

Our Lady of Perpetual Succour Catholic Primary School



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
Our Lady of Perpetual Succour Catholic Primary School	
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	31.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	P McGuffie
Pupil premium lead	P McGuffie
Governor / Trustee lead	S Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86,080
Recovery premium funding allocation this academic year	£ 9,280
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	£95,360

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges we face. Research conducted by EEF will then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less/poor support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and it must be recognised that there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress where possible (i.e. Year 6)
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- Improving the outdoor learning environment

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing and Maths at both ARE and greater depth
3	Attendance and punctuality
4	Behaviour difficulties within a core group of children.
5	Resilience and re-engagement with learning

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
Attainment in Reading	Achieve the expected and greater depth standard in line with their peers.
Attainment in Writing	Achieve the expected and greater depth standard in line with their peers.

Attainment in Maths	Achieve the expected and greater depth standard in line with their peers.
Other	Ensure attendance of disadvantaged pupils is above 97%
Improved behaviour in EYFS/KS1	Reduction of behavioural incidents on CPOMS
Improved attitude to learning and greater resilience from children	Children are more confident in tackling a range of challenges in their learning.

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: £71,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>UPS teacher appointed to work within Year 6 cohort to allow them to be taught as two small groups in English and Maths</p> <p>£37,281</p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.</p>	2, 5
<p>Teacher appointed in Year 3 to allow experienced UPS teacher to teach KS1 children in smaller focused groups. And support Year 1 and 2 teachers.</p> <p>£34,131</p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 1 and 2 cohort and have identified that a small focused group taken out would allow teachers to increase the amount of attention each child will receive.</p>	2,4,5

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring £14, 500	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts, we have identified that:</p> <p>Pupil Premium pupils in Year 1 need support to address gaps in R/W/M at ARE</p> <p>Year 2 need support to address gaps in maths at ARE and maths and writing at greater depth.</p> <p>Year 3 need support to address gaps in R/W/M at both ARE and greater depth.</p> <p>Year 4 need support to address gaps in maths at ARE and writing at greater depth.</p> <p>Year 5 need support to address gaps in R/W/M ate ARE and greater depth in reading and maths.</p> <p>Year 6</p> <p>Due to Covid we have identified that Science and Writing within Year 6 has some gaps that could be effectively addressed through intensive tuition</p> <p>We have also identified the Year 4 cohort as needing intervention and therefore will access NTP tutoring for</p>	2,4,5

	Maths and English with SEN children accessing 1:1 provision to narrow the gaps.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteacher to work with vulnerable families and improve parental engagement (family learning events etc). Also to monitor and analyse attendance</p> <p>£4853</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	1,3
<p>Teaching Assistants to update ELSA training and deliver intervention to those pupils identified as needing support</p> <p>£3,575.</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	4,5

<p>To train staff in delivering Forest School activities to support pupils SEMH across the school.</p> <p>£1020</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self - management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>4,5</p>
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Total budgeted cost: £95,360

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Desired outcome	Chosen/approach	Impact: Was the success criteria met?	Lessons learned: will this approach strategy continue?																																												
<p>To rapidly repair the learning regression caused by COVID-19 to ensure all children are on target by July 2021 to reach their progress measure from their starting point, to include the use of the national catch-up grant (National Tutoring Programme).</p> <p>To improve language and understanding of vocabulary leading to an increased number of children attained ARE and GDS by EOKS2.</p>	<p>Personalised targeted intervention of children highlighted 'at risk'.</p> <p>Additional teacher support in Year 6.</p> <p>Quality first teaching and tracking of Pupil Premium attainment and progress.</p> <p>Focused phonic groups in EYFS/Y1 & Y2.</p>	<p>Current data indicates that the Pupil premium children are making at least the same progress as their peers or better in most year groups.</p> <table border="1"> <tr> <td>Y1</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> <tr> <td>PP</td><td>5.7</td><td>4.6</td><td>5.4</td></tr> <tr> <td>NPP</td><td>4.3</td><td>4.4</td><td>4.9</td></tr> </table> <table border="1"> <tr> <td>Y2</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> <tr> <td>PP</td><td>5.9</td><td>4.9</td><td>5.6</td></tr> <tr> <td>NPP</td><td>5.3</td><td>4.6</td><td>4.9</td></tr> </table> <table border="1"> <tr> <td>Y3</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> <tr> <td>PP</td><td>5.0</td><td>5.4</td><td>4.0</td></tr> <tr> <td>NPP</td><td>3.6</td><td>4.9</td><td>4.4</td></tr> </table> <table border="1"> <tr> <td>Y4</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> <tr> <td>PP</td><td>4.5</td><td>4.1</td><td>4.5</td></tr> </table>	Y1	Reading	Writing	Maths	PP	5.7	4.6	5.4	NPP	4.3	4.4	4.9	Y2	Reading	Writing	Maths	PP	5.9	4.9	5.6	NPP	5.3	4.6	4.9	Y3	Reading	Writing	Maths	PP	5.0	5.4	4.0	NPP	3.6	4.9	4.4	Y4	Reading	Writing	Maths	PP	4.5	4.1	4.5	<p>The continuation of Read, write inc and extra Phonics lessons and after school club will continue as we can closely target those children who need this support at an early stage.</p> <p>The additional teacher in Year 6 has a very positive impact as it allows the smaller, focused groups in maths and English, and it is clearly evident that the children make a lot of progress in their final year.</p>
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<p>To diminish the gap in the % of disadvantaged pupils achieving GLD against their peers.</p> <p>To increase the proportion of Pupil Premium pupils achieving the greater depth standard (GDS) in line with their non-disadvantaged peers.</p>	<p>Growth mindset</p> <p>Provision mapping will be used to ensure Pupil Premium children are monitored effectively.</p>	<table border="1"> <tr> <td>NPP</td><td>4.8</td><td>4.9</td><td>4.1</td></tr> </table> <table border="1"> <tr> <td>Y5</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> <tr> <td>PP</td><td>4.9</td><td>4.3</td><td>3.5</td></tr> <tr> <td>NPP</td><td>4.7</td><td>4.0</td><td>3.0</td></tr> </table> <table border="1"> <tr> <td>Y6</td><td>Reading</td><td>Writing</td><td>Maths</td></tr> <tr> <td>PP</td><td>4.4</td><td>5.4</td><td>4.2</td></tr> <tr> <td>NPP</td><td>4.2</td><td>4.5</td><td>4.6</td></tr> </table> <table border="1"> <tr> <td colspan="4">Phonics</td></tr> <tr> <td colspan="4">In Reception, 56% (5/9) of PP children are on track for their phonics, as opposed to 76% of their peers. Of the four who are not on track three are lower ability and one has speech & language difficulties.</td></tr> </table>	NPP	4.8	4.9	4.1	Y5	Reading	Writing	Maths	PP	4.9	4.3	3.5	NPP	4.7	4.0	3.0	Y6	Reading	Writing	Maths	PP	4.4	5.4	4.2	NPP	4.2	4.5	4.6	Phonics				In Reception, 56% (5/9) of PP children are on track for their phonics, as opposed to 76% of their peers. Of the four who are not on track three are lower ability and one has speech & language difficulties.				
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<p>To rapidly repair the learning regression caused by COVID-19 to ensure all children are on target by July 2021 to reach their progress measure from their starting point, to include the use of the national catch-up grant (National Tutoring Programme).</p>	<p>National Tutoring Programme.</p> <p>New resources sourced, shared and demonstrated.</p> <p>Staff training and CPD – new bespoke curriculum</p>	<p>The NTP has enabled the targeted children to receive bespoke interventions in very small groups. Teachers report that they have seen a positive impact on these children in their confidence, self-esteem and resilience.</p>	<p>To continue with the NTP or similar, where children receive quality small group intervention from a qualified teacher.</p>																																				

