

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 of Pity RC Primary School - A Voluntary Academy
Number of pupils in school	406 children
Proportion (%) of pupil premium eligible pupils	8.6% (35 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-2024
Date this statement was published	September 2021 Reviewed September 2022
Date on which it will be reviewed	Annually until September 2024
Statement authorised by	S Jevons - Exec Headteacher
Pupil premium lead	E Lambe
Governor / Trustee lead	J Fegan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54625
Recovery premium funding allocation this academic year	£4,205
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	£40165 (PP 29 chn) £14460 (PP+ 6 chn) £4205 (RP) £0 (carried over) £58830

Part A: Pupil premium strategy plan

Statement of intent

- *We prioritise reading and language development as the main driver for progress for all children: when children read fluently they are able to access all areas of the curriculum more easily.*
- *Some children also benefit from intensive emotional support if this is a barrier to learning and participating in a broad and balanced curriculum.*
- *We educate for the wider world by providing a rich range of funded extra-curricular activities.*
- *Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.*
- *As the budget for pupil premium is relatively small, all interventions are thoroughly researched to optimise progress. Interventions are bespoke and personalised to the individual student.*

Challenges

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

Challenge number	Detail of challenge
1	Over a number of years, our assessments have indicated a correlation between pupils with SEND and those who are disadvantaged. 25% of the SEND caseload in 2022-23 relates to challenges faced by PP children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is more evident in F2 and KS1.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments and observations in UKS2 indicate pupils may still experience vocabulary deficit which can limit speed and fluency in functional reading.

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>Improved vocabulary skills for children experiencing disadvantage</p> <p>Accelerated progress in reading skills for children with speech and language difficulties.</p>	<p>All children eligible for pupil premium achieve accelerated progress from their starting points, leading in most cases to achieving or exceeding Age Related Expectations. Children with significant Special Educational Needs and Disabilities make accelerated progress as compared with similar, non-disadvantaged children.</p> <p>LEXIA progress reports.</p> <p>Measured against national data.</p>
<p>Improved attainment for KS2 children eligible for pupil premium in reading and writing.</p>	<p>All children eligible for pupil premium achieve accelerated progress from their starting points, leading in most cases to achieving or exceeding Age Related Expectations. Children with significant Special Educational Needs and Disabilities make accelerated progress as compared with similar, non-disadvantaged children.</p> <p>In school standardised assessments and statutory national testing (SATs).</p>
<p>Emotional support and behaviour needs addressed in school and through therapists.</p>	<p>All children can access the full curriculum because their emotional needs are being supported effectively. A range of assessments are used to, in addition to teacher/staff observations. These include:</p> <p>Therapist reports and Strength and Difficulty Questionnaires (SDQs)</p> <p>Pupil voice.</p>

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to increase teacher knowledge and enable closing of the gap between children eligible for pupil premium and not.</p> <p>Training across the year targets and builds on all the challenges identified</p>	<p>Regular meetings with all staff and training and guidance to further develop the knowledge and understanding of closing the gap.</p> <p>DfE Teaching a broad and balanced curriculum for education recovery Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>TA training and development in reading and oral language</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Webster, R., Bosanquet, P., Franklin, S. & Parker, M. (2021) Maximising the Impact of Teaching Assistants in Primary Schools: A Practical Guide for School Leaders, Oxon: Routledge</p> <p>Blatchford, P., Webster, R. & Russell, A. (2012) Challenging the role and deployment of teaching assistants in mainstream schools: The impact on schools. Final report on findings from the Effective Deployment of Teaching Assistants (EDTA) project</p>	<p>1,2,3,4</p>

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

Budgeted cost: £28000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching, 1:1 and small group tuition	<p>EEF indicates positive progress from the 1:1 and small group tuition. Teacher's Toolkit evidence tells us that additional teachers have greatest impact, improving standards for all raises outcomes through Quality First Teaching.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>HT, SLT team, teachers and TAs provide extra teaching support in KS1 and KS2 focusing on PP children.</p>	1, 2 & 4
Additional TA support	<p>Additional TA to lead tailored interventions</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,3, 4
<i>Oral language interventions improves outcomes for children</i>	<p>Fastest progress acceleration results from intensive teaching by specialists. This is evidenced within the school and beyond.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2

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

Budgeted cost: £24500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of ELSA support and qualified Play Therapist to develop social and emotional skills</i>	<p>General research</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	2,3,4

	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Gross, J, (2021) Reaching the unseen children: practical strategies for closing stubborn attainment gaps in disadvantaged groups http://www.routledge.pub/ReachingTheUnseenChildren</p> <p>ELSA Evaluation Studies We have used this intervention for some years and find that there is a qualitative and quantitative impact – reduced numbers of behavioural issues, increasing engagement. When effects of early trauma are mitigated children make better progress. Evaluation Reports – ELSA Network</p> <p>Play Therapist Evaluation and research Research - The British Association of Play Therapists (bapt.info)</p>	
<p>Enable full participation in wider school life by funding extra-curricular activities. Maintain good levels of attendance and foster positive attitudes towards learning.</p> <p>Residential trip subsidy</p>	<p>Attendance figures are high because engagement in the broad curriculum is high. School attendance: guidance for schools - GOV.UK (www.gov.uk)</p> <p>Children’s self-assessment indicates good attitudes. Participation in a wide variety of arts, sport and extract curricular activities promotes a healthy lifestyle, wellbeing and positive mental health Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>3 & 4</p>

Total budgeted cost: £58500

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 2021 to 2022 academic year.

Although not statistically significant as a group (3 pupils), 100% of Yr 6 PP children achieved ARE in writing. 67% achieved ARE in reading, with 33% GDS, evidencing good impact from targeted intervention.

All PP children across the school benefited from the school's wider offer, attending extra curricular activities each term.

Additional TA and ELSA support has been highly effective in supporting children's well-being. Attendance remains high and gaps in learning are being addressed through small group tuition.

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?	Quality First Teaching (one pupil)
What was the impact of that spending on service pupil premium eligible pupils?	Pupil achieved GDS in all areas

Further information (optional)

The school is a [School of Sanctuary](#) which provides free uniform, extra-curricular activities for disadvantaged pupils.

We provide iPads and WIFI access for all pupils who need it.

We provide homework packs, maths equipment and stationery.