

Pupil Premium Strategy Statement



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 Lourdes Catholic Primary School
Number of pupils in school	71 children + 3 Nursery
Proportion (%) of pupil premium eligible pupils	34% (24 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs Elizabeth Kendall (Headteacher) Mr Edward Hart (Chair of Governors)
Pupil premium lead	Mrs Elizabeth Kendall
Governor lead	Mr Edward Hart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39, 005
Recovery premium funding allocation this academic year	£ 4, 060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 43, 065

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Lourdes Catholic Primary School, we believe that our children should receive great teaching of the highest standard.

We believe that our staff should use the most up to date research to support their teaching strategies and identify key areas of continual professional development, followed with bespoke and targeted support where required.

We recognise that many of our disadvantaged children face a wide range of barriers that can influence their learning and we endeavour to work closely with our families to put Early Help in place.

Working within our School Vision we want to:

- Remove barriers to learning created by poverty, family circumstance and background, working closely with families to support learning
- Narrow the attainment gaps between disadvantaged children and non-disadvantaged children
- Ensure ALL children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable children to look after their social and emotional wellbeing and to develop resilience.

Challenges

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

Challenge number	Detail of challenge
1	Following the two lockdowns (March 2020/January 2021) gaps in learning have occurred. This is highlighted in EYFS and Year 1 where significant foundation blocks have been missed.
2	Parental support – a significant amount of children are not heard read (79% of our PPG children).
3	Poor communication skills – children use a very limited vocabulary.

4	Access to a wider range of opportunities, which appears to have led to low aspirations.
5	Behaviour for Learning

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
Attainment in Reading, Writing and Maths show improvement for our disadvantaged children.	Children are achieving in line, with or above the NA by the end of KS2. Reading: A clear balanced approach to reading is in place. Strategies are in place for developing and monitoring reading comprehension. Writing: Strategies are in place for children to use to support their writing composition Spelling scores have improved across school. Staff consistently consider "next steps" to develop children's writing. Maths Children are able to build on existing knowledge and understanding. Children are able to solve a range of problems using different strategies.
Great teaching (Quality First Teaching) is consistently shown across school.	Lessons show high expectations for all children. Children are achieving well. Progress indicates that ALL children are making progress from their starting points and have worked hard to achieve aspirational end points. Staff show a good understanding of how to give children: ○ Prior knowledge activation ○ Explicit instruction ○ Modelled strategies ○ Time to memorise the strategy ○ Guidance ○ Time to independently practice ○ Structured reflection to create successful lessons. (Links to Understanding how children learn)
Relationships with parents are strong and the school community is working in partnership.	Parents are working in collaboration with school to support their children, academically and supporting their SEMH.

Children and staff will have a good understanding of how they learn.	Staff training has supported staff in understanding Metacognition. Staff and children regularly see scaffolded tasks (worked examples) to support their learning. Children show independence and motivation. Children are able to talk about how they learn and there is a climate of metacognitive talk in the classroom. Time is given by SLT to implement strategies consistently throughout school. (Links to Great Teaching)
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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: **£17,699.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Great Teaching (Quality First Teaching)	High quality teaching is a key aspect of supporting attainment for disadvantaged children. TA support is invaluable in the classrooms to ensure that learning can be scaffolded as needed.	1
Improving Literacy	High quality staff CPD is essential to follow/embed EEF principles . Follow-up in Staff Meetings and INSET training. Some staff release time will be provided to support the development of these areas.	1, 3
Improving Mathematics		
Metacognition & Self-Regulation	High quality staff CPD is essential to follow/embed EEF principles	1, 3, 5

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

Budgeted cost: **£14,586.82**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Literacy Intervention	EEF toolkit suggests that children will make accelerated progress through use of this programme.	1, 3
Bounce Back Phonics & Fast Track Phonics	Lancashire LPDS support materials used to support children who did not achieve the Phonics Screening in Year 1.	1
Speech & Language Intervention	SALT interventions are used. EEF evidence suggests that encouraging children to speak about work that is	3

Vocabulary Development (Alex Quigley)	being covered and is current gives the best outcomes. This is linked to "Improving Literacy"	
Reading Intervention	An audit of books indicated that we needed to purchase new decodable books specifically for KS2. An investment of new books was undertaken to support the EEF research. Parents workshop on helping your child to read would be beneficial to help support children's engagement with text.	1, 2
Power of 2 Plus 1 (Maths Intervention)	Evidence suggests that children need to develop a rich network of mathematical knowledge. Children need to recall number facts fluently and quickly.	1
Physical Movement (Gross Motor Skills Intervention)	We promote "Healthy Heads" in school, encourage the children to have as much physical exercise as possible – daily mile, brain breaks, and targeted intervention support.	1, 4, 5

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

Budgeted cost: **£10,339.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling/Therapeutic Support	Research shows that SEMH can be a significant barrier to learning. Improving SEMH/Well-being ensures that children are able to learn.	5
Key Person Support	Following research from SEMH and ASC professionals we offer pastoral support for children at the beginning of the day.	1, 5
Wider curriculum Opportunities	Consideration is given to raising children's aspirations by encouraging them to: ○ Visit places that link to the curriculum and themes being taught ○ Experience an Art Gallery/Music concert ○ Explore their local environment ○ Meet a range of different professions	2, 4
Parents Workshops & Support (includes new Mother & Toddler Group)	Strengthening partnerships with parents and giving them skills to support their children. Parents support children at home. Wider links to the community.	2

Magic Breakfast (£500) provides a free breakfast for all children to start their day.	Research indicates that hungry children do not perform well – Magic Breakfast subsidises bagels and cereals.	1, 2, 5
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Total budgeted cost: £42,625.72

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.

Diminishing the difference between Disadvantaged and non-Disadvantaged pupils in all year groups.

- The children had made progress from September to December. However, following the second period of lockdown the gap appears to have widened. This can be equated to lack of fully engaging with Remote Learning (mostly in EYFS/KS1), lack of parental support and also children's attitude to what they were being asked to produce. Reading, Phonics and Writing were particularly challenging to teach using Google Classroom.
- Data suggested that whilst attainment at Year Group Expectation was poor progress was generally good.

Internal Data (July 2021) Whole School

	Pupil Premium Children	Not Pupil Premium Children
READING	84% (Progress) 39% (Attainment)	97% (Progress) 70% (Attainment)
WRITING	72% (Progress) 25% (Attainment)	% (Progress) % (Attainment)
MATHS	81% (Progress) 50% (Attainment)	80% (Progress) 59% (Attainment)

Disadvantaged pupil's emotional needs are being met.

- Support continued throughout the year despite lockdown (we used Remote access) and the children continued to respond well to the counselling and other interventions. It was felt that should this not have been available then some of our most vulnerable children would have suffered.
- Emotional support ensured that they were able to access the learning that they needed to in a safe and secure environment.

Families engage fully with the school.

- Support from some parents has been very positive despite meetings being tricky.
- School ensured that they made contact with families that were particularly hard to reach.

All children in the school are entitled to experience a range high quality experiences both within and beyond the school day.

- A provision map is in place to ensure that **all children** are being given the opportunity to experience a wide range of activities that are linked to the curriculum.
- During the pandemic school has endeavoured to give these experiences using our own outdoor environment.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.