



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's Catholic Primary School
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	24 th September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Miss T Davies
Pupil premium lead	Miss T Davies
Governor / Trustee lead	Mr P Concannon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,420
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	£53,900

Part A: Pupil premium strategy plan

Statement of intent

We have very high expectations for what all children can achieve and it is our intention that there is no or very little gap between the progress and attainment of disadvantaged children and all other children. The impact of the pandemic has, unfortunately, resulted in the widening of the gap between pupil premium and other children; historically, data has shown little or no gap in progress and attainment.

We believe that all children need to be prepared to face the future challenges in the modern world with confidence. To do this, our curriculum is designed to include the key skills for all subjects in the National Curriculum as well as forming pupil premium children to become RUAH children: respectful, understanding, affectionate and humorous. The PPG funding will provide the support needed to enable disadvantaged children to achieve the aims and skills of both our Curriculum Intent and our Mission Statement.

The pupil premium strategy will:

- improve children’s skills in English and maths to close the gap with other children
- ensure that all disadvantaged children can read fluently and with good understanding to enable them to access the breadth of the curriculum
- provide wider cultural experiences
- improve quality-first teaching in all subjects of our RUAH curriculum
- enable children to improve their social skills and learning behaviour
- improve children’s punctuality and attendance
- provide pupil premium children, who are also EAL, with additional support to achieve age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Increased gaps in reading, writing, maths and phonics.
2	Limited cultural experiences due to restrictions of extra-curricular activities.
3	Limited self-esteem and learning behaviour stemming from school absences; 1/3 of children lack motivation and aspiration for learning.
4	Attendance and punctuality – rate of persistent absences of children receiving FSM is above national.
5	High percentage of EAL with limited language.
6	Support at from parents at home.

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
1.) The gap in attainment between PP children and non-PP children narrows in reading, writing and maths at Key Stage 2.	<ul style="list-style-type: none"> • Percentage of PP children achieving the expected level in reading, writing and maths is within 5% of non-PP children. • Progress score from Key Stage 1 is in line with, if not better than, non-PP children. • All PP children in Year 6 are adequately equipped with the knowledge and skills of our curriculum ready for secondary education.
2.) Attainment of PP children in Key Stage 1 is in line with non-PP children in reading, writing and maths.	<ul style="list-style-type: none"> • All PP children at Key Stage 1 achieve at least the expected level in reading, writing and maths. • Progress is in line with, if not better than, their starting point from EYFS.
3.) All PP children in Year 1 pass the phonics screening test at the end of the academic year.	<ul style="list-style-type: none"> • All PP children in Year 1 pass the phonics screening test in June 2022. • All PP children in Year 1 are confident readers matched to their phonic ability at the end of Year 1.
4.) All PP children in Reception achieve ELG by the end of the academic year.	<ul style="list-style-type: none"> • All PP children achieve ELG and are ready for Year 1 by the end of this academic year.
5.) Provide children with cultural experiences to support curriculum knowledge and skills.	<ul style="list-style-type: none"> • All PP children participate in curriculum trips throughout the academic year to supplement knowledge and skills of the curriculum. • PP children attend extra-curricular clubs before and after school.
6.) All PP children show positive attitudes to learning and have improved self-belief in what they can achieve.	<ul style="list-style-type: none"> • All PP children are supported in class by behaviour mentor and Assistant Head Teachers. • All PP children are provided with pre-learning materials and/or time resulting in increased participation in lessons and improved attitudes to learning. • All PP children have high aspirations about what they can achieve as a result of regular feedback and praise from teachers, support staff and leaders.
7.) All PP children have at least 95% attendance and the rate of persistent absence in under 5%.	<ul style="list-style-type: none"> • All PP children have at least 95% attendance as a result of careful monitoring and support to parents. • The rate of persistent absence is less than national averages due to pastoral support to families.
8.) All PP children who have English as an additional language achieve 'working within' their age-related expectations.	<ul style="list-style-type: none"> • PP children with EAL achieve at least 'working within' the expected level for their year group in reading, writing and maths. • Teachers' regular use of assessment for learning quickly identifies gaps in children's knowledge and misconceptions are identified and addressed. • Children's work books shows fluency in writing, maths and curriculum knowledge in line with age-related expectations.

