# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 25 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

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| Detail | Data |
| School name | Our Lady of the Assumption |
| Number of pupils in school | 204 |
| Proportion (%) of pupil premium eligible pupils | 10 % |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024 / 25 |
| Date this statement was published |  |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | E Mannix  LGB |
| Pupil premium lead 2024 to 25 | E Mannix |
| Governor / Trustee lead | Mr M Isaacs |

**Funding overview 2024 to 25**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £30,300 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £30,300 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Our Lady of the Assumption Catholic Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.  Our staff and Governors believe that every child in our care is made in the image of Christ, is valued, respected and entitled to develop to their full potential. We are committed to providing a high quality learning environment where all our children are challenged academically, enriched by the curriculum and supported in developing their strengths and interests. We recognise that a number of children within our school population, not all of whom are eligible for pupil premium, require additional support and intervention to allow them to access the curriculum and thrive and achieve.  At Our Lady’s we acknowledge that those pupils in receipt of Pupil Premium do not include all the pupils within our school who are socially disadvantaged or vulnerable and we include this identified group within our provision for Pupil Premium funding. At Our Lady’s we implement a tiered approach which focuses on High quality teaching for all, targets individual’s specific needs and supports behaviours for learning, attendance and social emotional health and wellbeing.  The ultimate objectives for our pupils who are in receipt of Pupil Premium are:  **To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**  Within the group of children in receipt of Pupil Premium historically ( to 2023 to 24 ) up to 50 % would have identified special educational needs, including EHCP. This current cohort of children in receipt of pupil premium include a large percentage of children with social and emotional needs.  Staff are ambitious for all our children and our pupil premium children are monitored closely to seek ways to best meet the changing needs of the children and a range of measures used to identify progress in all areas of learning, including personal development.  **To support the social emotional and wellbeing needs of all pupils in receipt of Pupil Premium to ensure access to the curriculum.**  At Our Lady’s we know and understand that successful learning and achieving a fulfilling life depends on developing the whole child, which essentially will support academic progress and attainment. Every member of the staff team understands the importance of relationships; children loving themselves and each other, and therefore every child’s wellbeing is of paramount importance. We take the time to get to know the children in our care and support them and their families in addressing any issues in their Social, Emotional and Mental Health. This has been a growing area of need and even more so since recent school closures and lockdown. Our strategy recognises the potential impact on learning and plans for the minimisation of this through review in school and by working closely with trusted adults. Outside agencies support this important work.  The school has worked with Blackpool County Council on a building resilience programme with targeted support for specific year groups to develop SEMH, co and self regulation. Increasingly, talk time and professional counselling in school as well as a whole school relational approach to pupil de regulation are built into every day provision to support the growing need of pupils and the challenge of outside agencies to meet local need. . The school year 2024 began with whole school training from Blackpool SEND team on coaching for regulation to build on the work to develop a trauma informed whole school approach.  **To ensure that the attendance of pupils in receipt of Pupil Premium is at least in line with those of peers in school**  We know that children learn best when they attend school regularly. Historically and to July 2024 attendance was a barrier for 40% of this cohort. Currently attendance for Pupil Premium children is at the same level as that of non PP children. In our strategy we focus on ensuring that we continue to support these children and their families to address barriers to attending school regularly. This includes support from our whole staff team and, where appropriate, wider family support services. |

## Challenges

We have carried out assessments, observations and discussions with pupils and families and the following Below details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Lower levels of **oracy** result in some disadvantaged pupils not being as confident in their own self checking skills through lessons. This can impact on attainment. |
| 2 | They generally make less consistent progress from early **reading** into fluency. Generally, disadvantaged pupils do not have a consistent experience of home to school reading. This negatively impacts on their development as readers and particularly as higher attaining readers. |
| 3 | They generally take longer to secure the skills to demonstrate their **learning and knowledge of texts** through shared talk and through independent written tasks when compared with other pupils at the equivalent reading level. |
| 4 | They have barriers in using higher level language in **independent writing** limiting achievements at expected and greater depth |
| 5 | They generally make less consistent progress in securing **number fluency** and then being able to reason and explain when compared with pupils at the equivalent number fluency stage. This creates a barrier to higher attainment, particularly at greater depth. |
| 6 | We have identified **social and emotional issues** for many pupils during the pandemic, most notably a rise in anxiety. These challenges have had a significant impact on disadvantaged pupils.  We have identified that for some disadvantaged pupils, self regulation can be a barrier to accessing learning, also, social engagement with peers can be a barrier. |
| 7 | **Attendance** data over years did identify that attendance among disadvantaged pupils against non-disadvantaged pupils had widened from pre Covid levels. Attendance is understood nationally has being of critical importance in under pinning pupil learning. Work directly with parents as well as working with local agencies has impacted on attendance. This work will be continued to ensure that children accessing pupil premium do not face attendance barriers or these are quickly supported where this is a barrier. |
| 8 | They are not always willing or able to access **out of school activities** or attend trips. This can impact on learning and or self-esteem and create social justice barriers. |

