

Pupil premium strategy statement 2020-2021

1. Summary information					
School	Our Lady Immaculate Catholic Primary School				
Academic Year	2020/21	Total PP budget	£ 178,200	Additional expenditure from school budget	399,208
Total number of pupils	356	Number of pupils eligible for PP	160 pupils – 45%	Date for next internal review of this strategy	January 2021

2. Attainment 2019/20		
		<i>All Pupils</i>
% achieving expected standard in reading, writing and maths	Data not available due to COVID 19 Lockdown	
% making expected standard in reading		
% making expected standard in writing		
% making expected standard in maths		

3. Current progress 2019/20		
	<i>Pupils eligible for PP</i>	<i>Non-PP Pupils</i>
%making expected/expected +progress in RWM combined	Data not available due to COVID 19 Lockdown	
% making expected/expected+ progress in reading		
% making expected/expected + progress in writing		
% making expected/expected + progress in maths		

4.Key Stage 1 Progress			
	Pupils eligible for PP	School	LA
%making expected/expected +progress in RWM combined	Data not available due to COVID 19 Lockdown		
% making expected/expected+ progress in reading			
% making expected/expected+ progress in writing			
% making expected/expected+ progress in maths			

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	EYFS data on entry is well below national average, in particular speech & language.
B.	Lockdown of schools has resulted in low levels of personal, social and emotional development which impedes readiness to learn
C.	Lockdown has impacted negatively on children's existing poor technical vocabulary; and communication skills
D.	Low starting points of KS1 PP children and gaps in learning due to lockdown requires accelerated progress to support early reading, phonics, writing and maths
E.	Lockdown has impacted negatively on children's existing basic skills in reading, writing and maths across KS2
F.	Lockdown has highlighted children's inability to socially interact with others and develop skills to regulate and co-regulate their emotions and behaviours.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G	On-going local and national lockdowns have resulted in parental anxiety, which has led to higher rates of non-attendance and PA's.
H	Increasing numbers of families with external support or early help support due to SEMH and/or family circumstances
I	High levels of deprivation – Double national figures –impacts upon children's readiness to learn and wellbeing
J	Family disengagement or inability to support the learning process, both at home and in school, due to a range of barriers.

2. Outcomes -		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved performance in prime learning goals and outcomes for GLD at the end of EYFS	Evidence of Increased number of pupil premium children making good progress towards achieving GLD and prime learning goals.
B.	PP children have access to programmes to raise self-esteem, ensure emotional wellbeing, and readiness to learn. Children's wellbeing and resilience improves through strong supportive relationships with peers and adults.	PP children will be supported through a range of resources and targeted support programmes to achieve emotional wellbeing and a readiness to learn. Improved performance across the curriculum
C.	In all key stages, improved outcomes for PP children in speaking & listening; reading, writing and maths.	Evidence within children's work and teacher assessment of PP children using technical vocabulary appropriately within their work across the curriculum.
D.	Improved outcomes at expected levels for PP children in KS1.	Evidence within children's work and teacher assessment of PP children show they are making good progress in speaking & listening; reading, phonics, writing and maths.
E.	Pupils have the foundation of solid basic skills in reading, writing and maths, allowing them to access and engage successfully with all areas of the school curriculum.	Pupil can successfully access and engage with all elements of the curriculum; making progress in each.
F.	Improved social interaction with adults and peers; development of skills to regulate and manage behaviours and emotions.	Increased evidence of individuals demonstrating calm and thoughtful behaviours, through the use of learnt strategies and techniques to manage emotions effectively.
G.	Through school-based initiatives for attendance, parental confidence is increased, impacting positively on attendance and persistent absence rates for PP/ disadvantaged children.	Parents are confident in school systems and controls, and are comfortable to send children to school, despite on-going pandemic.
H.	Vulnerable families are well supported and can access a range of agencies and interventions. Through individual or group subsidies the first hand experiences of PP children are accessing a full, balanced curriculum, in school and through online learning.	Families engage fully with school and PP children are well supported and PP children are able to broaden their first hand experiences and have full access to broad and balanced curriculum.
I.	PP children and their families have access to resources or support required to ensure their children are ready for school and the day ahead. Could include: breakfast club, fairshare, uniform/PE kit school family support worker, funding for enrichment activities.	PP children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress. Barriers to learning are removed or significantly reduced.
J.	To ensure effective parental engagement and involvement in their children's learning despite Covid restrictions. To improve home learning opportunities and increase parental skills	Pupil premium children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress. Children have opportunity to widen their learning experiences. Significant improvement in use of virtual platforms to ensure home/school communication and parental involvement.