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide updated training for all teachers and support staff on assessment for learning.	<ul style="list-style-type: none"> Quality of Education evaluations in science, writing and maths highlighted the need for training on lesson sequencing based on assessment for learning. 	1, 2, 3
Continue to develop middle leaders, through coaching, to drive subject specific improvements throughout the school.	<ul style="list-style-type: none"> 4 teachers completed middle leaders course last year and need to develop theory into practice. 	1, 2, 3, 5
Purchase subject-specific resources to support curriculum implementation.	<ul style="list-style-type: none"> Audit of resources in science, history, geography, music and PE shows gaps in equipment needed to implement the curriculum effectively. 	2, 3,
Provide whole-school training to raise awareness of PP and provide strategies to support PP children throughout the school.	<ul style="list-style-type: none"> Evidence of CPD does not record training for pupil premium. By raising the profile through training, all staff will have heightened awareness during lessons and use assessment for learning effectively. 	1, 2, 3, 4, 5
Recruit additional support staff to provide targeted support.	<ul style="list-style-type: none"> Evidence of the impact of interventions is restricted due to staff absences and the need for other cover during pandemic. 	1, 3, 5
Buy into EYFS support package provided by Oxfordshire County Council.	<ul style="list-style-type: none"> The last yearly package of support from Oxfordshire Early Years term was over 5 years ago. 	1, 2, 3, 5
Recruit additional teacher to teach smaller class.	<ul style="list-style-type: none"> Attainment data for children in Year 2 shows significant gaps in progress and attainment (last full year in school was Reception before the pandemic). Smaller class will allow for better quality precision teaching based on need. 	1, 2, 3, 4, 5
Release Assistant Head Teacher (responsible for teaching, learning and assessment) from classroom responsibility to support ECTs and raise standard of teaching and learning across the school.	<ul style="list-style-type: none"> New teaching staff need support to implement our curriculum effectively and raise the quality of teaching and learning after two periods of school closure; this will match our pre-pandemic high standards. (3 class teachers currently on maternity leave and 2 ECTs). 	1, 2, 3, 4, 5

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for PP children in EYFS to achieve ELG.	<ul style="list-style-type: none"> Published data from 2019 shows 74% of children achieved ELG. Whole school target is +80%. 	1, 2, 3
Targeted support for children in Year 1 to pass the phonics screening test.	<ul style="list-style-type: none"> Y1 phonics results have consistently been 89% or higher and all PP children must pass so they have acquired the skills of early reading. The reading framework highlights the vital importance of early reading to access the curriculum. 	1, 3, 5
Targeted support for children in Year 2 to achieve the expected level in reading, writing and maths.	<ul style="list-style-type: none"> Data shows that not all PP children achieved age-related expectations in Year 2 in July 2021: Reading: 67% secure, 33% working within. Writing: 33% secure, 67% working within or below. Maths: 17% secure+, 66% secure, 17% working within. 	1, 3, 5
Targeted support for children in Key Stage 2 to achieve the expected level for individual year groups and at the end of Key Stage 2.	<ul style="list-style-type: none"> Data on Target Tracker for July 2021 shows the % of PP children at age-related expectations or higher: <u>Year 3 at expected or above:</u> 20% in reading (80% working within year group) 20% in writing (70% working within year group, 10% working 1 year below) 30% in maths (70% working within year group) <u>Year 4 at expected or above:</u> 33% in reading (67% working within year group) 33% in writing, (67% working within year group) 33% in maths, (67% working within year group) <u>Year 5 at expected or above:</u> 42% in reading, (49% working within year group, 9% working below) 33% in writing, (42% working within, 9% working below) 50% in maths (41% working within year group, 9% working below) 	1, 3, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analyse weekly attendance levels of all PP children and inform all teachers of trends to provide early help.	<ul style="list-style-type: none"> Attendance of PP children last academic year was below national. Not all PP children attended school during the second school closure (January-March 2021) despite attempts to attend school instead of learning remotely. 	3, 4, 6
Provide Breakfast Club for social interaction and a good start to the school day.	<ul style="list-style-type: none"> Not all children eat breakfast or have social conversations before school. Children are more attentive and levels of concentration increase when they have a balanced breakfast. 	2, 3, 4, 5, 6
Fund trips and extra-curricular activities for all PP children.	<ul style="list-style-type: none"> Children gain valuable experience from trips and extra-curricular activities that supports knowledge of curriculum topics. Children have not attended the usual amount of trips over the last two years due to restrictions. 	2, 3, 5, 6
Offer piano lessons for all PP children.	<ul style="list-style-type: none"> Music can build children's confidence and help their ability to maintain focus and concentration. Learning and knowledge of music supports children's cultural capital and links to a range of curriculum subjects. 	2, 3,
Provide RUAH sessions using specialist TA.	<ul style="list-style-type: none"> Due to two periods of school closure, children's self-esteem and their confidence in their own abilities has declined. 	3, 4, 5, 6
Provide support for PP families who need extra help.	<ul style="list-style-type: none"> HSLW support will provide parents with parenting guidance and advice in how to support their children at home. 	4, 5,6

Total budgeted cost: £54,000

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.

