



# Our Lady's Catholic Primary School Pupil Premium Strategy Statement

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 of pupils in school	183
Proportion (%) of pupil premium eligible pupils	28% (51)
Pupil Premium Allocation this academic year	£83,265
Academic Year or years covered by statement	2021-2022 to 2024-2025
Publish Date	September 2023
Review Date	July 2024
Statement Authorised By	Mrs Anna Core (Headteacher)
Pupil Premium Lead	Mrs Anna Core
Governor lead	Mr Chris Paisley

## Funding overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£83,265
Recovery Premium Funding allocation this academic year	£5,981
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£89,246</b>

# 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"> <li>Disadvantaged children will reconnect with their learning skills and make at least good progress in all areas of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Implement the Our Lady's Curriculum with a focus on wellbeing, reading, writing and mathematics</li> <li>Continue to purchase the services of Beacon Counselling to support identified children</li> <li>CPD for staff to support them to close the learning gap</li> <li>Pastoral support focused on wellbeing available to all classes</li> <li>Rolling programme of Restorative Approaches CPD for staff</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Oral Language Interventions to deliver individualised programmes of work to identified children (eg Elklan, Language Link, Tales Toolkit)</li> <li>Talk Boost CPD for teachers and teaching assistants across Key Stage 1 and Key Stage 2 to enable them to effectively deliver interventions</li> </ul>

	<ul style="list-style-type: none"> <li>Additional Cognition and Learning teaching through the Inclusion Service to deliver bespoke interventions to identified children</li> </ul>
<ul style="list-style-type: none"> <li>To close the Good Level of Development (GLD) gap which is beginning to appear in Reception</li> </ul>	<ul style="list-style-type: none"> <li>Elklan, Language Link and Talk Boost implemented in Reception</li> <li>Embed in subsequent years</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Baseline phonics attainment across the Infants</li> <li>Restructure phonics across Year 1 and Year 2</li> <li>Additional CPD for Key Stage 1 staff to ensure high quality phonics teaching</li> <li>Audit phonics resources to support high quality provision</li> <li>Bespoke phonics intervention groups for identified children</li> <li>Provision of book packs for children to take home</li> </ul>
<ul style="list-style-type: none"> <li>To close the gaps in attainment in Reading, Writing and Mathematics which have widened as a result of Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>Continue to focus on Quality First Teaching to ensure the best possible provision for all children</li> <li>Bespoke interventions for identified children</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Continue to implement Homework Club which enables children to be supported to successfully complete homework activities and access to IT facilities when appropriate</li> <li>Booster Groups for identified children (Year 6)</li> <li>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)</li> <li>Continue to purchase Letterbox Club (Book Trust) packs for identified children</li> </ul>
<ul style="list-style-type: none"> <li>Digital poverty and non-engagement of some families when required to learn remotely</li> </ul>	<ul style="list-style-type: none"> <li>Continue rollout of digital devices</li> <li>Ensure children and families are able to access and use the technology competently and confidently</li> </ul>
<ul style="list-style-type: none"> <li>Attendance rates for pupils eligible for Pupil Premium are below that of non Pupil Premium children and below the 95% threshold</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Edgeley Enhanced Integration Project (refined model for Team Around School) to identify vulnerable children / families in need of support</li> <li>School Age Plus Worker to work with identified families</li> <li>Continue with First Day Response Calling</li> <li>Teaching Assistant to provide pastoral support to identified children</li> </ul>

<ul style="list-style-type: none"><li>• Financial barriers for some families lead to difficulties in accessing additional opportunities</li></ul>	<ul style="list-style-type: none"><li>• Continue to subsidise a range of enrichment and engagement activities such as educational visits and residential.</li><li>• 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.</li><li>• Continue to provide free access for eligible children to After School Clubs to ensure these children have the opportunity to participate in extra-curricular activities.</li><li>• School to provide a PE Kit for every child in school to ensure consistency of uniform.</li><li>• Continue to provide cost of school photographs, book bags etc to eligible families.</li></ul>
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## Activity in this academic year 2023-2024

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: £50,000

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 – Elklan; 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
To implement a whole school approach to effective learning behaviours	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>  Pupil Progress Meetings	1, 5, 6, 8
Purchase of Letterbox Club packs for identified children	<a href="https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/">https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/letterbox-club/</a>	6

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings and robust analysis of Pupil Premium data to ensure timely interventions are implemented	Pupil Progress data highlights gaps in learning due to lockdowns caused by Covid19  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 3, 5
Interventions to be monitored and evaluated by SENDCo		
Delivery of tutoring / booster sessions by staff for identified children		

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

Budgeted cost: £35,000

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	6, 8, 9

	provision; additional costs (eg staffing; oncosts) to be taken from Pupil Premium Grant	
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
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice	Deployment of staff to support families to improve attendance and reduce persistent absence <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</a>	8
Providing access to additional opportunities	<a href="#">EEF</a> : Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <a href="#">Metacognition and self-regulation</a> ) may also be involved.	6, 8, 9

**Total budgeted cost: £90,000** (*additional costs to be met from school budget*)



## Part B: Review of outcomes in the previous academic year 2023-2024

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

To be completed July 2024.

### 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 will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback through a 'lesson study staff research project'. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- when planning our new pupil premium strategy, evaluating why activity undertaken in previous years had not had the degree of impact that we had expected.
- triangulating evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.
- looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.
- using the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.
- We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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.