

Pupil Premium Strategy Statement for the year 2023/24

REVIEW of the 3 Year Plan



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	66 children + 10 Nursery
Proportion (%) of pupil premium eligible pupils	30% (20 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	£ 34,920
Recovery premium funding allocation this academic year	£ 5,427

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	£ 40,347

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. We also recognise, too, that periods of economic difficulty experienced by families may be short or long term and may have considerable or minimal impact on a child's educational achievement and wellbeing.

The targeted and strategic use of the school's Pupil Premium Grant (PPG) allocation is important in helping us to provide effective tracking, monitoring and support for children whose families are known to be facing, or have faced, periods of financial difficulty.

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.
- To improve outcomes for all disadvantaged children so that the proportion of children attaining Age Related Expectations are at least in line with the National Averages
- Ensure that the increasing gap between disadvantaged and non-disadvantaged children in Reading, Writing and Maths closes
- Ensure that any language barriers faced by disadvantaged children are addressed with urgency from the start.

As a school we recognise that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of underperformance is evident.

Challenges

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

Challenge number	Detail of challenge
1	<p>(2023/24) Poor communication skills – children use a very limited vocabulary.</p> <p>This continues and some children are still entering the EY and KS1 with poor language and communication skills.</p> <p>No children receiving FSM left EYFS in 2023 achieving GLD. This was due to the following challenges:</p> <ul style="list-style-type: none"> ○ Lack of time in a nursery ○ Mobility (the child left and then came back to us) ○ Poor language and communication skills and lack of vocabulary <p>Baseline assessments would suggest that in some classes language outcomes are still poor across school.</p>
2	<p>(2023/24) Assessment at the end KS1 and KS2 in Reading, Writing and Maths indicates that fewer disadvantaged children attain the expected levels compared to their peers.</p>
3	<p>(2023/24) Children are struggling with resilience and anxiety</p> <p>Some of the issues that our disadvantaged children experience are:</p> <ul style="list-style-type: none"> ○ Approximately a third of our disadvantaged pupils have experienced Domestic Abuse. ○ Approximately a third of our disadvantaged pupils have parents with mental health problems. ○ 10% of our pupils need counselling and nurture. ○ Children with ACEs - 84% of PP eligible pupils have been identified as having one or more ACE. <p>As a result, some of our pupils have lower resilience and struggle to bounce back, and struggle to develop a positive mindset to persevere with their work.</p>
4	<p>(2023/24) Observations and discussions with children evidence that the majority of our pupils have limited experiences beyond their immediate environment little cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.</p>

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
<p>Attainment in Reading, Writing and Maths show improvement for our disadvantaged children.</p>	<p>Children are achieving in line, with or above the NA by the end of KS2.</p> <p>Reading: A clear balanced approach to reading is in place.</p>

	<p>Strategies are in place for developing and monitoring reading comprehension.</p> <p>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.</p> <p>Maths Children are able to build on existing knowledge and understanding. Children are able to solve a range of problems using different strategies.</p>
Improve cultural and childhood experience for all pupils across school.	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum.</p> <p>A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p>
Improvement of speech, language and communication – oracy skills, particularly for our disadvantaged children.	<p>The pupils' spoken language will be strengthened so that they can communicate ideas, ask questions and engage effectively with others across the curriculum and in social situations in line with expected attainment and progress for their chronological age.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupil	<p>Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> ○ Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations ○ A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by meetings, Safeguarding meetings, behaviour tracker and mental health care plans. ○ Observations of children's engagement in learning

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: **£18,175**

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.	1

	TA support is invaluable in the classrooms to ensure that learning can be scaffolded as needed.	
Improving Literacy	High quality staff CPD is essential to follow/embed Great Teaching & Formative Assessment .	1, 2, 3
Improving Mathematics	Follow-up in Staff Meetings and INSET training. Some staff release time will be provided to support the development of these areas.	

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
Speech & Language Intervention	SALT interventions are used. EEF evidence suggests that encouraging children to speak about work that is being covered and is current gives the best outcomes. This is linked to "Improving Literacy"	1, 3
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. This is a continuation of the intervention that was started last year.	1
IDL Programme	The program has been shown to improve the children's Reading ages and we now need to continue to embed this with some of the other subjects like Maths	2

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

Budgeted cost: **£8, 590**

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.	
Key Person Support	Following research from SEMH and ASC professionals we offer pastoral support for children at the beginning of the day.	1, 5

<p>Wider curriculum Opportunities</p>	<p>Consideration is given to raising children's aspirations by encouraging them to:</p> <ul style="list-style-type: none"> ○ 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 	<p>2, 4</p>
<p>Parents Workshops & Support (includes new Mother & Toddler Group)</p>	<p>Strengthening partnerships with parents and giving them skills to support their children. Parents support children at home. Wider links to the community.</p>	<p>2</p>

Total budgeted cost: £41, 35. 82

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.

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

- Data suggested that whilst attainment at Year Group Expectation was poor, progress was generally good.
- According to our progress measures at the end of Key Stage 2 Reading and Writing show that they are not significantly different to the national averages. Maths is significantly better for our disadvantaged children.

Disadvantaged pupil's emotional needs are being met.

- Support continues to be sought for some of our children through counselling teams.
- Children have engaged with the "Healthy Heads" programme where we were able to develop our love of physical activity and link this to the emotional needs of our children.
- Interventions that supported the children's social skills enabled the children to show improvements around their understanding of feelings.
- Emotional support ensured that they were able to access the learning that they needed to in a safe and secure environment.
- Clear boundaries and routines are in place to ensure that our children flourish.

Families engage fully with the school.

- Support from parents and the local community with the Nursery and Mother & Toddler group has meant that we have been able to support some of our most vulnerable families.
- School continues to develop links with agencies to support our families.

All children in the school are entitled to experience a range of 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.
- The school curriculum continues to live out its intent for all children to succeed

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.