

# Pupil premium strategy statement for Our Lady and St Edward's School

1. Summary information					
<b>School</b>	Our Lady and St Edwards				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£16,760 (indicative)	<b>Date of most recent PP Review</b>	Jul 2021
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	13 on indicative budget	<b>Date for next internal review of this strategy</b>	Dec 2021 Mar 2022 Jun 2022

2a. Attainment 2020-21 (Summer Term 2021 )			
	<i>All Year 6 Pupils</i>	<i>Pupils eligible for PP (your school)</i>	<i>National for all pupils 2019</i>
<b>% achieving in reading, writing and maths</b>	83%	Only 4 pupils eligible	65%
<b>% achieving standard in reading</b>	93%		73%
<b>% achieving standard in writing</b>	80%		78%
<b>% achieving standard in maths</b>	93%		79%
<b>% achieving standard in grammar, punctuation and spelling</b>	Not tested		78%
<b>Current attainment (Spring Term 2020, Y2) (2 pupils)</b>	All Year 2 Pupils	Only 2 pupils eligible	
<b>% achieving in reading, writing and maths</b>	66%		64%
<b>% achieving standard in reading</b>	73%		75%
<b>% achieving standard in writing</b>	63%		69%
<b>% achieving standard in maths</b>	73%		76%

<b>1. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Data shows that the attainment of some PP children is lower than their peers. Ongoing support needs to drive attainment in order to narrow the gap.	
<b>B.</b>	Attainment at the expected standard in English is lower than non PP. Attainment at the higher levels is comparable to non PP however, maths exceeds this.	
<b>C.</b>	There are some PP pupils who have been identified as being vulnerable. This can affect attitude to learning, slows progress and affects behaviour for learning. Lockdown and restrictions have created further difficulties for some pupils	
<b>D.</b>	Some learning needs require additional strategies and approaches with reading, writing and maths	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Unsettled home life	
<b>F.</b>	Some pupils have limited cultural/life experiences	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Data is used to target gaps through intervention and small group support—termly data analysis and pupil progress meetings will identify next steps	<ul style="list-style-type: none"> <li>- End of term tracking data shows 100% of the average attaining pupils are on track.</li> <li>- All children make good progress from their starting points</li> </ul>
<b>B.</b>	A greater number of pupils attain the expected standard in English and are targeted for support. Challenge for those who could reach greater depth is targeted	<ul style="list-style-type: none"> <li>- Pupils are tracked on the school tracker</li> <li>- Pupils make good progress</li> </ul>
<b>C.</b>	More vulnerable pupils feel secure and are motivated to learn. Meetings with pupils demonstrate a change in attitudes and raised expectations	<ul style="list-style-type: none"> <li>- Pupils with emotional needs make good progress regardless of their starting points or barriers.</li> <li>- Pupils are resilient and positive about learning</li> </ul>
<b>D.</b>	Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Pupils have strategies in order to address reading and writing and maths underachievement. Where needed PP children are daily readers.	<ul style="list-style-type: none"> <li>- Pupils can approach reading , writing and maths with a range of strategies</li> <li>- Reading pace has improved</li> <li>- Writing is scaffolded and edited</li> <li>- Pupils have a visual approach to number in maths</li> <li>- Pupils make expected or better than expected progress from their starting points.</li> </ul>
<b>E.</b>	Pupil premium children have improved self-esteem, resilience and motivation to learn.	<ul style="list-style-type: none"> <li>- Pupil premium children make progress at the same rate as non-premium children.</li> </ul>
<b>F.</b>	Pupils experience a range of educational visits/visitors	<ul style="list-style-type: none"> <li>- Visits are enjoyed and support learning</li> </ul>

3. Planned expenditure					
Academic year	2021/22				
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes in reading, writing and maths for PP children.	Lower ability children are heard reading on a daily basis. Contact with parents to ensure reading is a priority at home. Writing is clearly scaffolded to provide support for less able writers. Ensuring a visual modelled approach is applied in maths to link concrete and abstract concepts for lower attaining pupils	End of Summer term data shows that PP pupils are not achieving as well as non PP children in reading and writing. During lockdown, pupils support/circumstances varied and therefore it is vital that school identifies the support needed to address gaps. Gaps in phonics is clear in all infant groups  Bar modelling was introduced as an approach to solving problems this needs to continue to support understanding of the relationships in number problems. The method needs embedding further. Book analysis identifies that the method is not a consistent approach.	<ul style="list-style-type: none"> <li>- Observations</li> <li>- Tracking data</li> <li>- Pupil progress meetings</li> <li>- Whole school provision map</li> </ul>	KOD KW	Each term
To ensure pupils are targeted to reach the expected standard and those pupils who could reach greater depth are challenged	Pupils are identified through tracking and they receive additional support and intervention	There is a number of pupils who are attaining below the expected standard who could make gains to close the gap Those pupil premium children who are on track to attain the higher level must remain on track and challenge provided for those who could reach the higher standard is targeted	<ul style="list-style-type: none"> <li>- Planning scrutiny</li> <li>- Book analysis</li> <li>- Pupil progress meetings</li> <li>- Moderation meetings</li> <li>- Walk-throughs</li> <li>- Lesson observations</li> </ul>	KW	Half-termly
<b>Funding Cost TA Support for small groups and for lunchtime support</b>					£10,760
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

C) More vulnerable pupils feel secure and are motivated to learn. Meetings with pupils demonstrate a change in attitudes and raised expectations. E) Pupil premium children have improved self-esteem, resilience and motivation to learn	Nurture activities to support post lockdown experiences. Learning mentor to provide 1:1 support where needed	Discussions with class teachers have identified needs. Pupils need to feel confident and comfortable in order to learn effectively. Studies have shown that emotional interventions have a significant impact on attainment	<ul style="list-style-type: none"> <li>- Pupils identified correctly</li> <li>- Timetabled sessions for pupils</li> <li>- Allocated space for sessions</li> <li>- Appropriate resources purchased</li> <li>- Tracking of pupil progress</li> </ul>	KW SC	Termly
D) Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Pupils have strategies in order to address reading and writing and maths underachievement. PP children are daily readers.	Group and individual interventions provide targeted support	Progress of lower ability pupils is slower than their peers at some points and therefore catching up is more difficult. Data shows that individual pupils are making average progress in some areas but there is still a catch up often from a lower starting point	<ul style="list-style-type: none"> <li>- Pupil progress meetings</li> <li>- Data analysis</li> <li>- Book monitoring</li> </ul>	JL	Half-termly
<b>Funding Cost £3000 Learning Mentor and PSHE resources £1000</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
F) Pupils experience a range of educational visits/visitors Pupils experience a rich curriculum	Support payment for school visits and visitors Plan additional enrichment activities in supporting pupils engagement with sport, drama and dance	Participation in physical and creative activities has a positive outcome for pupils including their overall wellbeing	<ul style="list-style-type: none"> <li>- Planned visits by each class teacher.</li> <li>- Pupils to review the visits and visitors.</li> </ul>	KM	Half-termly
<b>Funding Cost</b>					<b>£2000</b>