# Pupil Premium Strategy Statement

**Our Lady and St Edward’s**

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

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| Detail | Data |
| School name | Our Lady and St Edward’s Catholic Primary School |
| Number of pupils in school | 214 |
| Proportion (%) of pupil premium eligible pupils | 6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | June 2023 |
| Statement authorised by |  |
| Pupil premium lead | Karen Woods |
| Governor / Trustee lead | Adrian Metcalf |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £16,940 |
| Recovery premium funding allocation this academic year | £3,461 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £20,401 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Our Lady and St Edward’s, it is our intention that all pupils have equal access to the curriculum, that they are supported in their emotional, physical and spiritual development so that they are confident learners. We aim to ensure that barriers to learning are identified to ensure pupils’ opportunities for learning and to have additional experiences are maximised. As a school all staff are aware of the importance of ensuring pupil premium pupils are supported and encouraged to achieve at least in line with their peers. We are also aware that not all pupils are entitled to PP however, there may be some who will also need support with their learning.  Our PP numbers are low and analysis is not easily comparable in year group data sets. Data is therefore collated as a PP group across all year groups.  We have a number of overarching aims to support PP children.   * **To ensure we reduce the attainment gap between PP and non PP children**   At our Lady and St Edward’s, PP children (where needed) are given additional class support through small group intervention. This is to ensure that their learning remains focused and any gaps are addressed. Teaching staff are aware of the PP children so that they can best address their needs.   * **To ensure that the well-being needs of PP children are being met so that they can engage fully with learning and make sure that they are on track to make or exceed expected progress or attainment.**   We are aware of the emotional needs of some of our pupils who require additional support. Staff work with outside agencies and specialist programmes in order to develop pupils’ resilience and understanding of their emotions. Lockdown for some year groups has presented difficulties with emotional responses and anxiety; as a result, this has impacted upon their ability to engage with learning, to respond to challenge and to maintain stamina. As a school we are sensitive in our response to enable pupils to develop recognition of their own responses to situations so that they can self-regulate and manage their emotions.   * **To provide wider experiences for PP children so that they have extra-curricular opportunities**   We organise a range of experiences for the pupils to support their learning and to provide activities which they may not have experienced. We support payment towards these activities so that families do not feel the pressure of these additional costs. We also provide support for privately run activities which are held in school. We aim to ensure that PP children are not disadvantaged as a result of cost towards an activity. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1  Educational Outcomes | Some of the pupils are lower ability in comparison with their class peers. They need additional support in order to grasp new concepts, to maintain stamina and to sustain concentration. |
| 2  Attainment in writing | Data from 2022 indicates that there is a bigger gap between PP and non PP for those working at the expected standard. Reasons for discrepancy is perhaps lower levels of stamina, poorer vocabulary and fewer opportunities to read regularly at home which in turn affects the quality of writing. |
| 3  Pastoral | Pupils well-being, emotional, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn |
| 4  Limited exposure to cultural experiences | Due to limited opportunities of wider experiences as a result of financial circumstances, some pupils do not engage as much with the world around them. |

## 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.

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| Intended outcome | Success criteria |
| Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Data is used to target gaps through intervention and small group support–termly data analysis and pupil progress meetings will identify next steps | -End of term tracking data shows 100% of the average attaining pupils are on track.  -All children make good progress from their starting points |
| A greater number of pupils attain the expected standard in writing and are targeted for support. | -Pupils are tracked on the school tracker  -Pupils make good progress, at least in line with their peers |
| Pupil premium children have improved self-esteem, resilience and motivation to learn. | -Pupil premium children make progress at the same rate as non-premium children  -Pupils are able to sustain their responses to learning and have increased concentration |
| Pupils experience a range of educational visits/visitors | -Visits are enjoyed and support learning  -Pupils have cultural experiences which inspire |

## 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: £9,850

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Employ a new part time TA to support emotional needs in KS1* | A need was identified in April 2022. A member of staff was deployed to provide additional support in order to improve emotional wellbeing and provide emotional support. This deployment was enhanced by employing a permanent member of staff. The EEF research identifies that emotional needs are to be prioritised in order to improve outcomes.  <https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning> | 3 |
| *Phonics Training* | All staff to receive phonics training which supports the new scheme which is to be followed by all classes when teaching phonics. | 1, 2 |

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

Budgeted cost: £1890

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Writing intervention. Writing projects-TA support* | School data for PP children compared to whole school data for writing identifies that attainment is weaker. Therefore, additional opportunities to support pupils’ writing will ensure progress and attainment are maintained. Pupils in Ks2 are to be responsible for their own editing.  <https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2> | 1,2 |
| *Phonics scheme* | Schools are to adopt a phonics scheme which provides fidelity to one system. This ensures that pupils are using the same actions and mnemonics to recall phonics.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2 |

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

Budgeted cost: £5,200

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Learning Mentor* | EEF Metacognition and self-regulation research  The learning mentor is well established in school and provides support to a number of children. At times this is for PP children. Research shows that pupils who are emotionally supported are able to engage with their learning and therefore make sustained progress <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation> | 3, 1 |
| *Continue with My Happy Mind* | Social and emotional learning research  As a school we have been supported with My Happy Mind. The programme runs through the school and encourages pupils to understand their emotional responses and strategies for coping with challenging situations.  <https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning> | 3, 1 |
| *Support for school visits* | Pupils enjoy school visits/visitors. These opportunities enhance learning and provide pupils with first hand experiences. Being able to participate in activities arranged by external providers | 4 |

**Total budgeted cost: £ 16,940**

# 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.

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| Intended Outcomes | Success Criteria |
| Data is used to target gaps through intervention and small group support–termly data analysis and pupil progress meetings will identify next steps  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. | Pupils made good progress. Small group support enabled pupils to have a more bespoke response to teaching and learning. Overall PP pupils made the same level of progress as their peers. Staff were aware of needs and planned accordingly.  Lower ability pupils made progress in line with their peers. New resources such as number stacks and early maths strategies have provided pupils with a clearer understanding of number. Reading results were good. (see table below) |
| 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 | Results showed that pupils made better progress in reading and attainment was at least in line overall with whole school data. Writing at the expected standard was not as favourable although at greater depth attainment was at least in line with whole school data.  Reading 79% EXS 50% GD  Writing 57% EXS 21% GD |
| More vulnerable pupils feel secure and are motivated to learn. Meetings with pupils demonstrate a change in attitudes and raised expectations | Many of the PP children are confident with their learning. A smaller number demonstrate reservations and are less resilient. It is clear that emotional stability takes time. We will continue to work with |
| Pupils experience a range of educational visits/visitors | A range of visits provided pupils with a variety of experiences. Pupils are enthusiastic about school trips. |

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|  | Reading | Writing | Maths |
| Above | 50% | 21% | 50% |
| At + | 79% | 57% | 71% |
| Below | 21% | 43% | 29% |
| Progress | 3.7 | 3.2 | 3.2 |

## 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*

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| Programme | Provider |
| Early Maths | NCETM |
| My Happy Mind | My Happy Mind |
| Number Stacks | Number Stacks |