



Our Lady's R.C. 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 R.C. Primary School |
| Number of pupils in school | 212 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Mr Chris Horridge |
| Pupil premium lead | Mr C Horridge & Mrs C Teahan |
| Governor / Trustee lead | Mrs E Coffey |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £48040 |
| Recovery premium funding allocation this academic year | £4640 |
| 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 | £52680 |



Part A: Pupil premium strategy plan

Statement of intent

At Our Lady's, we recognise that every child with his/her individual needs and gifts is unique and special. We believe that each child is made in the image and likeness of God, and given a special mission to be a 'Change-maker' in the world. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future in their family, their local community and the wider world. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Carefully tailored provision from school helps to remove barriers to learning, enabling each child to be able to reach their potential. Evidence based strategies from the EEF, Education Endowment Foundation; ensure that the best approaches are implemented to enable the best possible outcomes. These programmes are regularly reviewed in order to ensure that they are having the best possible outcomes for the children, and where necessary, changes may be made during the course of the year.

Over the years, we have found that the main barriers to learning have included:

- Poor language and communication skills
- Social and emotional factors
- Poor subject knowledge
- