



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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)	218
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£74,790
Recovery premium funding allocation this academic year	£5,945
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	£80,735

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, 2021 and 2022 than in 2019

2	50% of pupils across school are EAL which (61% of PPG pupils)
3	Low levels of speech and language in EYFS and KS1,
4	EAL and pandemic barrier, parents haven't been able to access face to face workshops to support them when supporting their children in early literacy and numeracy skills
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 0.3, 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;	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 (94.6% July 2022) to be at least in line with non PP (95.4% July 2022) 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: **£4,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review Whole School Curriculum Overview and Subject Progression from EYFS framework to Year 6. £0 INSET and Staff Meeting allocation	Lesson visits, book looks will show that teaching and learning is in line with our curriculum overview. Pupil Voice will show children are making links and knowing and remembering more	1 2 3
CPD for teachers /subject leaders to be purchased so that staff have a solid understanding of the curriculum £1,500	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 £2,780	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
Participate in Voice 21 to develop and improve oracy throughout school	Lesson visits, pupil voice will display increased confidence and competence when talking aloud.	1 2 3
Workshops for parents to share how they can support their children £0	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: **£30,997**

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school tutor appointed for two days to work with identified pupils across Year 2, support	Data from July 2022 show there are gaps in children's knowledge. It is crucial these are addressed to support with new learning	1 2 3

interventions for reading, writing and maths Cost: £18,602		
TA directed time in all year groups to support 1:1/small group interventions for reading, Cost: £11,988 (staffing budget)	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 KS2 for 3 days with reading, writing and maths Cost: £12,395 (2 days) £5.945 Recovery funding	Data from July 2022 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 Cost: £0 staffing budget	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: **£39,713**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being sessions with individual and groups – provided by trained ELSA for 3.5 days and 1-1 mentor. 0.5 days £12,760 (2 days) 1.5 days staffing budget and £3,900	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. Half termly formal meeting with parents whose children fall below 90% attendance and parents who are persistently late bringing children to school Cost: £2,833	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. Attendance data evidences impact on closing gap between PP pupils and non PP pupil's attendance: PP Pupils 94.6% vs Non PP Pupils 95.4%	5 6
Chaplaincy Support weekly providing opportunities for PP pupils to have equal access to all	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	5 6

pupils to plan, deliver and assess acts of worship. Cost: £0	experience the opportunity to lead regardless of their academic ability or economic or social need.	
Weekly Forest School sessions for all pupils in KS1 and KS2 during the academic year 2021-22. £6,380	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 £5,500	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 £2,340	Participation in sporting activities that interest the child. Increased awareness of how physical activity helps well-being	5 6
Access to milk daily £800	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 £3,000	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 £2,200	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: £74,790

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.

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, phonics, writing and maths.

IMPACT

2022/23 Teacher assessment informed by outcomes within lessons, Rising Star Assessment / Hub moderation for reading, writing and maths for year 1, 3, 4 and 5. **SATS tasks and tests for End of KS 1 & 2 for PP Pupils:**

Yr 6 (13 pupils including 0 pupils with SEND) GPS: 100% and 38%, Reading: 85% and 15% Writing: 85% and 15% Maths: 92% and 15% RWM Combined 85%, GD 0%

Yr 5 (7 pupils including 0 pupils with SEND) Reading: 57% and 29% Writing: 57% and 0% Maths: 72% and 29% RWM Combined 57%, GD 0%

Yr 4 (6 pupils including 0 pupils with SEND) Reading: 100% and 17% Writing: 67% and 17% Maths: 100% and 17% RWM Combined 67%, GD 0%

Yr 3 (6 pupils including 2 pupils with SEND) Reading: 67% and 0% Writing: 50% and 0% Maths: 66% and 0% RWM Combined 50%, GD 0%

Yr 2 (5 pupils including 1 pupil with SEND) Reading: 60% and 20% Writing: 60% and 20% Maths: 60% and 20% RWM Combined 60%, GD 20%

Yr 1 (7 pupils including 4 pupils with SEND) Reading: 43% and % Writing: 42% and 0% Maths: 42% and 0% RWM Combined 42%, GD 0%

3/7 children in Year 1 in receipt of PPG passed the threshold for phonics screening.

0/2 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 and behaviour mentor focused 1-1 sessions with children who are struggling with their emotions or worries about home life, this may include DV, separation, parental contact, mental health.

Pupil Well-being Champions have played a positive role in school working alongside our ELSA to introduce games, friendship spots for pupils who are feeling vulnerable.

Attendance PP Pupils 95.4% vs Non PP Pupils 95%, minimal difference between groups. Whole school absence is below National absence by 2.9%. Persistent absentee for whole school was 7.3% (including 6 pupils with PP entitlement) compared to National average of 21.2%.

In EYFS and KS1 all children were able to attend a visit to the theatre and access workshops which were bought into school In Key Stage 2: 18/18 children attended a residential to Hathersage, 7/8 children attended a residential to The Briars, 7/7 children attended a residential to Colwick as families were supported with a subsidised payment.

£2,500.98 was spent on uniform which provided every child with two jumpers / cardigans, polo shirts, a PE kit and a school jacket.

45% of children with PP entitlement regularly attending Breakfast Club ensuring they have had

62% of children with PP entitlement have attended at least 1 after school club and are therefore more physically active as well as understanding the importance of being a team member.

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.