



## Pupil premium strategy statement

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 & St Edward Primary & Nursery VA
Number of pupils in school (excluding Nursery)	214
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Rachel Byrne
Pupil premium lead	Rachel Byrne
Governor / Trustee lead	Gerard Whittle

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,770
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,325

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of the backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who already attain highly.

We will consider the challenges faced by vulnerable pupils such as those who are EAL or those who do not have access to wider opportunity due to deprivation.

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 benefits the non-disadvantaged pupils in our school. Our intended outcomes detailed below, is the intention that non-disadvantaged pupil's attainment will be sustained and improved alongside the progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, including in school tutoring for pupils whose education has been worst affected by the pandemic.

### **The current pupil premium strategy plan works towards achieving those objectives by:**

- Providing a teaching assistant for each year group to specifically target the needs of PP/disadvantaged pupils within class and through targeted maths, writing and reading interventions.
- Providing access to a trained Emotional Literacy Support Assistant / sports mentor to support pupils experiencing short and long term emotional and mental health difficulties, helping the pupils to build resilience, providing them with strategies to understand and manage their feelings in a positive way
- Providing support to families and parents through proactive involvement of an education welfare officer to ensure continuing excellent attendance and punctuality.
- Providing staffing to facilitate access to additional welfare support through personal development opportunities- Chaplaincy provision, Forest Schools, pupil voice, playground buddies, pupil librarians, ECO warriors etc
- providing support with purchasing uniform twice a year
- providing financial support to ensure all pupils feel included and are able to attend breakfast and after school provision and other enrichment opportunities eg educational and residential visits.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment at the end of KS1 and KS2 at ARE in reading, writing and maths has been lower in 2020 and 2021 than in 2019

2	64% of pupils across school are EAL which (46% of PPG pupils)
3	Low levels of speech and language in EYFS and KS1,
4	Due to Covid, parents haven't been able to access face to face workshops to support them when supporting their children
5	Impact of Covid on pupils access to wider opportunities provided by school eg after school sport provision, educational visits
6	School deprivation indicator is 0.4, national average is 0.2

### 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
Improve higher rates of attainment in each year group; use internal data if national assessments do not resume in 2021-22	All pupils are challenged with at least 70% achieving expected standard in reading, writing and maths. Year 6 to be in line with 2019 end KS2 national attainment in reading, writing and maths separately and combined
Children to have access to an enriched and enhanced curriculum reflecting our diverse community whilst encourage active learners and lifelong learning	Pupils are able to articulate learning and make links between prior and new sequences of learning.
Progress and attainment of pupils will be monitored EYFS – Yr2 with gaps closed between PP pupils and Non PP pupils	Accelerated progress in the language areas of the EYFS and KS1 speaking, reading and writing curriculum
Continue to work alongside EWO to maintain high attendance for PP pupils and they remain in line with non PP pupils to ensure equal access to learning at all stages.	Attendance of PP pupils ( <b>97.4% July 2021</b> ) to be at least in line with non PP ( <b>97.1% July 2021</b> ) at the end of the academic year
Parents feel equipped to support their children with homework tasks particularly focused on reading, phonics and vocabulary	At least 80% of families attend workshops
All pupils feel included and proud to be a member of our school community	All pupils in receipt of PP have been able to access wider opportunities including after school provision, sporting competitions, educational visits and residential trips.

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: **£8,363**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review Whole School Curriculum Overview and Subject Progression including new EYFS framework To purchase resources for the curriculum <b>INSET and Staff Meeting allocation</b>	Lesson visits, book scrutinies will show that teaching and learning is in line with our curriculum overview. Pupil Voice will show children are making links and remember more and knowing more.	1 2 3
CDP for teachers to be purchased so that staff have a solid understanding of the EYFS new curriculum <b>£300</b>	Lesson visits, book scrutinies and pupil voice will show that teaching and learning is in line with new framework Pupil Voice will show children are making links and remember more and knowing more.	1 2 3
CDP for teachers /subject leaders to be purchased so that staff have a solid understanding of the curriculum <b>£2,200</b>	Lesson visits, book scrutinies and pupil voice will show that teaching and learning is in line with our curriculum overview Pupil Voice will show children are making links and remember more and knowing more.	1 2 3
Resources to be bought to support with delivering our curriculum and ensuring it is accessible to all learners <b>£2,863</b>	Lesson visits, book scrutinies and pupil voice will show that teaching and learning is in line with our curriculum overview Pupil Voice will show children are making links and remember more and knowing more.	1 2 3
Subscription to Renaissance <b>£3,000</b>	Due to deprivation indicator most children do not have access to books, this is an online resource which will encourage children's love of reading but also support with projects and homework tasks	1 2 3
Workshops for parents to share how they can support their children <b>£0</b>	Teachers share phonics teaching, year 2 and 6 SAT style questions and expectations with parents to support them with supporting their children at home.	4

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

Budgeted cost: **£41,444**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school tutor appointed for four days to work with identified pupils across Year 2, 3, 4 and 6 to support interventions for reading, writing and maths <b>Cost: £9,351</b>	Data from July 2021 show there are gaps in children's knowledge. It is crucial these are addressed to support with new learning	1 2 3
TA directed time in all year groups to support 1:1/small group interventions for reading, <b>Cost: £11,988</b>	Data from 2019 SATs results show that for pupils at the end of KS1 & KS2 there is a gap between those pupils achieving at the expected and higher and others @ RWM particularly boys and disadvantaged.	1 2 3
TA directed time to support pupils in KS1 for 3 days with reading, writing and maths <b>Cost: £11,550</b>	Data from July 2021 show there are gaps in children's knowledge. It is crucial these are addressed to support with new learning	1 2 3
TA directed time to support pupils in EYFS for four afternoons with reading, writing and maths <b>Cost: £8,555</b>	Baseline data show there are gaps in children's knowledge. It is crucial these are addressed to support with new learning	1 2 3

