



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 & St Anne's Catholic Primary
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	47% 108
Academic year/years that our current pupil premium strategy plan	2021/2022 2022/2023 2023/2024
Date this statement was written	October 2021
Date this statement was published	December 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	
Pupil premium lead	K Milligan
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600 (Based on 208 on roll 80 PP)
Early Years Pupil Premium allocation	£ 3124* 1041 Aut x 3
Recovery premium funding allocation this academic year	£ 11,745 81 pupils
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year	£ 122,469

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

In Our Lady and St Anne's Catholic Primary, we want the best teaching, the best opportunities and the best support and encouragement for every child. Our intention is that all pupils make good progress and achieve their full potential across all subject areas. We strive for all of our children to achieve, however, some of our children encounter barriers to their learning. The barriers to learning which some of our vulnerable children face include: less support at home, English as an additional language, lack of confidence and academic aspirations, lack of resources at home to support learning and those who come from deprived areas or families. Following the pandemic, we also have some children who need extra nurturing and encouragement in school in order to achieve their full potential.

Our ultimate objectives are:

- *To narrow the gap between disadvantaged and non-disadvantaged pupils.*
- *To provide a vocabulary rich environment which boosts the communication and language skills of all pupils.*
- *To support our pupil's health and wellbeing to ensure they are equipped to access their learning.*
- *To raise aspirations across the school by increasing pupil experiences, broaden their thinking and develop imaginations by bringing the curriculum to life.*
- *To offers support to those families who are challenged by hardship, SEMH issues or other barrier which prevent them from providing their children with the opportunities to flourish in school.*

We aim to do this through:

- *Providing high quality teaching which meets the needs of all pupils.*
- *Ensuring that a catch-up curriculum is planned and delivered to those children who need extra support in school.*
- *Ensuring that appropriate provision is made for pupils who belong to vulnerable or disadvantaged groups.*
- *Providing opportunities for the children to benefit from real life experiences or*
- *Additional teaching and learning opportunities provided through trained TA's or external agencies.*
- *All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.*
- *Pupil premium resources are to be used to challenge the more able children as well as those who need support.*
- *Support payments for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.*
- *Behaviour and SEMH support for those children and their families who have been negatively affected by the pandemic.*

- *Ensuring regular and purposeful communication with our most vulnerable families.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with teachers indicate that writing was the subject most effected by the pandemic. Most children, but mainly the disadvantaged children, were less likely to submit writing tasks and if they did they produced the bare minimum. This has resulted in class teachers having to recap on the basic writing structures from the previous year, before starting the appropriate year group objectives. This is evident from Reception to Year 6.
2	The academic gap between the less able and the more able students has increased. Teachers are now faced with a spectrum of abilities within the classroom.
3	Following the pandemic, numerous children and parents have presented with Social, Emotional and Mental health issues. These findings have also been supported by national studies. Disruptive behaviour, interaction with peers, independence and adjusting back into routines are some of the areas in which the children have struggled. Vulnerable pupils and families with social and emotional issues have been identified.
4	Parent participation in school events and parent support for home activities, can at times, be limited. In the past, parent workshops have been poorly attended. With a high percentage of EAL children and parents, correspondence between school and home are not always effective and mis communication can occur.
5	As the focus is on 'catch up' curriculum it has been highlighted that our most able students are not always given the opportunities to excel or provided with challenge. These students need to be given regular opportunities which extend their thinking and provide challenge both within and out of the classroom.
6	Our recent attendance data indicates that the attendance has dipped from previous years especially among our disadvantaged families. Last year's attendance was
7	Some of our disadvantaged pupils do not have the same experiences as their peers. This can then cause the children to be behind in terms of their vocabulary development and imagination skills. Some children do not have the life experiences needed in order to access the curriculum effectively.

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
Improved writing attainment among disadvantaged pupils especially in focus cohorts.	<p>All children make progress in writing with attainment figures improving. We can measure this through;</p> <ul style="list-style-type: none"> • Analysing the data from termly data drops. • Termly pupil progress meetings. • Disadvantaged pupils close the gap on the non- disadvantaged pupils. • An increase in those children achieving or exceeding the national average.
To narrow the gap between the lowest ability children and the highest ability children in all areas of the curriculum.	<p>The LA children close the gap on their more able peers. The LA children make rapid progress in order to 'catch up'. We can measure this by;</p> <ul style="list-style-type: none"> • Analysing the data from termly data drops. • Termly pupil progress meetings. • An increase in those children achieving or exceeding the national average. • Less children at WTS.
To provide more enrichment opportunities and classroom activities which challenge the more able students within school.	<p>Those children who have the potential to achieve GDS, do so. We can measure this by;</p> <ul style="list-style-type: none"> • Analysing the data from termly data drops. • Termly pupil progress meetings. • Increased number of enrichment opportunities provided.
To achieve and sustain improved wellbeing, behaviour and mental health for all pupils in our school particularly our most vulnerable children.	<p>The children in our school are happy and enthusiastic learners. They apply themselves to their full potential and embrace opportunities provided by the school. We can measure this by;</p> <ul style="list-style-type: none"> • Pupil/ Parent questionnaires collected. • Pupil discussions held by junior leaders groups/Governors. • Pupil Progress meeting discussions. • Reduced number of behaviour/SEMH incidents recorded on CPOMS.
To improve parent participation and engagement with school activities, homework and extra-curricular activities.	<p>Parents feel comfortable supporting their children at home, they feel supported by school and receive regular communication and updates about their children. We can measure this using;</p> <ul style="list-style-type: none"> • Parent questionnaires • Parent meetings

