



Our Lady's R.C. Pupil Premium Strategy Statement

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's R.C. Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Chris Horridge
Pupil premium lead	Miss G Cunningham and Mr A Cregan
Governor / Trustee lead	Mrs E Coffey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,869.04
Recovery premium funding allocation this academic year	£4023.75
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	£62892.79



Part A: Pupil premium strategy plan

Statement of intent

At Our Lady's, we acknowledge the uniqueness and special qualities of each child, each with their individual needs and gifts. We firmly believe that every child is a reflection of God and possesses a distinct purpose as a catalyst for positive change in the world. We are dedicated to directing the Pupil Premium Grant funds towards ensuring that our underprivileged students receive the highest standard of education, equipping them to become active, socially responsible members of society within their families, local communities, and the broader global context.

All members of our staff, whether in teaching or non-teaching roles, along with our governors, bear the responsibility for addressing the needs of our socially disadvantaged students. This commitment extends to their emotional, academic, and pastoral welfare within the nurturing environment of our Catholic school. We acknowledge that disadvantaged children may encounter a variety of obstacles that could hinder their learning progress.

Our school provides carefully tailored support to remove these barriers to learning, empowering each child to achieve their full potential. We employ evidence-based strategies endorsed by the Education Endowment Foundation (EEF) to ensure the most effective approaches are in place to yield the best possible outcomes. We continuously evaluate these programs to ensure they are delivering optimal results for our students, making adjustments as necessary throughout the academic year.

Over time, we have identified several common barriers to learning, including:

1. Limited language and communication skills upon entering school (Reception).
2. Social and emotional factors.
3. Insufficient subject knowledge.
4. Limited exposure to experiences beyond the classroom.
5. Additional English and Maths support requirements upon entering school.
6. Below-average punctuality and attendance rates.
7. Students' initial attainment levels falling below national expectations in the majority of cases, and significantly so in some instances.
8. Recognised learning needs identified by other professionals (TESS/ SALT/ OT)

Moreover, we acknowledge that not all socially disadvantaged pupils are registered or qualify for free school meals. Hence, we retain the flexibility to allocate disadvantaged funding to support any student or groups of students identified by Our Lady's as experiencing disadvantage, ensuring that we can provide the necessary assistance where it is most needed.



Challenges

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

Challenge number	Detail of challenge
1	Parental learning support (reading at home, homework, attendance at school activities, experiences, ability to manage behaviour)
2	Poor social and communication skills and vocabulary
3	Poor subject knowledge
4	Growing number of SEND children entering school who have social and emotional needs
5	Growing number of SEND children entering school who have cognitive needs
6	Limited experiences beyond the classroom – Cultural Capital & memorable experiences for all children

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
Children demonstrate improved social and communication skills	Boxall Profiles indicate positive progress made from baseline and termly assessments WellComm to be embedded across school
To close the GLD gap between disadvantaged and other children in EYFS Pupils accessing intervention programmes make at least expected progress	GLD gap is closed between disadvantaged and other children. SEN children to make progress and be reviewed termly
PP pupils to reach our whole school benchmark for attendance.	Attendance of PP cohort 97.5% +
Progress in Reading	Continue to achieve above national average progress scores in KS2 Reading
Progress in Writing	Continue to achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Continue to achieve above national average progress scores in KS2 Maths
Progress in Phonics	Continue to be above national average expected standard in Phonics Screening Check



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: £60,981.78 (including TA salary for interventions/ in class support/ resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions (1-1 and small group) led by teaching assistants who have had specific training. These interventions are evidence based.</p> <p>£54338.00</p>	<p>The EEF Teaching and Learning Toolkit suggests that deploying and training TAs to deliver one-to-one or small group targeted interventions can lead to positive outcomes for pupils (+ 4 months additional progress)</p>	2, 3, 4, 5 & 6
<p>Quality first teaching and outstanding knowledge rich curriculum-dedicated curriculum model to support PP/SEN pupils</p> <ul style="list-style-type: none"> ▪ SENCO to offer QFT advice and strategies to staff based on Wigan TESS guidance ▪ Educational Psychologist input for specific children <p>£750 payment per year (7 visits-additional costs if more visits are required)</p>	<p>The Educational Endowment Fund toolkit, evaluating value for money to school intervention spends, visible at: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p>	1,2,3,4,5 & 6
<p>Coaching and training programmes to aid delivery of:</p> <ul style="list-style-type: none"> ▪ Mastering Number ▪ Forest Schools delivered by our Nurture lead for specific children who are experiencing SEMH ▪ Soundwrite ▪ Shine Reading Project 	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, EEF research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>The Educational Endowment Fund toolkit states mastery learning is + 5 and reading comprehension as + 6.</p>	1,2,3,4,5 & 6
<p>'Accelerated Reader' purchased and utilised alongside Michael Cain's to support targeted PP Pupils and enable them to close the attainment gap</p> <p>£1759.04</p>	<p>Education Endowment Fund states reading comprehension strategies as +6</p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p>	1, 2, 3, 4 & 5



