading	Writing	GPS	Maths																											
Pupil Premium	100%	91%	91%	82%																											
Non Pupil Premium	88%	88%	82%	76%																											
	Reading	Writing	GPS	Maths																											
Pupil Premium	27%	9%	27%	27%																											
Non Pupil Premium	35%	6%	23%	12%																											

Children eligible for Pupil Premium in Year 2 outperformed their peers in Reading and Maths.

Year 2:

	Reading	Writing	Maths
Pupil Premium	71%	43%	86%
Non Pupil Premium	56%	56%	56%

Children eligible for Pupil Premium in Year 1 outperformed their peers in Phonics.

Year 1 Phonics:

	Working At
Pupil Premium	57%
Non Pupil Premium	48%

Children eligible for Pupil Premium in Reception did less well than their peers in the overall achievement of Good Level of Development. However, 75% of these children achieved the expected level in Maths, and 100% of children eligible for Pupil Premium achieved Understanding The World.

EYFS:

	GLD
Pupil Premium	25%
Non Pupil Premium	60%

These outcomes indicate that the implementation of the Our Lady's Curriculum with a focus on wellbeing, reading, writing and mathematics has had a positive impact on overall outcomes, and that the overwhelming majority of disadvantaged children have made at least good progress.

Oral language skills on entry, in Key Stage 1 and Key Stage 2 are lower for children eligible for Pupil Premium than for other children, which slows progress in phonics and reading

Data from outcomes in phonics and reading (see above) indicates that the overwhelming majority of disadvantaged children have made at least good progress in reading and phonics.

The ongoing programme of Quality First Teaching CPD for teachers has enabled them to improve their practice in key areas (deeper thinking, impact on learning, challenging expectations and engaging in

	<p>learning), which has had a positive impact on outcomes for children.</p> <p>Oral Language Interventions have been delivered to identified children (eg Language Link, Tales Toolkit)</p> <p>The buyback of additional Learning Support Service teaching enabled the delivery of bespoke interventions to identified children</p>
To close the Good Level of Development (GLD) gap which is beginning to appear in Reception	The number of children achieving a Good Level of Development in Reception was not as high as we would have liked, although outcomes in Maths and Understanding The World were considerably better than Communication, Language and Literacy. This remains a target for 2022-2023.
Outcomes in phonics and early reading are lower for children eligible for Pupil Premium than for other children; this is impeded by lack of access to books at home to support reading	<p>Children eligible for Pupil Premium achieved as well as or better than their peers in phonics and early reading. This shows that the restructure of phonics across Year 1 and Year 2 and the additional CPD for staff has had a positive impact on outcomes. All children in Reception, Year 1 and Year 2 now have a 'Reading for Pleasure' book in addition to their 'Reading Scheme' reading book.</p> <p>The lower outcomes for a Good Level of Development in Reception in 2022 means that this will remain a target for 2022-2023.</p>
To close the gaps in attainment in Reading, Writing and Mathematics which have widened as a result of Covid-19	The impact of the focus on Quality First Teaching is reflected in outcomes at the end of 2022, which show that the gaps in attainment between disadvantaged children and their peers is being closed. In addition, the outcomes for Year 6 are better than those of both National and the Local Authority.
Pupil Premium children engage less in learning at home (eg reading at home, completion of homework activities), which impacts on the overall progress of these children	<p>Booster Groups for identified children in Year 6 has contributed to the improvement in engagement and therefore the overall progress of these children.</p> <p>Our ongoing subscription to Parental Engagement Network has increased the number of parents who are actively involved in children's learning (eg Mouse Club for Reception)</p> <p>Letterbox Club (Book Trust) packs for identified children enable increased engagement in learning at home. This strategy will be extended in 2022-2023 to enable more children to access these packs.</p>
Digital poverty and non-engagement of some families when required to learn remotely	Digital devices have been loaned to identified families as required.

<p>Attendance rates for pupils eligible for Pupil Premium are below that of non Pupil Premium children and below the 95% threshold</p>	<p>Attendance rates for children eligible for Pupil Premium remains below 95% and also below that of their peers. This is due in part to bubble closures and isolating because of Covid19.</p> <table border="1" data-bbox="718 324 1061 593"> <thead> <tr> <th></th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94.5%</td> </tr> <tr> <td>Pupil Premium</td> <td>92.09%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>94.66%</td> </tr> </tbody> </table>		Attendance	Whole School	94.5%	Pupil Premium	92.09%	Non Pupil Premium	94.66%
	Attendance								
Whole School	94.5%								
Pupil Premium	92.09%								
Non Pupil Premium	94.66%								
<p>Financial barriers for some families lead to difficulties in accessing additional opportunities</p>	<p>A range of enrichment and engagement activities such as educational visits, wider opportunities for music (African Drumming) have continued to be subsidised. Free access to Breakfast Club is available for eligible children to ensure they have the opportunity to be at school on time and are ready to learn PE kits, cost of school photographs, book bags etc continue to be provided to eligible families These will continue to be provided in 2022-2023.</p>								

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
None	

Further information (optional)

Our Pupil Premium Strategy is informed by resources from the Education Endowment Foundation (EEF), such as [Guide to the Pupil Premium](#) (Autumn 2021), [Putting Evidence to Work – A School's Guide to Implementation](#), and [Diagnostic Assessment Tool](#).

This strategy will be reviewed annually.