

Pupil premium strategy statement

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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 Immaculate Catholic Primary School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	137 43.4%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cathie Sergeant, Headteacher
Pupil premium lead	Terry Cotton
Governor	Ian Byrne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 212,510
Recovery premium funding allocation this academic year	£22,910
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	£ 235,420

Part A: Pupil premium strategy plan

Statement of intent

A significant number of our pupils are identified as having social interaction, emotional and behavioral issues, notably due to lack of structure, and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

Our intention is that all pupils, irrespective of background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupils have underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Teacher referrals for support have increased during the pandemic, especially for those classed as disadvantaged. They currently require additional support with social and emotional needs. Many are receiving small group interventions.
3	There are significant knowledge gaps, especially in the acquisition of basic skills in reading, writing and mathematics; leading to pupils falling further behind age-related expectations.
4	In phonics, there are more significant difficulties for disadvantaged pupils than their peers. This negatively impacts their development as readers.
5	There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Reading.
6	There are significant knowledge gaps leading to pupils falling further behind age-related expectations in Writing.
7	The education and wellbeing of many of our disadvantaged pupils have been impacted by significantly higher levels of social deprivation within the school catchment area. This has impacted upon children's readiness to learn and general wellbeing.

8	<p>Our data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Significant numbers of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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 oral language skills and vocabulary among disadvantaged pupils across all key stages.	School evidence indicates significantly improved oral language among disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increased evidence of individuals demonstrating calm and thoughtful behaviours, through the use of learnt strategies and techniques to manage emotions effectively.
Improved progress in basic skills, knowledge & understanding in reading, writing and maths, leading to improved attainment among disadvantaged pupils.	Pupil can successfully access and engage with all elements of the curriculum; making progress in each. School tracking and on-going formative assessment shows pupils make progress.
Improved phonics knowledge and reading attainment among disadvantaged pupils.	Significant improvement in KS1/KS2 phonics and reading outcomes in 2023/24.
Improved reading attainment among disadvantaged pupils.	Significant improvement in KS2 reading outcomes in 2023/24.
Improved writing attainment among disadvantaged pupils.	Significant improvement in KS2 writing outcomes in 2023/24.
Improved Mathematics attainment among disadvantaged pupils.	Significant improvement in KS2 Maths outcomes in 2023/24.
Children and their families have access to resources or support required to ensure pupils have a readiness to learn and their general wellbeing is suitable for learning.	<p>Disadvantaged children are able to fully access the curriculum and show positive attitudes to learning and make good or better progress.</p> <p>Barriers to learning are removed or significantly reduced.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> reducing the overall absence rate for all pupils. Closing the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £ 44,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour: Whole school training in attachment and trauma to support most vulnerable children and children with SEMH need to develop positive behaviour for learning.</p> <p>To develop staff skills in strategies to defuse and de-escalate and repair</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>There is strong evidence that suggests that knowing and understanding the pupils and their influences will inform effective responses to support them in developing positive behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress),</p> <p>Through this whole school approach, the targeted pupils and the wider cohort will be supported and ready to engage in learning</p>	2, 7
To develop and embed PHSE curriculum so that pupils can manage their emotions and develop positive relationships	<p>Extensive evidence links childhood social and emotional skills with improved, thoughtful behaviours and outcomes at school; and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk</p>	2,7
Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Phonics Toolkit Strand </p>	1,3,4,5,6

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher /LSA release time to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>DfE prioritisation and ready to progress documents</p>	3
<p>To implement a quality text-based curriculum to engage our disadvantaged pupils and to raise standards in literacy.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Recommendation 2 and 3 from this guidance supports the schools focus on developing fluent , confident readers by carefully selecting texts to support the teaching of these strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1,3,5,6
<p>To develop the skills of subject leaders in tracking and monitoring the quality of teaching within their curriculum area to target CPD/support for teachers and LSAs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>	1,3,4,5,6,
<p>To embed Insight: Monitoring system and to ensure quality assessment and diagnosis of children’s needs/next steps</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5, 6, 8

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

Budgeted cost: £ 342,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed Wellcomm and Urley programmes in EYFS and KS1 to improve language and communication skills for disadvantaged pupils who have relatively low spoken language skills	<p>The WellComm toolkits quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p>	1
Developing in school tutoring programme for pupils whose education has been most impacted by the pandemic. A significant proportion will be disadvantaged, including those who are high attainers.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	2, 3, 4, 5, 6

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

Budgeted cost: £ 50,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 2, 3, 4, 5, 6, 7, 8
To embed therapeutic support for all children and those with SEMH needs to improve resilience, readiness to learn and general wellbeing.	<p>The need to teach healthy coping strategies in early education has never been more urgent. By teaching children at a young age, we are helping to develop invaluable skills for life. It supports, in a highly practical way, the child's emotional development; learning to recognise and regulate one's emotions - vital to learning and personal well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 7.

To improve the quality of children's physical play and outdoor learning environment.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	2, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 436,882

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.

Our internal assessments during 2020/21 suggested that the general performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by a range of educational providers.

Overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.