

Pupil premium strategy statement 2022 / 2023



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 and St. Edward's Catholic Primary School
Number of pupils in school	398 F2 to Y6
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 / 2023 2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Elaine McGunigall with Governors
Pupil premium lead	Elaine McGunigall
Governor / Trustee lead	Kate Frost

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,343
Recovery premium funding allocation this academic year	£26,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£294,023

Part A: Pupil premium strategy plan

Statement of intent

We believe that every pupil should be able to access all aspects of our provision, including the whole curriculum in order for every child to reach his/her full potential. We use the Pupil Premium Grant to ensure that disadvantaged pupils are able to achieve highly and make rapid progress in all aspects of learning and school life. We want to ensure that pupils feel happy, safe and ready to learn and build positive relationships. We want our parents and carers to feel supported and confident that we are providing their children with the best possible education.

We offer high quality teaching to all of our PP pupils and ensure that provision, including interventions, additional support and adaptations, is closely matched to ongoing and accurate assessments. Those PP pupils mostly affected by the Pandemic and school closures are a high priority and will be given targeted support.

Our main objective is to ensure that the Pupil Premium Grant is used to diminish the difference between the progress and attainment of disadvantaged pupils and other pupils.

We continually self-evaluate our provision and practice and analyse our data using current research. We also follow a tried approach based on the research by the Education Endowment Fund (EEF). We have used the EEF benchmarking tool (Making the Difference for Disadvantaged Benchmarking and Reflection) to evaluate the impact of previous Pupil Premium Spend.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry in communication, literacy and language skills. Limited vocabulary on entry to school and poor vocabulary acquisition for many disadvantaged pupils as observed in pupil interviews, work and lessons.
2	Gaps in learning, including wider experiences and opportunities continue to be a barrier due to poor attendance and punctuality and the legacy of the Pandemic. Homework, including spelling and reading can be sporadic with some families not supporting pupils which widens gaps in learning across the curriculum.
3	Social, economic and emotional factors, as a number of disadvantaged pupils are faced with difficult and complex home lives. The cost of living crisis and the Pandemic

	are both having an impact on mental health, wellbeing, resilience, self-confidence, self-esteem and academic achievement, as evidenced during discussions with pupils, parents and staff, work scrutiny and observations
4	Cultural capital deficit and limited life skills. This has a significant impact on pupils' experiences and their understanding of the world is limited due to environmental and contextual factors. These experiential limitations impact on academic progress across the whole primary curriculum, as pupils are often unable to draw upon models for progressive learning. This has the potential to widen the gap between the attainment of disadvantaged pupils' comparative to the national average of all pupils.
5	Lack of aspirations, confidence and parental engagement can lead to a reduction in the value placed on education resulting in low attendance, persistent absenteeism and poor punctuality. A number of families are faced with difficult and complex home lives which have a significant impact on self-esteem.

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
<p>Challenge 1</p> <p>Improve language and communication outcomes at the end of EYFS. PP pupils will be identified and targeted support will be implemented in EYFS, SALT to work with pupils and set targets for staff to implement. CPD opportunities will be in place for staff to share good practice. Percentage of pupils attaining expected phonics pass marks to be above National Average. Pupils from Y1 to Y6 will increase and widen their vocabulary and use it across the whole curriculum.</p>	<p>Language and communication outcomes for PP pupils at the end of F2 will improve and be in line with non PP pupils.</p> <p>Reading books are fully decodable, supporting phonics and linked directly to phonics phases.</p> <p>Steady increase in pupils attaining the expected standard in phonics.</p> <p>Gaps in phonics knowledge closed.</p> <p>Whole school focus speaking, listening and vocabulary with confident pupils able to use a wider range of words appropriate to meaning and context across the curriculum.</p> <p>DHT, Phonics lead and Performing Arts subject leader and AHT to support pupils and staff across the whole school, modelling speaking, listening, reading and phonics activities and learning.</p>
<p>Challenge 2 and 3</p> <p>Ensure that the % of PP pupils achieve National Average Progress scores reading, writing and maths, with ARE across all curriculum subjects compared to the National Average for all pupils.</p> <p>Disadvantaged pupils will develop their interpersonal skills, build positive relationships, grow in self-confidence, self-esteem, be more</p>	<p>Writing, reading and maths activities carefully planned to meet the needs and interests of pupils. Clear progression in writing, reading and maths.</p> <p>Staff are trained and supported in delivering the agreed units of work in all subjects with a focus on progress and long-term memory.</p>

