



Our Lady's Catholic 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'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
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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

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

School data (assessments and observations) indicated that children's wellbeing, mental health and behaviour have been significantly impacted as a result of Covid19. The impact on disadvantaged children has been more marked.

Teacher assessments for 2020/2021 show that the outcomes for disadvantaged children were lower than those of their peers, particularly in Reception, Year 1 and Year 4 (current Year 1, Year 2 and Year 5 in 2021/2022). There were no children who achieved at Greater Depth in Reading, Writing or Mathematics in 2020/2021.

Despite endeavouring to maintain high-quality curriculum coverage during periods of lockdown and school closure, disadvantaged children experienced more challenges than those of their peers, and were unable to benefit from the planned, targeted interventions that had been due to be delivered during this time.

Desired Outcome	Review
Improved oral language skills in Key Stage 1 and Key Stage 2	Ongoing programme of CPD for teachers to enable them to continue to deliver Quality First Teaching; limited opportunities to improve outcomes due to Covid-19 and subsequent lockdowns and bubble closures; this remains a target
Increased number of pupils achieving Age-Related Expectations	Outcomes show that the numbers of pupils achieving Age-Related Expectations at the end of Key Stage 1 and Key Stage 2 have increased; metacognition strategies have had limited impact due to the restrictions of Covid-19 and staffing changes
Increased number of pupils achieving at Greater Depth	Projected outcomes (due to Covid-19) showed a potential increase in Greater Depth Reading for at the end of Key Stage Two

Improved opportunities to access the curriculum	Engagement with Poverty Proofing has increased awareness and understanding in the school community of the impact of poverty; feedback from children and parents has been positive
Increased attendance rates	Limited success of Team Around School meetings due to Covid19; some improvements in attendance rates – these need to be sustained

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.