	<p>Reading attainment EXP+ for the disadvantaged pupils at the end of KS2</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage EXP+ Our Lady's</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>80% (national 62%)</td> </tr> <tr> <td>2020</td> <td>100% (67% according to FFT National Data)</td> </tr> <tr> <td>2021</td> <td>89% (64% according to FFT National Data)</td> </tr> <tr> <td>2022</td> <td>80% (national 62%)</td> </tr> <tr> <td>2023</td> <td>91% (national 73%)</td> </tr> </tbody> </table> <p>Reading progress measures for disadvantaged pupils at the end of KS2</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>-1.0 (national -0.6)</td> </tr> <tr> <td>2020</td> <td>+0.4</td> </tr> <tr> <td>2021</td> <td>+4.5</td> </tr> <tr> <td>2022</td> <td>+3.4 (LA -0.2)</td> </tr> <tr> <td>2023</td> <td>+1.4</td> </tr> </tbody> </table>	Year	Percentage EXP+ Our Lady's	2019	80% (national 62%)	2020	100% (67% according to FFT National Data)	2021	89% (64% according to FFT National Data)	2022	80% (national 62%)	2023	91% (national 73%)	Year	Score	2019	-1.0 (national -0.6)	2020	+0.4	2021	+4.5	2022	+3.4 (LA -0.2)	2023	+1.4	
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<p>High quality research and synthetic based training for EYFS staff - Soundwrite Training (all staff in EYFS and KS1 are now fully trained in Soundwrite)</p>	<p>The EEF rates phonics as +5 Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the early development of early reading skills; particularly for children from disadvantaged backgrounds.</p> <p>The EEF found teaching assistant interventions as +4, but quality training is key.</p>	<p>2, 3 & 4</p>																								
<p>Additional transitional meetings for all year groups to establish accurate starting points and needs of pupils.</p>	<p>The EEF has found that transition between phases of education – notably Early Years to Primary and Primary to Secondary is a risk point for vulnerable learners.</p>	<p>1, 2, 3, 4 & 5</p>																								
<p>In EYFS, through quality first teaching, the focus is on the Prime Areas of PSE, CL and PD. Additional adult hours to support these prime areas. Additional Resources £353.37 Wigan Music Service Reception Chime Music Project £400</p>	<p>The EEF rates physical development approaches as +3. They rate communication and language as +6. Pupils are equipped with the key skills needed to access the whole curriculum and be effective learners. The Education Endowment Foundation rates arts participation as +3. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>2, 3, 4, 5 & 6</p>																								
<p>High quality CPD to develop the role of subject leaders and senior leaders to demonstrate impact in</p>	<p>Staff are confident in leading their subject and have effective whole school leadership for this area. Rationale, Intent, Implementation and Impact alongside</p>	<p>2, 3, 4, 5 & 6</p>																								



<p>their subject and areas of responsibility.</p> <p>Art specialist- £ 3381.37 DT CPD</p>	<p>teaching pedagogy underpinning subject delivery.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10463.95

English																
<p>1-1 and small group tuition for PP pupils via external tuition partner.</p> <p>- Tutor Trust supporting Y5 & Y6 Reading</p> <p>£5220</p>	<p>The EEF highlights Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit</p>	2, 3, 4 & 5														
<p>Breakfast and afterschool Club Interventions for Y6 pupils to support their Y6 SATS preparation. Gaps in learning closed through additional am/pm support</p> <p>Breakfast sessions for Y1, Y2, and Y3 children who are below ARE in Phonics</p>	<p>The Education Endowment Foundation rates teaching assistant tuition as +4 Above average and well above average levels of attainment can be seen in the table below.</p> <p>(2020 and 2021 data is internal; no standardised testing due to Covid).</p> <p>Attainment: combined RWM EXP+ disadvantaged pupils at the end of KS2</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% EXP+</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>86%</td> </tr> <tr> <td>2019</td> <td>90% (national 51%)</td> </tr> <tr> <td>2020</td> <td>94%</td> </tr> <tr> <td>2021</td> <td>86%</td> </tr> <tr> <td>2022</td> <td>60%</td> </tr> <tr> <td>2023</td> <td>88% (national 59%)</td> </tr> </tbody> </table>	Year	% EXP+	2018	86%	2019	90% (national 51%)	2020	94%	2021	86%	2022	60%	2023	88% (national 59%)	1, 2, 3, 4 & 5
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<p>Maths Interventions for identified vulnerable pupils who need catch up</p> <p>Maths specialist- £3960</p>	<p>The EEF highlights Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit</p>	2, 3, 4 & 5														