<p>resilient and actively engage within learning and wider aspects of school life.</p>	<p>Pupils' learning will be supported through a range of strategies including; adaptations to curriculum objectives, activities, resources and adult support.</p> <p>Steady increase in % of pupils attaining ARE across the curriculum by 2025.</p> <p>The % of PP pupils achieve Exp, Exp+ and the higher levels by the end of KS2 will exceed the National Average for non PP pupils.</p> <p>Parent workshops to support parents in their role as educators and build confidence. Parents are given more information about the curriculum and how to help their child on the school website, including resources.</p> <p>Pupils' mental health and well-being is a priority and underpins all provision.</p> <p>Pupils are more resilient, confident and actively engaged in learning.</p>
<p>Challenge 4</p> <p>PP pupils have the opportunity to experience focused enrichment experiences to improve knowledge and communication skills and promote positive life experiences. Pupils will receive an enriched curriculum including: educational visits, visitors, cultural and community activities, experiential learning, theatre visits, sport, arts, cookery and experiential learning through high quality and carefully chosen resources.</p> <p>Pupils will also benefit from an enriched SMSC, PSHE curriculum, a range of extracurricular activities which are tailored to the identified needs of our context and community. Investment in cultural capital will impact pupils' overall summative academic attainment. This will be evaluated through a range of strategies including observations, pupil voice, progress data and questionnaires.</p>	<p>PP pupils will be in line with or above the National Average both at the expected and at the higher standard at the end of KS2.</p> <p>Pupils' vocabulary and communication skills will be developed through a wide range of experiences. These experiences, opportunities and extra-curricular activities will also support their attainment across the curriculum as they will have wider experiences to draw upon. PP pupils will be encouraged and financially supported in accessing residential and educational visits, enrichment activities at school helping to develop life and social skills.</p> <p>Increased % of pupils accessing extra-curricular activities.</p> <p>All PP pupils will have access to educational /cultural visits and visitors with school covering at least 50% of all costs.</p>
<p>Challenge 5</p> <p>Increased parental confidence in supporting their children at home through training, workshops, online tutorials and increased information.</p> <p>Increase rates of attendance and improve punctuality. Parental engagement will improve as they will feel involved as co-educators and value education and our school offer.</p>	<p>PP absence will be reduced so that it is in line with other pupils. All pupils will improve their attendance in line with national figures.</p> <p>Improved attendance will result in improved progress, attainment and wellbeing. Parents will be more willing to engage in a range of opportunities including: workshops, meetings, parents' evenings, questionnaires, surveys and improved communication with school.</p>

	<p>Parents will have more confidence and see themselves as an active and vital partner in the education of their child/children.</p> <p>Parents will be more confident and able to support their child at home through training and increase information offered.</p>
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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: £ 133,000 (total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve language and communication outcomes for pupils by the end of EYFS</p> <p>£25,000</p> <p>Employment of Speech and Language Therapist. Support from Specialist Teacher for Speech and Language</p> <p>£20,000</p>	<p>EEF Guidance Report ‘Preparing for Literacy’ recommends that high quality targeted support can ensure that children falling behind catch up quickly.</p> <p>Support access to learning, promote resilience, confidence and engagement within activities with additional adult support for F2 pupils with complex needs.</p> <p>Increased Speech and language development through targeted support.</p> <p>Wellcom Screening Tool to identify early difficulties in language.</p> <p>SALT intervention and specialist support, including training.</p> <p>Resources to support activities including timetabling,</p> <p>Experienced and qualified TA support across EYFS, including the appointment of EYFS leader.</p> <p>EEF Oral Language Interventions+5 months</p> <p>EEF Toolkit Reading comprehension strategies + 6 months</p> <p>Early Years Intervention is highly effective +5 months.</p>	<p>1, 2</p>

<p>Smaller groups within classes with additional TAs deployed across year groups £50,000</p>	<p>EEF Report 'Closing the Attainment Gap' states that targeted small groups and one to one intervention have the potential for the largest immediate impact on attainment. EEF Toolkit +3 months Targeted intervention and additional support is successful, enabling work to be focussed and challenging, targeting individual needs and gaps within the curriculum. This has a positive impact on attainment, progress and wellbeing of pupils.</p>	<p>1, 2, 3, 4</p>
<p>Improve the progress and attainment of PP pupils in line with National averages for all pupils. Reduce gaps between PP pupils and non-disadvantaged pupils within school. £8,000</p>	<p>EEF Report 'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structured changes. Regular CPD through INSET, courses, meetings, coaching etc. informed by performance management reviews and school improvement.</p>	<p>1, 2, 3, 4</p>
<p>Curriculum development and support with an emphasis on communication skills, language and numeracy, within Maths and English to maximise PP pupil progress and attainment across all subjects. £30,000</p>	<p>EEF Toolkit: Maximising the quality of teaching through the effective deployment of teachers through training and support has been found to have a positive impact. Subject leaders play an essential part in developing the curriculum, evaluating intent, impact and improving outcomes for all pupils, particularly PP pupils. Therefore, subject leaders need to be given the time and resources to work alongside colleagues in classrooms, gather evidence to determine how best to support pupils within learning and so improve outcomes.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 92,000 (total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Training and resources to ensure high quality targeted support. £3,000</p>	<p>EEF Evidenced interventions EEF Toolkit: The type and quality of CPD and training matters.</p>	<p>1, 2, 5</p>
<p>Use of school led tutors for targeted pupils in Maths, phonics, reading and writing £35,000</p>	<p>EEF small group tuition +4 months EEF Toolkit One to One Tuition EEF evidenced interventions: can be effective, delivering approximately five additional months, progress on average. EEF Early Years Intervention is highly effective +5 months. EEF Toolkit: As the size of the group gets smaller the pupils receive more attention which improves pupil outcomes.</p>	<p>1, 2, 5</p>
<p>Improve outcomes for PP pupils with learning and academic needs and those pupils on the SEND register for learning. £54,000</p>	<p>EEF SEND documents including reports. EEF evidenced interventions. EEF small group tuition. CPD, training, support and advice offered by the Inclusion Team including, SENCO, Learning Mentor, EAL teacher, Specialist teachers and Educational Psychologists,</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £ 118,000 (total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving mental health, wellbeing and learning behaviours and build confidence, self-esteem, self-worth and resilience of PP pupil £35,000</p>	<p>EEF Behaviour interventions +3 months Zones of Regulation EEF Social and Emotional Learning document. ELSA support from trained TAs supported by the Inclusion Team. This builds PP social, interaction, self-esteem, confidence, self-regulation and emotional self-management. EEF research identifies that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of +4 months additional progress and attainment.</p>	<p>2, 3, 4</p>