1. Academic Support: Quality of Education					
Year group	Objective	Reason	Actions	Allocation	Impact
Whole School	To improve children's early reading ability.	<ul style="list-style-type: none"> Significant gaps in phonics and reading fluency due to lockdown in KS1 and Year 3. 60% of children regressed in Phonics between Reception to Year 1, then Year 1 to Year 2. 6 children in Year 6 currently learning Phase 2, 3, 4 phonics. 	<ul style="list-style-type: none"> Phonics intervention groups 5x mornings a week. All PP children given a Key Worker to read to everyday. Purchase phonics resources to support Year 3. Provide bespoke Letters and Sounds phonics training. 	<p>£13,500</p> <p>Actual spend: £8,450</p> <p>Surplus: £5,050</p>	<ul style="list-style-type: none"> Improvement in the consistency of phonics teaching as a result of L&S phonics training by external provider. All PP children heard to read every day by Key Worker KS1: 6/7 children working within expected level for year group. KS2: 20/31 children working within expected year group, 7/31 working at the beginning of their year group, 1/31 working below the level for their year group.
Whole school	To improve children's fluency in reading.	<ul style="list-style-type: none"> Lack of support for reading at home during lockdown. 	<ul style="list-style-type: none"> All PP children given a Key Worker to read to everyday. After school reading club to commence (when appropriate) 4x days a week 3-3.30pm. 	<p>£5,000</p> <p>Surplus: £2,700</p> <p>Carry over: £2,300</p>	<ul style="list-style-type: none"> No club until the summer term due to COVID restrictions. 94% of children attended reading club. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Continue with afterschool reading club from September.
Whole School	To improve children's breadth and depth of reading.	<ul style="list-style-type: none"> Gap of 6% in statutory reading results at KS2. 	<ul style="list-style-type: none"> English leaders to liaise with English Advisor and Peters book store to identify the most suitable high-quality text for each curriculum topic. Purchase high-quality texts. Introduce Bookflix from the 5 Plagues of Reading. 	<p>£5,000</p> <p>Actual spend: £5,150</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> 15 copies of high-quality texts purchased for each phase. Texts matched to curriculum topics and used for Guided Reading and as excellent examples for writing. All PP children provided with copy of each text to pre-read before the start of the each term. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Continue to provide pre-reading material for each English unit. Provide pre-reading material for other topic-related fiction and non-fiction books. Research other reading incentives.
Whole School	To improve teacher's assessment and feedback in writing.	<ul style="list-style-type: none"> All PP children to be at the expected level or higher in all year groups. No PP children achieved greater depth in writing. 	<ul style="list-style-type: none"> Whole school moderation and sharing of good practice. Teachers to team teach lessons and identify areas for improvement. Support from the English Leader on how to improve feedback. 	<p>£2,000</p> <p>Actual spend: £2,000</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> Training provided by AHT and HT for all staff. AHTs provided support in lessons to identify gaps in writing knowledge. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Regular whole-staff writing moderation with particular focus on PP children. Track children at expected level for writing to challenge towards achieving GD by providing vocabulary and reading material to use particular author's style.
Whole School	To provide curriculum enrichment activities: sport, music, drama, swimming.	<ul style="list-style-type: none"> Limited attendance at clubs and other enrichment activities. 	<ul style="list-style-type: none"> Provide piano lessons to PP children. Fund children's places at sporting afterschool clubs. Fund children's transport to swimming. 	<p>£4,000</p> <p>Actual spend: £5,560</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> No swimming due to pool closure (COVID). 72% of PP children attended at least 1 after school sports club. 3 children funded for piano lessons. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Fund additional swimming sessions.

