

Pupil Premium Strategy Statement - Our Lady and St Thomas Catholic Primary, WILLINGTON

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
Our Lady and St Thomas Catholic Primary, WILLINGTON	
Number of pupils in school	117 inc Nursery
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Sep 2023
Date on which it will be reviewed	July 2024
Statement authorised by	HT
Pupil premium lead	HT
Governor	Ms Sarah Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,395
Recovery premium funding allocation this academic year	£ 8370 40% £3348 -OLST 60% £5022 -DFE
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	£ 48,395 (we cannot afford our 40% contribution to access the School Led Tutoring so will not be using this at all)

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim at Our Lady and St Thomas' is to provide the best education to all pupils whatever their personal circumstances or background. We are a smaller than average primary school and the number of disadvantaged pupils varies across the year groups. We prioritise interventions, resources and support to enhance learning for all. Further to this we aim to provide our pupil with experiences to enrich their learning, language opportunities and develop a love of learning. The COVID pandemic further highlighted the need to support all our pupils and address any gaps in learning and support their well-being. We intend to focus on high quality teaching and effective deployment of staff to support disadvantaged children. Quality first teaching is our key principle in effective teaching and ensuring that all staff have the knowledge and skills to support all learners through effective training.

Challenges

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

Challenge number	Detail of challenge
1 Communication/ Speech and Language	Poor vocabulary/language and speech skills on entry to Nursery/ Reception- increasing number of pupils enter school with poor communication skills- this impacts their ability to communicate effectively verbally and in written work. Poor physical development hinders fine motor and handwriting skills.
2 Phonics, Reading and Writing outcomes and % of GD in RWM	Reading results for disadvantaged pupils need constant attention. 2022 saw some good results for Phonics and reading attainment however this continues to be any area to address each year. Writing has declined over the pandemic. This was evident in the stamina and focus of pupils writing extended pieces and has now moved to pupils struggling to write high quality extended pieces that meet the Greater Depth requirements.
3 Limited life experiences	Many of our pupils have limited life experiences upon which to draw ideas and knowledge. Many children have not explored beyond the locality. OLST has many families where 3 rd generation unemployment exists.
4 Attendance	Data suggests our disadvantaged attendance and punctuality is greater than that of non-disadvantaged pupils. Lack of parental engagement and support with homework and reading is a factor of this.
5 Emotional resilience	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging

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
Children will make rapid progress in speech and language.	Pupils close gaps and are working at age-related in speech and language in EYFS
Improve writing skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English	Pupils eligible for PP in all classes make sustained progress by the end of the year so that an increasing percentage of pupils eligible for PP meet age related expectations or better.
Improve life experiences for children in all parts of school- especially EYFS	Children will explore new experiences through visits/ performances/ activities in the curriculum
Attendance improvement for all children- focus on PP	Attendance to be in line with national expectations 96%. Improve PA rates in PP children.
Improve emotional resilience for all pupils through use of specific workshop and adult intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of speech and language need	<p>Early identification of need believed to have a very high impact. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months' progress Intervention and support targeted at Reception and where need identified using programmes developed by Speech link/ Launchpad for Literacy/NELI.</p> <p>OLST to invest of bespoke 1:1 support with qualified therapists where specific issues are identified – MABLE programme through COL 15.</p>	1 and 2
Writing Focus	OLST to work with the English hub and Literacy Trust to enhance our existing provision. IPEELL project – using self-regulation to improve writing – Literacy Trust.	2

	<p>EEF – evidence +9months if writing is linked to writing for a real purpose and audience.</p> <p>KS1: Develop positive attitudes towards and stamina for writing in different forms and for different purposes.</p> <p>Lower KS2: Teachers provide opportunities for children to write for a range of real purposes and audiences in different forms, such as narrative, explanation and description using a range of sentence structures and grammatical features.</p> <p>Upper KS2: Children should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar, including understanding how such choices can change and enhance meaning.</p>	
<p>Active 30 pledge- Active playtimes and movement breaks Daily Mile</p>	<p>Research into the benefits of physical health to further improve our mental health can be found below: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary</p>	2 and 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online platforms including: TTRS/ Lexia	<p>There are a number of high-quality digital interventions currently available and supported by robust evidence of the positive impact on learning through technology can benefit disadvantaged students.</p> <p>EEF Using Digital Technology to Improve Learning 2019</p>	2/1
Mastering Number	<p>KS1 Targeted Intervention daily</p> <p>EEF toolkit: additional 5 months progress</p>	2
Phonics intervention for children in KS2 and staff KS2 booster sessions	<p>“If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.” Ofsted framework research</p> <p>EEF toolkit: additional 4 months progress in small group tuition.</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Resilience Workshops, WEE We Eat Elephants and FRIENDS project.	Social and emotional learning improves self esteem and decision making in children. EEF toolkit cites 4 months progress	3/4/5
Theatre visit/ author visit/STEM visits/ educational visits RSC Associate School – Twelfth Night Project	Arts participation impact on learning in all areas of the curriculum. EEF toolkit cites 3 months progress	3/4
Attendance tracking and awards weekly	EEF Rapid Intervention March 2022 B. Club funded to ensure pupils attend and are punctual for school – vulnerable families at school discretion	4
Parent sessions/Themed days and assemblies with community	Involving parents in their child’s learning: meet the teacher sessions, reading mornings, assemblies, Stay and Play sessions termly, Story sessions EYFS EEF toolkit cites 3 months progress	3/4/5
National Breakfast Programme	Daily bagels to feed every pupil in the school - £10 per week so all children without stigma have access to breakfast and are not hungry starting the day. £320	1,2,3,4,5,

Total budgeted cost: ££ 48,395

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.

Cohort	Y6 RWM	Y2 RWM	Phonics Y2	Phonics Y1	EYFS
Context	Year 6 – 7 /17 (41% high proportion of disadvantaged pupils)	Year 2 -7/14 (50% high proportion of disadvantaged pupils)	All disadvantaged pupils start Y3 having achieved the expected standard in Phonics.	Year 1 - 5/14 (35% disadvantaged – 3/5 achieved the expected standard)	EYFS – 5/15 (33% disadvantaged – 4/5 achieved the expected standard)
At Expected or higher in RWM	57%	57%	100%	60%	80%
National	44%	-	-	-	-
At a higher standard in RWM	0%	0%	NA	NA	NA
National	3%	-	NA	NA	NA

- KS2 – Although slightly above the national figure, OLST remains focused on closing the gap between our disadvantaged and non-disadvantaged peers.
- Phonics: Year 1 – Two pupils in the new Y2 class are classed as disadvantaged and need additional support due to their SEND needs. Pupils will receive daily phonics input.
- 100% of our disadvantaged Y2 pupils achieved the expected standard in phonics.
- EYFS – 80% of pupils classed as disadvantaged achieved the GLD. This is excellent considering starting points.
- **School needs to be considering its Greater Depth standard for disadvantaged children moving forward.**

Externally provided programmes

Programme	Provider
Mastering Number	Maths Hub

Service pupil premium funding

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?	Pupils receive violin tuition weekly at OLST. This has been excellent for improving self-confidence through developing performance skills. Anxiety SEMH support – 1:1 support for child and also Parent Led CBT support. Access to professional support in school. Maths small group – after school weekly