

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 of Pity RC Primary School
Number of pupils in school	408 children
Proportion (%) of pupil premium eligible pupils	7.4% (30 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
Date on which it will be reviewed	September 2024
Statement authorised by	Bernadette Galloway
Pupil premium lead	Clare Peers
Governor / Trustee lead	John Fegan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,540
Total budget for this academic year	£35,285 (PP) £16,100 (PP+) £22,540 (carried over)

	£73,925
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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.*

Challenges

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

Challenge number	Detail of challenge
1	<i>The budget for PP is relatively small. All interventions must be thoroughly researched to optimise progress. Because PP numbers are low, interventions are bespoke and overall cost efficiencies can have a negative impact on the budget.</i>
2	Where oracy is identified as a need, swift intervention is important so that children do not fall further behind.
3	Where emotional and attachment needs are identified this can impact disproportionately on academic progress.
4	In upper KS2, high achieving PP pupils have language and social enrichment needs, stemming in most cases from social deprivation; this limits access to the full range of activities across the curriculum. A minority of PP pupils in upper KS2 have attachment issues compromising wellbeing.

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
Improved oracy skills for PP children Accelerated progress in reading skills for children with speech and language difficulties.	All PP children achieve accelerated progress from their starting points, leading in most cases to achieving or exceeding ARE. PP children with

	<p>significant SEND make accelerated progress as compared with similar, non PP children.</p> <p>LEXIA progress reports.</p> <p>Measured against national data.</p>
Faster rates of progress in KS2 for PP children with behaviour and attachment needs.	<p>All PP children in KS2 make accelerated progress from their baseline and most meet or exceed ARE.</p> <p>Measured against national data.</p>
Improved attainment KS2 PP children in reading and writing.	<p>All non-SEND PP children in upper KS2 make accelerated progress and meet or exceed ARE. PP children with significant SEND make accelerated progress, as compared with similar, non PP pupils.</p> <p>In school assessments and statutory testing.</p>
Emotional support and behaviour needs addressed in school and through therapists.	<p>All children can access the full curriculum because their emotional needs are being supported effectively.</p> <p>Therapist reports and Strength and Difficulty Questionnaires (SDQs)</p> <p>Pupil voice.</p> <p>Teacher observation</p> <p>Behaviour tracking</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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD & JPD to increase teacher knowledge and enable closing of the gap between PP and non-PP children (A, B, C, D from section 4)	Regular meetings with all staff and training and guidance to further develop the knowledge and understanding of closing the gap. DfE Teaching a broad and balanced curriculum for education recovery	1 & 2

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

Budgeted cost: £46.925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching, 1:1 and small groups	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. HT, SLT team, teachers and TAs provide extra teaching support in KS1 and KS2 focusing on PP children.	1, 2 & 4
<i>Oracy intervention improves outcomes for children</i>	Fastest progress acceleration results from intensive teaching by specialists. This is evidenced within the school and beyond.	2
<i>Use of ELSA support and qualified Play Therapist</i>	We have used this intervention for some years and find that there is a qualitative and quantitative impact – reduced	2,3,4

	<p>numbers of behavioural issues, increasing engagement.</p> <p>When effects of early trauma are mitigated children make better progress.</p> <p>Reference: Maslov's hierarchy of need.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Attendance figures are high because engagement in the broad curriculum is high.</p> <p>Children's self-assessment indicates good attitudes.</p> <p>Participation in sport is proven contributor to healthy lifestyle.</p> <p>Participation in cookery promotes independence and healthy lifestyles.</p> <p>Participation in drama increases confidence and improves oracy.</p> <p>Participation in foreign language increases children's awareness of vocabulary and culture.</p>	<p>3 & 4</p>

Total budgeted cost: £74.925

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?

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
Dovepoint Maths Y2-Y6	Dovepoint Education
Reading Y1-Y6	NGRT
CAT4 – Y3 & Y5	GL Assessment

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 stationary.