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3. Planned expenditure					
Academic year					
Raising attainment in reading writing and maths		Acquiring effective materials		Improving attendance and punctuality	Enrichment
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
A To continue focus on prime learning goals to ensure readiness for learning. Increase the number of children achieving a GLD	<p>Adults in EYFS to develop quality language and questioning in EYFS.</p> <p>High quality learning environment across EYFS – communication friendly spaces.</p> <p>Raising profile of reading in early years</p> <p>Support early identification for pupils with communication and language issues.</p>	<p>Baseline and data on entry shows that the children enter well below age related expectation.</p> <p>To improve the quality of opportunity for mathematical and literary learning in the outdoor environment</p> <p>Staff to role model high quality language and questioning to increase the amount of vocabulary used by the children.</p> <p>Increasing numbers of PP children are entering school with SEMH issues with external support or early help assigned to the family. This can impact upon behaviour and their readiness to learn</p>	<p>Regular half termly monitoring of progress of children through development matters.</p> <p>Termly/half termly SLT pupil progress meetings</p>	G Doherty E. Stalker E. Guy L. Roberts	£59,780
B To ensure PP children have access to programmes to raise self-esteem, ensure	<p>Circle time</p> <p>PSHE curriculum</p> <p>SEHM programme</p> <p>Sunbeams</p>	<p>Covid pandemic & school lockdown has resulted in significant numbers of pupils displaying low self-esteem and reduced</p>	<p>High quality (precision) teaching</p> <p>SEMH Intervention</p>	SLT Teaching staff	£12,040

emotional wellbeing, and readiness to learn.		emotional development; and readiness to learn. Children's wellbeing and resilience needs to improve, through strong supportive relationships with peers and adults.	Termly/half termly SLT pupil progress meetings	Learning Mentor	
C To ensure improved outcomes for PP children in speaking & listening; reading, writing and maths, in all key stages.	1:1 Support & intervention Precision teaching Maths, reading & writing intervention for PP and vulnerable pupils, identified by school. (Bubble-based) Teacher CPD to ensure high quality teaching & learning	School lockdown has resulted in significant numbers of pupils displaying lower than expected outcomes in the key areas of learning.	High quality (precision) teaching Focused intervention Termly/half termly SLT pupil progress meetings	SLT Teaching staff	£167,647.50
D To ensure accelerated progress in reading, writing & maths KS1	1:1 intervention – Maths, Spelling, punctuation, composition & reading. Renewed training in phonics – EYFS – Y4. Teacher CPD to ensure high quality teaching & learning	School lockdown has resulted in significant numbers of pupils displaying lower than expected outcomes in the key areas of learning. Previous data suggests that improvement can be achieved with appropriated, targeted and precise intervention.	High quality (precision) teaching Focused intervention Termly/half termly SLT pupil progress meetings	SLT Subject lead	£122,533
E To ensure pupils have the foundation of solid basic skills in reading, writing and maths, allowing them to access and engage successfully with all areas of the school curriculum.	Regular & consistent (in-class) basic skills sessions. Targeted intervention sessions. Home learning tasks Online platforms/activities to support basic skills.	School lockdown has resulted in significant numbers of pupils displaying lower than expected basic skills in reading, writing and maths. Poor basic skills in R, W and M will result in an inability to access all areas of the school curriculum in some pupils.	Termly/half termly SLT pupil progress meetings Subject leads to monitor progress of pupils.	SLT Subject lead	£167,647.50
F To ensure pupils develop social interaction skills, with adults and peers; and to develop skills to regulate and manage behaviours and emotions.	Play therapy R time Lego therapy Circle time PSHE programme Seedlings Inclusion Hub interventions	Lockdown of school has resulted in expected routines and behaviours (of some pupils) showing some deterioration. Small numbers of pupils demonstrating an inability to regulate behaviour and emotions, since lockdown.	Termly/half termly SLT pupil progress meetings Learning mentor reports Intervention progress reports Class teacher discussion		£9,965

