

Our Lady of Perpetual Succour Catholic Primary School



Pupil Premium Strategy Statement

This statement details the school's use of **pupil premium** and recovery **funding** to help improve the attainment of our **disadvantaged pupils**.

It outlines our 3 year 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.

The pupil premium grant is additional funding given by the Government to publicly fund schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Those children in receipt of Pupil Premium will fall into one of these categories:

- The pupil is eligible for Free School Meals.
- The pupil has been eligible for Free School Meals at some point in the last 6 years.
- The pupil is a child of parent(s) in the Armed Forces.

This funding enables us to ensure that all disadvantaged pupils are provided with a wide range of opportunities and rich experiences to enable them to achieve, thrive and flourish.

School overview

| Detail | Data |
|--|---|
| School name | Our Lady of Perpetual Succour Catholic Primary School |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 2021-22: 63 children 30.1% 2022-23: 57 children 26.8% 2023-24: 45 children 22.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022: PP Funding: £84,735. £8736 Recovery 2022/2023: PP Funding: £76,665. £8808 Recovery 2023/2024: Current Year |
| Date this statement was published | 6 th October 2023 |
| Date on which it will be reviewed | October 2024 |
| 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 | £ 60,525 |
| Recovery premium funding allocation this academic year | £ 6,525 |
| 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. | £67,050 |

Part A: Pupil Premium Strategy Plan

Statement of intent

It is every child's right to learn and thrive safely, happily and achieve their full potential. There are a range of common barriers to learning for disadvantaged children which include: poor speech, language and communication skills, lack of support at home, lack of confidence, more frequent behavioural difficulties and complex family situations that prevent children from flourishing. Some disadvantaged children may not have had the enriching learning opportunities experienced by their peers; some may have less motivation and drive to learn, leading to poor attendance and performance. It is important to note that this note true for all disadvantaged children.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the challenges faced, alongside research conducted by the **EEF**.

Our Lady's aims for disadvantaged pupils are:

- Ensuring disadvantaged children have access to high quality teaching and learning opportunities which meet their needs.
- Ensuring appropriate provision is made for all vulnerable pupils including those who are not eligible for PP funding to support their needs.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To provide children access to Education Welfare and Emotional Support.
- To provide children access to Speech and Language Support.
- For all disadvantaged pupils in school to reach or exceed Age Related Expectation at the end of Year 6.

The Disadvantage funding at Our Lady's is spent in such a way that it allows the child to be provided with rich, inspirational learning experiences which build on existing knowledge and create a passion for life-long learning; that the home-school links are strengthened; that individual needs are met; that the whole child develops and thrives.

Funding allocation is based on a tiered approach which includes:

- High quality teaching
- Targeted academic support
- Wider strategies supporting readiness to learn.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Emotional needs and lack of enrichment. <ul style="list-style-type: none">• School observations, discussions and questionnaires with pupils and families have identified an increased number of pupils with social and emotional issues.• Internal assessment and observation indicates that our disadvantaged children have mental health and safeguarding concerns which impact on their behaviours.• Enrichment opportunities for the most disadvantaged have been restricted over the pandemic and we have increased need for social and emotional support for our pupils.• Internal data highlights that teacher referrals for support with emotional needs have increased since the pandemic. 30 children (of whom 9 are Disadvantaged) require small group or 1:1 intervention to support with social interaction and emotional needs.• All of these challenges particularly affect disadvantaged pupils, including their attainment. |
| 2 | Speech and Language. <ul style="list-style-type: none">• Assessments, observations and discussions with children indicate under-developed speech and language skills and vocabulary gaps among a large proportion of disadvantaged pupils.• 10% of pupil premium children have received or are currently require speech and language therapy intervention.• Internal assessment show low levels of language and communication skills on entry at EYFS.• Without these fundamental skills, children are unlikely to use talk to connect ideas and explain what is happening coherently. |

