

Pupil Premium Strategy Statement

Our Lady and St Edward's

This statement details our school's use of pupil premium (**and recovery premium for the 2023 to 2024** 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 Edward's Catholic Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	June 2024
Statement authorised by	F&P Governors
Pupil premium lead	Karen Woods
Governor / Trustee lead	Adrian Metcalf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,720
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	£20,720

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady and St Edward's, it is our intention that all pupils have equal access to the curriculum, that they are supported in their emotional, physical and spiritual development so that they are confident learners. We aim to ensure that barriers to learning are identified to ensure pupils' opportunities for learning and to have additional experiences are maximised. As a school, all staff are aware of the importance of ensuring pupil premium pupils are supported and encouraged to achieve at least in line with their peers. We are also aware that not all pupils are entitled to PP however, there may be some who will also need support with their learning.

Our PP numbers are low and analysis is not easily comparable in year group data sets. Data is therefore collated as a PP group across all year groups.

We have a number of overarching aims to support PP children.

- **To ensure we reduce the attainment gap between PP and non PP children**

At our Lady and St Edward's, PP children (where needed) are given additional class support through small group intervention. This is to ensure that their learning remains focused and any gaps are addressed. Teaching staff are aware of the PP children so that they can best address their needs. We use assessment systems to track and enable thorough analysis of data in Reading, Phonics, Writing and Maths to identify pupils who are under achieving and why. We identify resources and interventions to accelerate progress of eligible pupils and to close the attainment gap compared to their peers. We ensure class teachers know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress.

- **To ensure that the well-being needs of PP children are being met so that they can engage fully with learning and make sure that they are on track to make or exceed expected progress or attainment.**

We are aware of the emotional needs of some of our pupils who require additional support. Staff work with outside agencies and specialist programmes in order to develop pupils' resilience and understanding of their emotions. Lockdown for some year groups has presented difficulties with emotional responses and anxiety; as a result, this has impacted upon their ability to engage with learning, to respond to challenge and to maintain stamina. As a school we are sensitive in our response to enable pupils to develop recognition of their own responses to situations so that they can self-regulate and manage their emotions.

To provide wider experiences for PP children so that they have extra-curricular opportunities

We organise a range of experiences for the pupils to support their learning and to provide activities which they may not have experienced. We support payment towards these

activities so that families do not feel the pressure of these additional costs. We also provide support for privately run activities which are held in school. We aim to ensure that PP children are not disadvantaged as a result of cost towards an activity.

The Governing Body closely monitors the school's effectiveness in closing the gap between different groups of pupils.

Challenges

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

Challenge number	Detail of challenge
1 Educational Outcomes	Some of the pupils are lower ability in comparison with their class peers. They need additional support in order to grasp new concepts, to maintain stamina and to sustain concentration.
2 Attainment in writing and reading	Data from 2023 indicates that there is a bigger gap between PP and non PP for those working at the expected standard. Reasons for discrepancy is perhaps lower levels of stamina, poorer vocabulary and fewer opportunities to read regularly at home which in turn affects the quality of writing.
3 Pastoral	Pupils well-being, emotional, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 Limited exposure to cultural experiences	Due to limited opportunities of wider experiences as a result of financial circumstances, some pupils do not engage as much with the world around them.

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
Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Data is used to target gaps through intervention and small group support—termly data analysis and pupil progress meetings will identify next steps	-End of term tracking data shows 100% of the average attaining pupils are on track. -All children make good progress from their starting points

A greater number of pupils attain the expected standard in writing and reading and are targeted for support.	<ul style="list-style-type: none"> -Pupils are tracked on the school tracker -Pupils make good progress, at least in line with their peers
Pupil premium children have improved self-esteem, resilience and motivation to learn.	<ul style="list-style-type: none"> -Pupil premium children make progress at the same rate as non-premium children -Pupils are able to sustain their responses to learning and have increased concentration
Pupils experience a range of educational visits/visitors	<ul style="list-style-type: none"> -Visits are enjoyed and support learning -Pupils have cultural experiences which inspire

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide additional class support who is deployed to support emotional needs in LKS2</i></p> <p>(From 2024 budgeted in the learning mentor section)</p>	<p>A need was identified in April 2022. A member of staff was deployed to provide additional support in order to improve emotional wellbeing and provide emotional support. This deployment was enhanced by employing a permanent member of staff. The EEF research identifies that emotional needs are to be prioritised in order to improve outcomes.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3
<p><i>Phonics/Reading Training</i></p> <p><i>The development of a strong and positive reading culture across school, developed through high</i></p>	<p>All staff to receive monthly phonics training which supports the scheme. The Literacy lead will conduct all phonics assessments to ensure a consistent approach and to provide support to bridge the gaps. Teachers and teaching assistants to be trained in reading fluency strategies.</p> <p>The DfE guidance is based on a range of the best available evidence:</p>	1, 2