<p>G To promote and improve attendance and punctuality of targeted pupils.</p> <p>Increase attendance for Pupil Premium pupils.</p>	<p>Additional hours given to increase learning mentors time to focus on early intervention with attendance</p> <p>EWO time purchased</p> <p>Attendance initiatives reviewed to ensure maximum impact</p> <p>Home visits (EWO + learning Mentor)</p> <p>1st response process</p>	<p>On-going local and national lockdowns during the Covid pandemic have resulted in significant parental anxiety around children attending school, which has led to higher rates of non-attendance and PA's.</p> <p>Through school-based initiatives for attendance, parental confidence is increased, impacting positively on attendance and persistent absence rates for PP/ disadvantaged children.</p>	<p>Daily and weekly and half termly monitoring of attendance overseen by head teacher.</p> <p>Learning mentor to lead whole school incentives for attendance and punctuality. to support schools' drive to improve attendance and punctuality rates of PP/disadvantaged children</p> <p>EWO to target potential PA families for home visits, school support.</p>	<p>Learning Mentor -</p> <p>HT/SLT EWO</p>	<p>£20,545</p>
<p>H Vulnerable families are well supported and can access a range of agencies and interventions. Through individual or group subsidies the first hand experiences of PP children are accessing a full, balanced curriculum, in school and through online learning.</p>	<p>School family support worker.</p> <p>Learning mentor support: signposting, advice and agency intervention, to meet the needs of the family.</p> <p>Learning mentor mobile phone & texting support.</p>	<p>Opportunities for children to improve fitness, confidence and new skills.</p> <p>To support the development, lifelong love and an appreciation of a range of pursuits, E.G. performing arts, leading to skills and interest for life.</p>	<p>Beginning and end data from intervention analysed for progress</p> <p>Professional discussions in school, between visiting teachers/instructors, class teachers and SLT.</p>	<p>SLT</p> <p>Learning mentor</p> <p>SFSS</p>	<p>£16,177</p>
<p>I To ensure PP children and their families have access to resources or support required to ensure their children are ready for school and the day ahead.</p>	<p>All PP children and PA families have access to a full/partially subsidised breakfast club. fairshare, Computer hardware Online support platform access Uniform/PE kit school family support worker, funding for enrichment activities.</p>	<p>All targeted children offered opportunity to access after-school and breakfast club.</p> <p>Attendance at breakfast club ensures children have eaten breakfast and are punctual for school. Also encourages readiness to learn and positive learning behaviours</p> <p>Attendance at breakfast club support attendance and punctuality initiatives</p> <p>To ensure that any barriers to the child's learning and wellbeing are removed or reduced with support from a professional family worker</p>	<p>Head teacher and extended schools' manager will ensure that targeted families are aware of support available and monitor uptake and involvement</p> <p>SFSW report midway and at end of placement</p> <p>Clear objectives set by family and SFSW following referral by school</p>	<p>Learning mentor HT SENDCo</p>	<p>875</p>

		To ensure that the family are accessing any support available within the community or benefits system.	Report to governors on levels of support provided		
J To ensure effective parental engagement and involvement in their children's learning despite Covid restrictions. To improve home learning opportunities and increase parental skills	Extending lines of communication between school and home, to include: Virtual platforms. E.G. e-mail/online learning, zoom, push notifications, etc.	An enhanced system of non-contact communication. Evidence of increased awareness of the opportunities offered in school. Increased confidence: pupils/parents/carers. Greater levels of engagement and pupil progress.	Parental response to school communication Level of attendance/participation Feedback questionnaires Telephone interviews Online/zoom discussion Significant development of positive engagement.	SLT Learning mentor Relevant staff	£199

4. Additional detail

- The school is in one of the most deprived areas in the country and in the most deprived areas of Liverpool. 50% of our pupils are classed as disadvantaged which although higher than national levels is low given what we know about our families. As a result, an internal system has been developed to track as a unique group, outcomes for "vulnerable families/pupils. This group includes asylum seekers who are not yet able to access benefits.
- In 2020/2021 22.5% of our pupils are EAL, which includes a significant influx of Asylum seekers who are newly arrived to the UK. This has been a significant change to our school population over the last 5 years
- In 2020/2021 26.5% of pupils have SEN support with 21 pupils having been identified as having a speech, language and communication need. 38 pupils have Social emotional and mental health problems. 12 pupils in EYFS are also being assessed for early intervention. There are currently 2 pupils with an EHC plan.
- The number of pupils with SEND who are also disadvantaged is 16.6%.

- In order to provide our pupils with the best possible education we have invested in a dedicated pastoral team consisting of Inclusion leader, Attendance Officer and Pastoral Manger. The Inclusion leader is a member of the schools Leadership Team. The school has also developed its own R-Time team to support targeted children with Social and emotional challenges which impact upon their readiness to learn at the start of the day.
- The Head teacher and one other member of the SLT are the nominated pupil premium leaders. We have also a nominated pupil premium governor who took up this role in September 2017.