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| 3 | Education and Well Being – Low Attainment <ul style="list-style-type: none"> • Assessments and observations of pupils indicate that the education and wellbeing of many of our disadvantaged children has been impacted by partial school closures. • This has resulted in gaps in learning for many of our disadvantaged children which is supported by national studies. • A large proportion of our disadvantaged children also have retention difficulties. This is also attributed to children having SEND. 14% of SEND Support children are also disadvantaged. |
| 4 | Phonics <ul style="list-style-type: none"> • Assessments, observations and discussions with pupils suggests disadvantaged pupils generally have greater difficulties with phonics rather than their peers. • Internal assessments indicate that 36% children on the current PP register are in danger of not meeting exp standard by end of Y2. (2023/24) |
| 5 | Maths <ul style="list-style-type: none"> • Internal data shows that maths attainment in Foundation Stage and Key Stage 1 is below that of non-disadvantaged. This is a gap that needs to be addressed as these children progress through the school. • On entry to Reception for the last two years, high proportions of Disadvantaged children have started the year below age related expectations in Maths. • On entry to Reception in the last 2 years, 100% of our disadvantaged children arrive below age related expectations in both number and numerical patterns. |
| 6 | Attendance and Punctuality. <ul style="list-style-type: none"> • Attendance data for Disadvantaged children has been 1.4% lower in comparison to non-DA pupils in 21/22 and 2.7% lower in 22/23 with 10% of persistent absentees in 21/22 and 12% in 22/23 who were classed as Pupil Premium. • Observations and assessment indicate absenteeism negatively impacts on disadvantaged pupil's progress. |

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 |
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| To achieve and maintain improved wellbeing and positive behaviours for learning for all children in the school, particularly disadvantaged children. | Pupil voice indicates disadvantaged children feel safe, well and happy in school and have positive and enhanced experiences in their learning. |

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| <p>Pupils receive the support within school and develop personal skills to overcome personal barriers.</p> | <p>Staff voice indicates that the mental health policy and support provided has enabled children to overcome their emotional barriers/difficulties.</p> <p>Internal and external professionals indicate a positive impact of support provided through tiered approach.</p> <p>Quality assurance indicates trauma informed practice is evident in daily practice to support children at Our Lady's.</p> <p>An increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils.</p> <p>To provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.</p> <p>To ensure all pupil premium children have a positive and proactive attitude towards their learning.</p> <p>Reduction in the number of referrals for emotional issues</p> |
| <p>Improved speech and language skills and vocabulary among disadvantaged pupils</p> <p>Provision of Speech and Language support for those children who require it.</p> | <p>Assessments and observations indicate significantly improved speech and language and vocabulary skills among disadvantaged children. This is evident in the triangulation of learning walks, book looks and ongoing formative assessment.</p> <p>End of EYFS assessment shows an increase of those on track to achieve in Communication and Language.</p> <p>Observations, assessments and provision map evaluation indicate that individual speech, language and listening activities have a positive impact on improving speech and language skills for those taking part.</p> |
| <p>Increased attainment for disadvantaged children across the school.</p> | <p>Whilst the percentage of disadvantaged pupils achieving ARE or above in Reading, Writing and Maths is traditionally above National at the EOKS1 and EOKS2, they are not inline or above that of their peers. Therefore, schools aims to narrow the difference between themselves and their peers.</p> <p>To address any cohort led differences in attainment between pupil premium and other children.</p> |

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| | Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups. |
| Maintain good attendance and punctuality of disadvantaged pupils. | <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Absence rate for all pupils is under 4%. • Pupil Premium attendance figure is at least in line with non-pupil premium attendance figure and the current gap of 2.7% is reduced. <ul style="list-style-type: none"> o 2021-22 PP attendance: 94.1% vs Non-PP 95.5% o 2022-23 PP attendance: 92.7% vs Non-PP 95.4% • Percentage of disadvantaged pupils who are persistently absent is lower than their peers. <ul style="list-style-type: none"> o 2021-22 Persistent Absence figure for PP: 17.6% o 2022-23 Persistent Absence figure for PP: 19.0% |