## 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.

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| Intended outcome | Success criteria |
| * Building skills for early assessment and quality support for S and L in EYFS and KS1 * Develop teacher and teaching support staff skills to create a communication friendly universal provision. * Prioritise the development of reading skills -- Improving the assessment and progression of teaching in reading for all pupils.   + Improved collaborative learning activities where pupils can share their thought processes; … pupils articulating their ideas verbally before they start writing. * Continue to access training through the Royal Shakespeare Partnership. * Engage parents in face to face workshops to directly impact on pupils learning in phonics and reading – particularly in Reception and KS1. | * Whole school approaches for first wave quality teaching prioritise best practice metacognitive approaches and the embedding of oracy approaches to raise quality first wave teaching. * Continued early whole class assessments for EYFS via WELLCOM. * Access to quality training and support for staff in speech and language knowledge within EYFS and KS1 * Speedy referral to speech and language specialist for relevant children. * Wellcomm resource lead teaching for identified pupils. * Improvements in the provision for speaking & listening and also reading for PP pupils. * Teacher and TA intervention for reading to be consistent across the whole school. * Consistent implementation of excellent practice and high expectations across the school for reading. * Increased % of PP pupils working at ARE or above across the school in reading. * Access to pre-teaching of reading skills and daily exposure to quality texts. |
| * Regular review of disadvantaged pupils ensure that needs are understood and positive and swift actions taken to support progress. * Disadvantaged pupils achieve at least in year expected progress. * To ensure any children with learning gaps receive targeted intervention. | * End of summer 2025 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. * End of summer data will also show that at least 10 – 20% of disadvantaged children will have made accelerated progress. * Analysis of personalised provision will show a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of well being demonstrated by :   * qualitative data from student voice, student and parent survey and staff observation. * Pupil individual records evidencing participation in all aspects of school life. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained attendance demonstrated by :   * the overall absence rate for all pupils being above 95%, and the attendance gap between disadvantaged pupils and non disadvantaged peers at level of non PP or positive and impactful actions in place for any identified PP pupils the percentage of pupils who are persistently absent being below 10% for all pupils and the figure for disadvantaged pupils being no more than 5 % lower than non disadvantaged. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2024/25) to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Teacher CPD to reflect and further develop whole school metacognitive approaches using in class collaborative approaches. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 6 |
| * Head teacher to support the strategic development of in school training for S and L support.   School to access S and L support in school and using specialist agencies. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 3.4,6 |
| Whole school continued development work to progress consistency of approach in reading and writing | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 2,3,4 |
| * Maths lead to work with teachers to improve/enhance the teaching and learning within number fluency. * Maths lead to support development of mastery approach across school, particularly in supporting new staff to the school.   . | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 5 |
| Whole school work to progress quality of oracy approaches across all subject teaching | <https://oracyeducationcommission.co.uk/oec-report/>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1,4 |

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

Budgeted cost: £16,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Talk time , speech and language support in early years and KS1 | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1,3,4 |
| Specialist speech and language one to one provision | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1,3,4 |
| Phonics personalisation programmes for groups | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2,3,4 |
| Pre teaching reading , spelling and phonics | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1,2,3.4 |
| Access to personalised ICT programmes to reinforce and develop skills for reading and vocabulary building | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1,2,3,4 |
| Pastoral support talk time small group and one to one | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 6 |
| One to one teaching for identified pupils | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1,3.5 |

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

Budgeted cost: £ 10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training, modelling and on going CPD to embed a whole school attachment/ trauma informed / relational approaches across school. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 6 |
| Pastoral support interventions during break and lunch to model and support positive peer engagement | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 6 |
| Family support to improve engagement and to support improved understanding and consistency of strategies from home to school.  Early help intervention for families.  Financial support to remove access barriers for school and after school activities. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  <https://www.ncb.org.uk/about-us/media-centre/news-opinion/new-analysis-help-struggling-children-and-families-underlines> | 6,7,8 |
| Attendance monitoring and support to remove barriers for families and pupils. | <https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence#the-challenges-in-autumn-2021>  <https://www.blackpool.gov.uk/Residents/Education-and-schools/Information-for-parents-and-carers/School-attendance.aspx> | 7 |

**Total budgeted cost: £30,000**

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 2024 to 25 .

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| Internal data including case study evidence identifies that within year every PP child is making progress across a range of measures – including attendance, well being and social and emotional skills, participation in after school clubs and overall school enjoyment. Building on this in school data and assessments shows that the majority of PP pupils engagement and progress has been positive with 83% making at least expected progress within year.  Internal data and assessments during 2024 to 25 identifies that the academic performance of some disadvantaged pupils was lower than their peers who are not in receipt of PP. This remains an area of focus. |

## 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*

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| Programme | Provider |
| Maths training & development  Maths 1-1 Interventions | NCETM/AbacusNWMaths Hub |
| Times Table Rockstars | TTRS |
| Spelling (dyslexia) Interventions | Nessy Learning |
| Accelerated Reader:  Reading Support/Engagement | Renaissance Learning |