2. Personal Development

Year group	Objective	Reason	Actions	Allocation	Impact
Whole School	To improve children's knowledge of positive mental health and management of emotions.	<ul style="list-style-type: none"> Visible effect from national lockdown and limited support at home. 	<ul style="list-style-type: none"> Small group work with specialist TA on Zones of Regulation and managing emotions. Art Therapy with specialist TA. CPD for class teachers on strategies to promote positive mental health in the classroom. 	£6,500 Actual spend: £2,400 Surplus: £4,100	<ul style="list-style-type: none"> Small group work throughout the year with specialist TA when needed. Children showed increased knowledge of how to manage emotions and children in KS2 are developing higher levels of maturity. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Art Therapy with specialist TA for children identified as needed further support after lockdowns. Further CPD for class teachers and support staff on Zones of Regulation.
Whole School	To improve children's commitment to RUAH and support them to achieve silver and gold awards.	<ul style="list-style-type: none"> Limited children achieving gold (community) and silver (school) awards compared to bronze (classroom). 	<ul style="list-style-type: none"> CPD for teachers on raising the profile of RUAH in the classroom and around the school. Yearly timetable with planned events highlighted to enable children to achieve their gold award (community). 	£500 Actual spend: £0 Surplus: £500	<ul style="list-style-type: none"> Limited opportunities to support children to achieve their gold award due to COVID restrictions. 68% of PP children achieved their gold award, with 100% of children achieving at least 2/3 gold stars. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Provide wider opportunities for children to achieve gold (community award).
Whole School	To improve children's knowledge of personal achievement.	<ul style="list-style-type: none"> Children are limited when discussing their personal achievements. 	<ul style="list-style-type: none"> Purchase Personal Development folders for all children. 	£2,500 Actual spend: £5,560	<ul style="list-style-type: none"> Personal Development folders purchased but not launched due to school closure in Spring 2021. <p>Actions for 2021-2022:</p>

			<ul style="list-style-type: none"> Promote personal development folders as a whole-school initiative to encourage children to understand their achievements. 	Surplus: £0	<ul style="list-style-type: none"> Introduce Personal Development folders as a tool for children to recognise their personal achievements as well as academic achievements.
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Other Pastoral Support					
Year group	Objective	Reason	Actions	Allocation	Impact
Whole School	Provide uniform	<ul style="list-style-type: none"> Not all PP children are wearing the correct uniform. Children to feel a sense of belonging and pride when wearing the uniform. 	<ul style="list-style-type: none"> Investigate number of children who need uniform and what particular items are needed. Purchase uniform from suppliers. 	£1,000 Actual spend: £1,430 Surplus: £0	<ul style="list-style-type: none"> Uniform provided for all PP children in the school. Actions for 2021-2022: <ul style="list-style-type: none"> Provide uniform at the start of the Autumn Term. Continue to monitor uniform provision for all PP children throughout the academic year.
Years 5 and 6	Educational Visits: residential trip to Kingswood.	<ul style="list-style-type: none"> Children need to have a life-experience of an action and adventure residential. Not all PP children attend due to the cost. 	<ul style="list-style-type: none"> Investigate which children in Yrs 5&6 who would like to attend the residential. Contact parents for permission. 	£1,200 Actual spend: £1,350 Surplus: £0	<ul style="list-style-type: none"> 4 children in UKS2 received funded places for Kingswood. Actions for 2021-2022: <ul style="list-style-type: none"> Fund places for LKS2 residential.
Years N-Y4	Educational Visits	<ul style="list-style-type: none"> Parents cannot afford to fund trips. 	<ul style="list-style-type: none"> Contact individual parents to offer to fund educational visits when organised after Christmas. 	£500 Actual spend: £780 Surplus: £0	<ul style="list-style-type: none"> Funded places for children in all year groups for trips, however, amount and location of trips restricted due to Covid. Actions for 2021-2022: <ul style="list-style-type: none"> Improve the number of educational visits for all children to support curriculum knowledge.
Whole school	Breakfast Club provision	<ul style="list-style-type: none"> Selection of children need Breakfast Club provision. 	<ul style="list-style-type: none"> Offer funded places to children who need extra support in the mornings. 	£800 Actual spend: £1,240 Surplus: £0	<ul style="list-style-type: none"> 5 places at Breakfast Club funded. Actions for 2021-2022: <ul style="list-style-type: none"> Continue to fund breakfast club places. Invite additional children to attend breakfast club for social interaction time.

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
Mathletics	3P Learning
Bug Club	Pearsons