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: £49,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|--|-------------------------------|
| Teacher to cover PPA. £39,000 | <ul style="list-style-type: none"> • The best available evidence indicates that quality first teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching • Evidence suggests that TAs should be used to add value to what teachers do and not to replace them. • The most effective use of TAs is to deliver high quality one-to-one and | 1, 2, 3, 4, 5 |

| | | |
|--|--|-------|
| | <p>small group support using structured interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | |
| <p>Speech and Language Interventions. £5000</p> <p>Provision of specific SALT support for identified children.</p> | <ul style="list-style-type: none"> • Evidence suggests that oral language approaches have a high impact on pupil's vocabulary, reading and oral skills. (6 months additional progress). • Focus on speaking and listening activities to meet particular needs. • Evidence also suggests that approaches that are delivered 1:1 have a high impact. <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p> | 2 |
| <p>CPD. £5,000</p> <p>Teacher and Teaching Assistant CPD to support high quality teaching and learning.</p> <p>Investment in a whole school CPD plan which includes Lesson Study for TAs and Coaching/lesson study for teachers.</p> | <p>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</p> <ul style="list-style-type: none"> • Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF. <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</p> | 3,4,5 |

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

Budgeted cost: £13,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Teaching Assistants deliver focused interventions. £10,000</p> | <ul style="list-style-type: none"> • Evidence suggests that TAs should be used to add value to what teachers do and not to replace them. • The most effective use of TAs is to deliver high quality one-to-one and small group support using structured interventions. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | <p>1,2,3,4,5</p> |
| <p>Maths resources and training to support EYFS staff to deliver the mastery of number. £2000</p> | <p>EEF research suggests that the teaching of Early Number in EYFS has +7 months impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p> | <p>5</p> |
| <p>Phonics Interventions £1000 Implementation of additional targeted phonics interventions led by staff to improve standards in phonics.</p> | <p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> • Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. • Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>4</p> |

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

Budgeted cost: £5500

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|--|--|--------------------------------|
| <p>Education Welfare Officer. £4000</p> <p>Increase Attendance and Punctuality of children across the school including disadvantaged pupils through embedding the principles of Improving School Attendance.</p> | <p>Attendance and punctuality data for Pupil Premium pupils is strong due to current strategies in place and the aim is to maintain this by:</p> <ul style="list-style-type: none">Communicating clear and consistent expectations about attendance to familiesIdentify pupils who are at risk of disengagement and develop plans to support their regular attendance including meetings, home visits and external agency support. <p>https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</p> | 6 |
| <p>Enrichment and Physical Activity £1500</p> <p>Provision of access to extracurricular activities and visits including:</p> <ul style="list-style-type: none">Access to before and after School Clubs which include physical activity and sport.Support Residential Visits and other School Visits | <p>The provision of physical activities at a subsidised rate gives pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</p> <p>Off Site and residential visits are essential for children's wellbeing and experience and provide memorable and inspirational learning opportunities.</p> | 1,3 |

Total budgeted cost: £67,500

Part B: Review of outcomes in the previous academic year

| READING TA 2023 All Pupils working at ARE+ | | | | | |
|--|-------------|------------|--------------------|------------|------------|
| | Autumn Term | | End of Summer Term | | |
| | Pupils | Percentage | Pupils | Percentage | +/- Pupils |
| Reception (30) | 12 | 40% | 22 | 73% | +10 |
| Year 1 (27) | 18 | 63% | 21 | 78% | +3 |
| Year 2 (30) | 18 | 60% | 20 | 67% | +2 |
| Year 3 (30) | 16 | 53% | 20 | 67% | +4 |
| Year 4 (31) | 15 | 48% | 19 | 61% | +4 |
| Year 5 (30) | 23 | 77% | 25 | 83% | +2 |
| Year 6 (29) | 15 | 52% | 23 | 79% | +8 |
| Total 207 | 117 | 56.1% | 150 | 72.6% | +33 |
| READING TA 2023 Pupil Premium Pupils working at ARE+ | | | | | |
| | Autumn Term | | End of Summer Term | | |
| | Pupils | Percentage | Pupils | Percentage | +/- Pupils |
| Reception (7) | 2 | 29% | 3 | 43% | +1 |
| Year 1 (5) | 2 | 40% | 2 | 40% | 0 |
| Year 2 (10) | 4 | 40% | 6 | 60% | +2 |
| Year 3 (9) | 4 | 44% | 6 | 67% | +2 |
| Year 4 (9) | 1 | 11% | 3 | 33% | +2 |
| Year 5 (7) | 6 | 86% | 6 | 86% | 0 |
| Year 6 (11) | 3 | 27% | 8 | 73% | +5 |
| Total 62 | 22 | 39.6% | 34 | 57.4% | +12 |