	Precision teaching and pre and post learning sessions.		
Reduce/support persistent absenteeism for Pupil Premium children. Pupil Premium absence rates to be in line with their peers.	<p>Bespoke curriculum to enthuse and motivate children (so they want to come into school)</p> <p>First day response.</p> <p>Increase the importance of Attendance and punctuality, both being reported on Newsletters.</p> <p>Half termly attendance incentives</p> <p>Analysis of attendance/ punctuality.</p> <p>Meetings with parents/carers to support where needed.</p>	<p>Attendance of PP children is currently 96.6 and NPP children 97.9.</p> <p>There are 4 PP families (5 chn) that will need that continued support from HT and EWO.</p> <p>A lot of the attendance incentives have not been implemented due to lockdown. We are just beginning to re-introduce routines across the school, i.e. Collective Worship and celebrations for 3 classes at a time. (socially distanced)</p>	<p>A new curriculum has been purchased and staff have received 2 days training in the mapping, coverage and planning. The staff are trailing it this term and will fully implement it from September.</p> <p>To continue working with the EWO to support those children who are below expected standard for attendance.</p>

	<p>Home visits</p> <p>EWO support</p> <p>Fund uniforms (for families who are in financial difficulty)</p>		
Desired outcome	Chosen/approach	Impact: Was the success criteria met?	Lessons learned: will this approach strategy continue?
<p>Pupil Premium pupils have enriched experience in school; attend extra-curricular clubs and other enriching activities.</p>	<p>PP pupils targeted for extra- curricular clubs.</p> <p>Provide extra-curricular and/or enrichment opportunities.</p> <p>Pupils from disadvantaged backgrounds targeted for some bespoke clubs/activities.</p>	<p>Currently we have 32/52 (62%) children attending a range of extra-curricular clubs.</p> <p>Y3,4,5 and 6 have all had the opportunity to attend Tennis lessons, taught by an outside provider. Feedback has been very positive and the children enjoy these lessons.</p> <p>Training has been booked for all staff to receive 4 sessions of Forest School Practitioners to be delivered in the Autumn term. This will allow the outside spaces to be utilised fully and further enhance the delivery of the new curriculum.</p>	<p>We will continue to focus on targeting other PP children who have not yet joined any of the extra-curricular clubs.</p> <p>To continue with the tennis lessons next academic year so that the children can build upon their skills.</p>

	Access to Forest School teaching to raise self-esteem, attitude to learning and resilience.		
Develop Nurture principles and approaches across school to provide learning environments and a growth mind set culture of 'can do' , resilience and empowerment.	Develop a Growth Mindset approach across school TAs to lead ELSA	Miss Morris and Mrs Jones deliver the ELSA interventions which is having a positive impact on pupils self-esteem, resilience and emotional well-being.	ELSA will continue to be delivered across the school.
To remove barriers to improve academic outcomes for Pupil Premium children.	To provide children with enriched opportunities to extend their understanding of the curriculum. E.g. French teacher, music teacher, artists, poet, sports coaches.	This has been unable to take place at the moment due to COVID restrictions. However, this will be something we will be looking at for the Autumn term.	To plan for the new academic year.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A