	<ul style="list-style-type: none"> • Homework records
To achieve and sustain improved attendance for all pupils in our school but particularly our disadvantaged pupils.	<p>Attendance figures increase year on year with the overall absence percentage of 2024/25 returning to <u>96%</u>.</p> <p>The <u>attendance of</u> disadvantaged pupils, who are persistently absent, <u>drastically</u> increases.</p>

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: £86,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Contributions towards support staffs salaries.</i></p> <p>£85,831 Salary</p>	In The EEF document, Making Best Use of Teaching Assistants, it claims that expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools. The recommendations in their guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources such as deployment of Teaching Assistants.	1,2, 5 & 7
<p><i>To recruit a Teaching Assistant to ensure that those classes who have the lowest attainment receive additional support within the classroom in order to deliver high quality teaching to all pupils. TA used to team teach groups of pupils in KS2.</i></p>	As the size of a teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive the more progress a child will make. The EEF suggest that school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom in order to truly support the needs of the children.	1,2, 5 & 7
<p><i>Registration to the National college to provide valuable online CPD opportunities. This ensures that all staff feel skilled in teaching all aspects of the curriculum to support high quality teaching.</i></p> <p>£670</p>	The EEF document Effective Professional Development states that supporting high quality teaching is pivotal in improving children's outcomes. Their research indicates that high quality teaching can narrow the disadvantage gap. They also suggest that schools must Recognise the time constraints faced by teachers and adapt professional development accordingly and should critically assess how a PD programme will fit in with the school routine.	1, 4&5

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

Budgeted cost: Staffing costs included above – £ 5525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To use two TA's as tutors, focusing on providing high quality interventions, starting with writing focused groups.</i>	According to the EEF Teaching toolkit, small group tuition has an average impact of four months' additional progress over the course of a year. They state that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	1,2 & 5
<i>Year 6 after school SATs preparation and catch up tuition.</i>	Again, as the EEF research suggests, small targeted group work is an effective way for the children to catch up. The Year 6 teacher is leading a team of staff to plan, deliver and assess whole class sessions which are tailored to the needs of individual groups. Sessions will alternate weekly between a maths and English focus.	1,2&5
<i>Covid catch up recovery curriculum tutoring.</i> £3000	White Rose tutoring used from Year 2-5 to ensure that gaps in the children's learning are addressed and the children are given the opportunities to catch up with their peers. English tutoring opportunities given to those children who have gaps in their English knowledge.	1,2&5
<i>Purchase of home reading books which are phonetically decodable.</i> £2325	Following both school closures, our home reading books which support and reinforce phonics teaching in school have diminished. They have either not been returned to school or were in poor condition. New phonics books which support the RWI scheme used in school will be purchased to ensure the children can read fluently at home and apply learnt skills.	2,5
<i>Purchase of 'Write like a Ninja' books to enhance the quality of writing in UKS2</i> <i>50 books purchased to be used in pairs in Y4,5,6.</i> £200	<i>Write Like a Ninja</i> books allow for Key Stage 2 pupils to boost their writing skills by ensuring the children have everything they need to remember key grammar points, write more varied sentences and make their writing stand out.	1,2

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

Budgeted cost: £ 19,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To recruit a family support worker, twice weekly, to ensure that our vulnerable families have regular communication and support to hand if needed. Family support worker also used to support attendance concerns. £8,500</i>	EEF – working with parents to support children’s learning suggests that Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	3,4 & 6
<i>Clennell enhanced SLA £3000</i>	Contribution towards safeguarding support, Kalmer counselling and attendance support. Annual safeguarding training for all staff.	3 & 6
<i>To provide enrichment opportunities to all classes and residential trips for KS2 pupils to support SEMH and raise aspirations. Youth Village £4500 Panto £1700 Magic show £130</i>	Although there’s no statutory requirement for schools to provide enrichment opportunities, it’s encouraged by the Department for Education. Ofsted’s inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research shows All children benefit from enrichment, but especially more able pupils as it allows them to look at subjects in more depth, and give them opportunities to explore and use their imagination. As well as children from disadvantaged backgrounds who benefit from experiences and activities that they may not get out of school.	3,4,5& 7
<i>To purchase ‘Now Press Play’ resources. £2155</i>	Now Press Play is an immersive audio resource that enhances learning for all primary school children. These resources allow our children to experience different situations using a set of headphones which transports them into a different word/time frame without leaving school.	5 & 7

Total budgeted cost: £111,966

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.

Last year, a high percentage of our allocated Pupil Premium money was spent on staffing. In order to adhere to school's risk assessments, staff were allocated to individual bubbles rather than having flexible roles across school. 77% of the budget was therefore assigned to ensure that we had adequate support to ensure catch up curriculum, implement risk assessments safely and cover staff absences. The other 23% of the Pupil Premium budgets was allocated to supporting and nurturing our vulnerable families within school. Breakfast club provision was available to all Pupil premium children, as well as 30-hour provision for those children in Nursery. Enrichment opportunities and after school clubs were used this year as a way of nurturing children who were affected by the pandemic and for those who could benefit from the routine of school life.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	