<p>Improve attendance and reduce lateness and persistent absence for PP pupils through various strategies.</p> <p>£20,000</p>	<p>Research shows that poor attendance and punctuality has a significant impact on pupils' outcomes and causes disruption to learning for all pupils. Evidence also shows that poor attendance can also affect children's life chances, confidence and ability to make secure friendships and build positive relationships.</p> <p>Reduced childcare costs to support parents and encourage attendance.</p>	<p>1, 2, 3, 4, 5</p>
<p>Promoting and supporting parental confidence, shared ownership and engagement through a range of strategies, opportunities and activities.</p> <p>£18,000</p>	<p>The EEF Guidance Report 'Preparing for Literacy' recommends that effective parental engagement has the potential to improve children's communication, language and literacy and this includes the running of workshops showing parents how to read and talk about books with their children.</p> <p>EEF Parental Engagement Report states that 'shared reading should be a central component of working with parents.</p>	<p>1, 2, 3, 4, 5</p>
<p>Improving outcomes for PP pupils by broadening experiences and increasing opportunities through cultural and enrichment activities.</p> <p>Financial support by providing free school uniforms, reduced costs of trips and free educational visits and resources for PP pupils and their families.</p> <p>£45,000</p>	<p>EEF states that arts participation enhances pupil opportunities and experiences, broadens life experiences and stimuli for vulnerable pupils. There are also wider benefits such as more positive attitudes to learning and increased well-being and a sense of belonging.</p> <p>Carefully planned educational visits and activities which enhance the curriculum such as cookery, drama and outdoor learning reduce gaps, enhance cultural capital, enable equality of opportunity, support, personal development and promote good physical and mental health and well-being.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 343,000

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 2020 to 2021 academic year.

As a school we have continued to work hard to support our families and the wider community. Throughout the pandemic, its aftermath and now with the cost of living crisis, as a school we have forged a new place within the community and we have been humbled by the strength, resilience, hard work, dedication, resourcefulness and sheer energy of our staff, governors, parents, carers and above all our children. Together we have come to an understanding of the role of our school at the very heart of our community and its purpose in the lives of our children and their families. Through our PP funding, DfE grants and Local and National initiatives we have been able to support our vulnerable, disadvantaged and our wider community in a wide range of different ways. Many of our strategies and activities are no longer new and are now becoming more embedded within our school community. This is vital given the circumstances faced by our school and society.

We provided a wide range of resources to support learning and family health and well-being. We continue to run our 'pop-up pantry' providing a range of products including fresh fruit and vegetables, dairy items, meat and deli foods, store cupboard staples including tinned foods, pasta, rice, cereals and bakery items. We also purchased a range of clothing and coats to support our families and offer clean preloved uniforms.

We continued to use a range of strategies to communicate with families including: Facebook, emails, text messages, website, phone calls, home visits, learning and resource packs and surveys.

All senior staff were available to parents at the beginning and end of each school day as they were deployed at the various school gates. We maintained high quality SEND support with our Inclusion Team, with virtual meetings with parents, social services, specialist teachers, mentors and our two educational psychologists. This support was invaluable in meeting the needs of our PP pupils, including those pupils on the SEND register and vulnerable learners and their families.

We were engaged in a wide range of CPD with training from a number of providers through webinars using Teams and Zoom platforms for meetings, courses and training. Staff were given opportunities to engage in professional development including EEF research, reports and documents, National College, English and Maths Hubs, Literacy Counts, DfE guidance, OFSTED publications and documentation etc, and used research and evidence to deepen their understanding of current educational trends and thinking. This enabled staff to provide

targeted, effective and appropriate support for PP pupils using a range of strategies and planned activities.

We recognise the significant negative impact that the Pandemic continues to have on mental health, family life, society and above all childhood for our whole school community, wider society, our country and the wider world. We also recognise the impact that the cost of living crisis has had, and continues to have on pupils and their families mental and physical health and well-being as well as academic attainment will be priorities for the next year, and probably years to come.

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
NELI	Nuffield
Wellcomm	GL Assessments
Times Tables Rockstars	Maths Circle
Phonics Bug	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.