<p><i>quality CPD for all members of staff, in line with the DfE and EEF guidance</i></p> <p><i>Whole school writing projects.</i></p>	<p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>A whole school approach to foster the love of reading and for pupils to engage with their peers and staff. A range of books to inspire reading will be purchased with opportunities to discuss.</p> <p>Supported projects linked to books will provide opportunities for pupils to write in a variety of genres, with extensive vocabulary generated to develop word knowledge.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf?v=1697392457</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Toe by Toe by Keda Cowling</i>	<p>School data for PP children compared to whole school data for reading/writing identifies that attainment is weaker. Therefore, additional opportunities to support pupils' writing will ensure progress and attainment are maintained. Pupils in KS2 are to be responsible for their own editing. The use of Toe by Toe will support decoding and fluency</p> <p>https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf</p>	1,2

<i>Phonics Intervention</i>	Pupils who are at risk of not meeting the Y1 phonics screening standard will receive additional support through intervention activities, this will extend to pupils in Y2 and Y3. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
<i>Reading fluency</i>	Pupils who struggle with fluency and prosody will engage with regular support to develop skills and confidence. Staff to use the fluency matrix from the blog below to assess where pupils identify on the profile. https://educationendowmentfoundation.org.uk/readinghouse/fluency https://www.hmhco.com/blog/reading-fluency-intervention-strategies	1,2

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

Budgeted cost: £13,638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor</i>	EEF Metacognition and self-regulation research The learning mentor is well established in school and provides support to a number of children. At times this is for PP children. Research shows that pupils who are emotionally supported are able to engage with their learning and therefore make sustained progress https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation	3, 1
<i>Support for school visits</i>	Pupils enjoy school visits/visitors. These opportunities enhance learning and provide pupils with first hand experiences. Being able to participate in activities arranged by external providers	4

Total budgeted cost: £ 20,720

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 2022 to 2023 academic year. **Impact from 2023-2024 in red font**

Intended Outcomes	Success Criteria																				
Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Data is used to target gaps through intervention and small group support—termly data analysis and pupil progress meetings will identify next steps.	<p>Pupils made expected progress. Small group support enabled pupils to have a more bespoke response to teaching and learning. Overall PP pupils made the same level of progress (based on average progress across the school) as their peers in 2023 however in 2024 improved progress was made. Termly pupil progress meetings identify the ongoing needs and teachers plan to support this.</p> <table><tr><td></td><td>R</td><td>W</td><td>M</td><td>Sc</td></tr><tr><td>Av PP 2023</td><td>2.76</td><td>2.9</td><td>2.76</td><td>2.9</td></tr><tr><td>Av PP 2024</td><td>3</td><td>2.8</td><td>3</td><td>3.09</td></tr><tr><td>Av sch</td><td>2.8</td><td>2.7</td><td>2.8</td><td>2.2</td></tr></table>		R	W	M	Sc	Av PP 2023	2.76	2.9	2.76	2.9	Av PP 2024	3	2.8	3	3.09	Av sch	2.8	2.7	2.8	2.2
	R	W	M	Sc																	
Av PP 2023	2.76	2.9	2.76	2.9																	
Av PP 2024	3	2.8	3	3.09																	
Av sch	2.8	2.7	2.8	2.2																	
A greater number of pupils attain the expected standard in writing and are targeted for support.	<p>Results showed that pupils made better progress in writing than their peers however, attainment was lower at the expected standard than whole school data. Writing at greater depth attainment was at least in line with whole school data.</p> <p>Writing 50% EXS 19% GD 2023</p> <p>Writing 69% EXS 19% GD 2024</p> <p>In 2024 a significant increase in attainment at the expected standard.</p>																				

Pupil premium children have improved self-esteem, resilience and motivation to learn.	<p>Many of the PP children are confident with their learning. A smaller number demonstrate reservations and are less resilient. It is clear that emotional stability takes time. We will continue to work with pupils who are identified as needing more intensive support. The employment of an additional member of staff provided valuable emotional support and gave the pupils individual time to help regulate and understand emotions.</p> <p>The support was extended to other year groups were needed and this has developed further for 2024-25.</p>
Pupils experience a range of educational visits/visitors	<p>A range of visits provided pupils with a variety of experiences. Pupils are enthusiastic about school trips. Y6 pupils thoroughly enjoy the residential trip where they experience outdoor activities.</p> <p>Pupils also participate in after school clubs which are provided by an external provider.</p>

Summer 2023 PP 16 children

14 FSM 1 Ev6 and 1 service child

PP Attainment (16 children)

	Reading	Writing	Maths	Science
Above	13%	19%	13%	6%
At +	69%	50%	75%	63%
Below	31%	50%	25%	37%
Progress	2.76	2.9	2.76	2.9

Summer 2024 PP 16 children

14 FSM 1 Ev6 and 1 service child

	Reading	Writing	Maths	Science
Above	31%	19%	6%	19%
At +	75%	69%	75%	75%
Below	25%	31%	25%	25%

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
Early Maths	NCETM
My Happy Mind	My Happy Mind
Number Stacks	Number Stacks
Twinkl Phonics	Twinkl