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

Budgeted cost: **£43,518**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being sessions with individual and groups – provided by trained ELSA and 1-1 mentor. <b>£12,314 and £3,900</b>	The groups support pupils to understand healthy relationships, different emotions and also supports those pupil's issues at home which impacts their progress in school. It also provides the children with strategies to cope socially and builds resilience.	5 6
EWO monitors attendance daily and makes home visits when a valid reason for absence hasn't been provided or if attendance is a concern for a pupil even with a valid reason.	EWO to support those pupils whose attendance falls below 90% and this has helped to modify the lateness of some pupils leading to more regular attendance in school to support emotional wellbeing and access to learning.	5 6

Half termly formal meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school <b>Cost: £2,833</b>	Attendance data evidences impact on closing gap between PP pupils and non PP pupil's attendance: <b>PP Pupils 97.4% vs Non PP Pupils 97.1%</b>	
Chaplaincy Support weekly providing opportunities for PP pupils to have equal access to all pupils to plan, deliver and assess acts of worship. <b>Cost: £3,334</b>	Liturgy planning is a core part of Catholic education and the school's ethos and is also an aspect of school life where children gain a sense of achievement and experience the opportunity to lead regardless of their academic ability or economic or social need.	5 6
Weekly Forest School sessions for all pupils in KS1 and KS2 during the academic year 2021-22. <b>£6,157</b>	Forest Schools is a nationally recognised initiative that enables pupils to develop cooperative working, self-confidence, problem solve, risk take in a controlled and safe setting, increase physical activity which improves mental health and well-being.	5 6
Access to Breakfast Club provision <b>£7,110</b>	Children have eaten breakfast and research shows breakfast is an important start to the day to sustain energy and good moods	5 6
Access to After School Club provision <b>£2,170</b>	Participation in sporting activities that interest the child. Increased awareness of how physical activity helps well-being	5 6
Access to milk daily <b>£1,500</b>	Milk is a good source of many essential nutrients, including calcium, protein, and vitamin D. Many people see it as a vital part of a balanced diet.	5 6
Support with purchasing uniform twice a year <b>£2,000</b>	Pupil voice shows children are proud to be a member of our school community	5 6
To ensure that children are able to access trips, workshops and events in line with their peers <b>£2,200</b>	Pupils have opportunity to go on residential, educational visits and attend workshops when they may not otherwise been able to.	5 6

**Total budgeted cost: £93,325**

## 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.

#### Targeted Academic Support

- To ensure that the staffing is structured so that rapid interventions are put in place to support children who demonstrate gaps or prevent any learning gaps with pre-learning
- To ensure that PPG children who are in Year One and Two have small group support to address any accumulative gaps in reading, spelling and phonics.

#### IMPACT

2020/21 Teacher assessment informed by Rising Star Assessment / Hub moderation for reading, writing and maths and SATS tasks and tests for End of KS 1 & 2 for PP Pupils:

Yr 6 (13 pupils including 2 pupils with SEND) Reading: 69% and 8% Writing: 62% and 8% Maths: 77% and 8% RWM Combined 54%, GD 8%

Yr 5 (6 pupils including 1 pupil with SEND) Reading: 83% and 17% Writing: 50% and 17% Maths: 77% and 17% RWM Combined 50%, GD 17%

Yr 4 (12 pupils including 0 pupils with SEND) Reading: 83% and 25% Writing: 92% and 25% Maths: 92% and 25% RWM Combined 83%, GD 25%

Yr 3 (5 pupils including 0 pupils with SEND) Reading: 80% and 0% Writing: 80% and 0% Maths: 80% and 0% RWM Combined 80%, GD 0%

Yr 2 (5 pupils including 0 pupils with SEND) Reading: 80% and 0% Writing: 60% and 0% Maths: 80% and 20% RWM Combined 60%, GD 0%

Yr 1 (7 pupils including 2 pupils with SEND) Reading: 14% and 0% Writing: 14% and 0% Maths: 42% and 0% RWM Combined 14%, GD 0%

5/6 children in Year 2 in receipt of PPG passed the threshold for phonics screening

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

- To provide Welfare / Emotional Support through the Sports Leaders and Buddy Teams to develop friendships, team building skills on the playground.
- Effective use of an Education Welfare Officer to closely monitor attendance and develop strategies to bridge the gap, engage with parents and help raise attendance
- To ensure that children are able to access trips, workshops and events in line with their peers
- To increase opportunities outside school for children in receipt of PP which may be lacking due to financial constraints.

#### IMPACT

ELSA began with drop in sessions linked with friendship and self-esteem due to long absences from school due to Covid. This has changed to focused 1-1 sessions with children who have witnessed DV, separation, parental contact, mental health (17 children over 1 / 2 days per week)

Mr Wood has also organised for playground buddies across each bubble to ensure all children have someone to play with and there is sufficient equipment available.

PP Pupils 97.4% vs Non PP Pupils 97.1%

No external trips have taken place due to Covid but children have participated in workshops with Partake theatre group, as well as a pantomime and glo disco as part of well-being days

22% of PP children regularly attending Breakfast Club

27% of PP have attended at least 1 club this term and are therefore more physical active as well as being a member of a team.

## 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



## 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.*