<p>Inclusion Leader, teachers and TAs to lead 1-1 small group targeted intervention etc.-</p> <ul style="list-style-type: none"> - Times Table Rockstar intervention - WellComm - £1200 - Soundwrite - TT Rockstars-£83.95 	<p>The EEF highlights Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>The Education Endowment Foundation rates teaching assistant tuition as +4 and oral language interventions as + 6.</p>	<p>2, 3, 4 & 5</p>
<p>Assessments to help identify the factors (including any educational reasons) as to why some children in receipt of PPG failed to make expected progress in line with previous attainment</p> <ul style="list-style-type: none"> - Ed Psychologist - TESS Team - Behaviour Support - In house 	<p>Reports and support from Educational Psychologist and Targeted Educational Support Services have supported EHCP applications and school Provision. School currently has 2 children with EHCPs, and other pupils access a range of services such as S&L, 1-1 Soundwrite phonics etc.</p>	<p>1, 2 3, 4 & 5</p>

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

Budgeted cost: £6856.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance figures among PP students to + 97.5%-through Attendance Officer support and nurture provision</p> <p>Attendance SLA- £2084</p>	<p>EEF research suggests that parental engagement has a positive impact on average of 4 months additional progress. The EEF also reports that it is crucial to consider how to engage with all parents to avoid widening the gaps.</p>	<p>1, 2,3, 4, 5, & 6</p>
<p>Nurture support for disadvantaged pupils; including Forest Schools interventions</p> <p>Price for forest schools training and accreditation- £1194</p> <p>Resources for forest schools- £159.72</p>	<p>School achieved Nurturing School Award in recognition of excellent nurture provision. All pupils are assessed using Boxall profile and targeted interventions planned to support all pupils. EEF state social and emotional learning is + 4.</p>	<p>2, 4, 5 & 6</p>
<p>Direct pastoral support for low attendance PP students from our Nurture Leader to</p>	<p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice:</p>	<p>2, 4 & 5</p>



include Breakfast club		
Develop cultural capital of PP Pupils through supporting trips and extracurricular involvement-e.g. Residentials, extra curricular clubs . £1080	DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice: We support: <ul style="list-style-type: none"> - Educational visits - Instrumental music lessons - After school clubs - Swimming - Residentials - School Trips - 1-1 support to allow access 	2, 4, 5 & 6
Wake and Shake Activities & the Daily Mile	We encourage active learning to stop the obesity crises. Wigan Warriors provide enjoyable fitness activities for pupils. Within the Geography curriculum we also offer opportunities for children to use our mapped surroundings to complete various orienteering tasks .	2, 4 & 5
Wider Opportunities – Brass Lessons (whole year group SLA) £2339	The Education Endowment Foundation rates arts participation as +3. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Secondary pupils have continued to play musical instruments at secondary school and some have passed graded music exams.	2, 3, 4, 5 & 6
Extra-Curricular Clubs supporting a range of needs and offering a range of provision: <ul style="list-style-type: none"> - Mindfulness, - Fitness - Local History - Eco - Choir - Engineering Including opportunity for performances and enrichment visits	Extra curricular clubs allow pupils to excel in areas of strength and as such improve their mental health. The EEF refers to extra curricular clubs supporting the ‘character’ of pupils. That by nurturing a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that these skills underpin success in school and beyond. These ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’ include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.	2, 4 5 & 6
Uniform, food, essentials provided for disadvantaged pupils	Our Lady’s have provided and continue to provided support for families in times of hardship. The updated uniform policy states how	1



	school can support families through the launch of the swap shop which will be held throughout the school year.	
School part fund educational visits for vulnerable pupils; all children are able to access experiences beyond the classroom	<p>The Education Endowment Fund has found that essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way</p> <p>First-hand opportunities have been invaluable for children and build on cultural capital. Some pupils never leave the immediate area so the experiences are key.</p> <p>100% of our children have rich cultural capital opportunities.</p>	1 & 6

Total budgeted cost: £72131.45



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 2022 to 2023 academic year.

Disadvantaged pupil progress scores for 2022-2023

Measure	Score
Reading	+ 4.4 LA 0.2
Writing	+ 5.0 LA 0.6
Maths	+ 2.6 LA 0.3

Disadvantaged pupil performance overview 2022/2023

Measure	Score
Meeting expected standard at KS2	
Reading	80%
Writing	60%
Maths	60%
Meeting expected standard at KS2 in RWM	60%
Achieving high standard at KS2	
Reading	0%
Writing	20%
Maths	0%
Meeting higher standard at KS2 in RWM	0%

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
Tutor Trust	The Tutor Trust
X Tables Rockstars	TT Rockstars
Accelerated Reader	Renaissance
Mathletics	3P Learning
Spag.com	Spag.com
Spelling Shed	Ed Shed
Charanga	Wide Music Group
Boxall Profile	Nurture UK



Nuffield Early Language Intervention	Nuffield Foundation
WellComm	GL Assessments
Ten:Ten	Ten:Ten

Service pupil premium funding (N/A)