| WRITING TA 2023 All Pupils working at ARE+ | | | | | |
|--|-------------|------------|--------------------|------------|------------|
| | Autumn Term | | End of Summer Term | | |
| | Pupils | Percentage | Pupils | Percentage | +/- Pupils |
| Reception(30) | 14 | 48% | 16 | 59% | 0 |
| Year 1 (27) | 14 | 52% | 18 | 67% | +4 |
| Year 2 (30) | 16 | 53% | 18 | 60% | +2 |
| Year 3 (30) | 18 | 60% | 20 | 67% | +2 |
| Year 4 (31) | 10 | 32% | 11 | 35% | +1 |
| Year 5 (30) | 18 | 60% | 19 | 63% | +1 |
| Year 6 (29) | 8 | 28% | 23 | 79% | +15 |
| Total 207 | 98 | 45.6% | 125 | 61.4% | +25 |
| WRITING TA 2023 Pupil Premium Pupils working at ARE+ | | | | | |
| | Autumn Term | | End of Summer Term | | |
| | Pupils | Percentage | Pupils | Percentage | +/- Pupils |
| Reception (7) | 3 | 43% | 2 | 40% | 0 |
| Year 1 (5) | 2 | 40% | 2 | 40% | 0 |
| Year 2 (10) | 4 | 40% | 5 | 50% | +1 |
| Year 3 (9) | 1 | 11% | 5 | 56% | +4 |
| Year 4 (9) | 0 | 0% | 1 | 11% | +1 |
| Year 5 (7) | 5 | 71% | 5 | 71% | 0 |
| Year 6 (11) | 1 | 9% | 8 | 73% | +7 |
| Total 62 | 16 | 30.6% | 28 | 48.7% | +13 |

| MATHS TA 2023 All Pupils working at ARE+ | | | | | |
|--|-------------|------------|--------------------|------------|------------|
| | Autumn Term | | End of Summer Term | | |
| | Pupils | Percentage | Pupils | Percentage | +/- Pupils |
| Reception(30) | 11 | 38% | 20 | 67% | +9 |
| Year 1 (27) | 17 | 63% | 21 | 78% | +4 |
| Year 2 (30) | 19 | 63% | 20 | 67% | +1 |
| Year 3 (30) | 16 | 53% | 21 | 70% | +5 |
| Year 4 (31) | 16 | 52% | 20 | 65% | +4 |
| Year 5 (30) | 20 | 67% | 20 | 67% | +0 |
| Year 6 (29) | 13 | 45% | 22 | 76% | +9 |
| Total 207 | 112 | 54.4% | 144 | 70% | +23 |
| MATHS TA 2023 Pupil Premium Pupils working at ARE+ | | | | | |
| | Autumn Term | | End of Summer Term | | |
| | Pupils | Percentage | Pupils | Percentage | +/- Pupils |
| Reception(7) | 3 | 43% | 5 | 71% | +2 |
| Year 1 (5) | 2 | 40% | 2 | 40% | 0 |
| Year 2 (10) | 5 | 50% | 6 | 60% | +1 |
| Year 3 (9) | 5 | 56% | 6 | 67% | +1 |
| Year 4 (9) | 2 | 22% | 4 | 44% | +2 |
| Year 5 (7) | 5 | 71% | 5 | 71% | 0 |
| Year 6 (11) | 4 | 36% | 8 | 73% | +4 |
| Total | 26 | 45.4% | 36 | 60.9% | +10 |

- We will continue to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.
- Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and 'extra' programmes which aim to raise progress.
- Robust fortnightly attendance monitoring will be completed, together with weekly monitoring of those pupils who are deemed to be persistent absentees in order to try and diminish the gap between PP pupils and their peers.

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 |