# Pupil premium strategy statement – Our Lady and St Thomas Catholic Primary

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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 113 (Rec-Y6) |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2026/2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | June 2025 |
| Statement authorised by | Mrs R. Veitch Headteacher |
| Pupil premium lead | Mrs R. Veitch Headteacher |
| Governor / Trustee lead | Mrs J. Norman |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £48,153 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £48,153 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The OLST mission statement **‘you are unique, talented and loved by God’** is at the heart of our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.  **Our context:**  OLST has a higher than national proportion of children who qualify for pupil premium funding however in addition, we also support other pupils across school that do not attract pupil premium. OLST recognises that there is a wider group of families that are vulnerable for a variety of reasons. Some of our families do not qualify for additional benefits but regularly use our local foodbank and our church for support. This quantifies to between 30-40% of each cohort where additional support is provided to enable pupils to reach their full potential.  When making provision for disadvantaged pupils, we recognise that there is no ‘one size fits all’ approach. We aim to eradicate any barriers to effective learning working in partnership with families to ensure all children achieve to the very best of their abilities.  **How we will aim to do this:**  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  We adopt an EEF approach to any specific interventions to ensure that all we do is based on educational research.  We are responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Baseline assessments, observations and formal screening (Language Link 2024) indicate underdeveloped speech and language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.  On entry to Reception class in the last 3 years, between 45-50% of our disadvantaged pupils arrive below age-related expectations. This gap narrows over time in school due to interventions. |
| 3 | Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  On entry to Reception class in the last 3 years, between 45-50% of our disadvantaged pupils arrive below age-related expectations. This gap narrows over time in school due to interventions. |
| 4 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils.  Referrals for support remain relatively high. 24 pupils (82% of our disadvantaged group) currently require additional support with social, emotional and mental health needs via both internal in-house nurture support as well as use of external resources – Piece of Mind Team, Emotional Resilience Nurse, EWEL referrals and Road Centre Counselling. |
| 5 | Our attendance data over the last 3 years indicates that attendance amongst disadvantaged pupils is more likely to be in the persistent absence category.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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 |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2026/27 show that **all** disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2026/27 show that all disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2026/27 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in bullying * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2026/27 demonstrated by:   * the percentage of all pupils who are persistently absent being reduced. * 44% of pupils classed as persistent absentees (Nov 24) are disadvantaged. Ensure this is reduced significantly. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: **£24,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments - NFER  Training for staff to ensure assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:  [Diagnostic assessment | EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973) | 1, 2, 3, |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.  Staff CPD to focus on this and observations to be linked. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Speech and Language training for a TA in school to reinforce the initial work of Mable Speech and Language therapists.  Dedicated time allocated in timetable to allow for 1:1 and small group ‘Time to Talk’ sessions. | Many of our children require bespoke interventions. We are part of the Cambridge University Research Project where we trial Language Link (screening programme) and share our data. This will give us specific gaps for children in order for us to create bespoke support packages.  Qualified Speech and Language specialist TA time will be dedicated in addressing these gaps.  Targeted Family Support. | 1,2 |
| RWI Support Package purchased to maximise pupil progress in Phonics and reading fluency in KS1. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Mathematics\_guidance: key stages 1\_and 2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 3 |
| Improve the quality of social and emotional (SEL) learning.  School Mental Health Lead, Nurture specialist trained via the ELSA programme to impact across all classes with timetabled individual/small group support.  Approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Families First – school based support project for vulnerable families led by EYFS led to support families with parenting in partnership with the Family Hub. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [Improving\_Social\_and\_Emotional\_ Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF | 4 |

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

Budgeted cost: **£15,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.  Tutoring will be implemented with the help of DfE’s guide:  [Tutoring: guidance for education settings](https://assets.publishing.service.gov.uk/media/6644ac3dbd01f5ed32793bea/Tutoring_guidance.pdf) | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  [One to one tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub and RWI Support Package. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.  *Tales Toolkit*  *Talk for Writing* | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |

### 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 |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and impacting on strong behavior standards across the school.  Zones of Regulation will be used as well as the Restorative Behaviour approach to impact on personal development and behaviour and attitudes with all children. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4 |
| Embedding principles of good practice set out in the DfE’s guidance on [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).  RV – Attendance Lead  Office staff trained in having a strong focus on our disadvantaged and ensuring rapid intervention and support for families.  Piece of Mind and Early Help utilised to impact on families needing intervention. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| National Breakfast Programme – all children have access to | Maslow’s hierarchy of needs evidences that we need to ensure the basic needs of our children are met in order to impact on strong behaviour for learning. | 4 |
| Wrap Around Care/ Enrichment support | Again, a strong enrichment offer to impact on self-esteem and resilience of pupils. Access to wrap around care short-term to improve attendance. | 4 |

**Total budgeted cost: £49,000**

**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 2023 to 2024 academic year.

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| **EYFS**  **All Pupils:** attainment continues to be above national with the same proportion of Reception pupils achieving GLD as 2023.  **Disadvantaged:** attainment is down (by 1 pupil) on 2023, which has opened the gap to other pupils, both nationally and at OLST.  **Phonics Screening**  **All Pupils:** attainment continues to be above national in both Years 1 and 2, with performance in Year 1 up 14% on 2023.  **Y1 Disadvantaged:** all four disadvantaged pupils passed the screening in Year 1, which has closed the gap to other pupils, both nationally and at OLST.  **Y2 Disadvantaged:** the one pupil not passing the screening by the end of Year 2 is disadvantaged, which has opened the gap to other pupils, both nationally and at OLST.  **Multiplication Tables Check (Year 4)**  **All Pupils:** mean score is up 2.4 on 2023 and is now above the latest national average. 100% of Y4 pupils scored at least 12 marks, which is 14% higher than national. 28% (5) of pupils scored the maximum 25 marks (same as national).  **Disadvantaged:** attainment of disadvantaged pupils is 1.3 lower than 2023.  **Key Stage 2: Expected Standard**  **All Pupils:** attainment is up 23% on 2023 in Reading and is now 20% above national. Attainment is again above national in Writing, with Maths back above national. Combined RWM attainment, at 69%, is 8% higher than national.  **Disadvantaged:** attainment is similar to 2023 resulting in no change to the gap to national other pupils. The disadvantaged gap to national other pupils has closed in Reading. In both Writing and Maths, disadvantaged attainment is lower than previous years.  **Key Stage 2: Higher Standard**  **All Pupils**: attainment is up on 2023 in all three subjects, with Reading and Writing now above national. In Maths, the gap to national has reduced to 5%. Combined RWM attainment is up 19% on 2023 and is now 11% higher than national.  **Disadvantaged:** attainment is up on previous years, with gap to other pupils, both nationally and at OLST, now closed. Disadvantaged attainment is up on 2023 in all three subjects, with gap to national other pupils now closed in Writing and starting to close in Reading and Maths. |

## Externally provided programmes

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| Programme | Provider |
| Mastering Number | Maths Hub |

## Service pupil premium funding

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | £400 |
| What was the impact of that spending on service pupil premium eligible pupils? | * Anxiety SEMH support - 1:1 support for child * Parent Led CBT support. Access to professional support in school. * Maths small group – after school weekly |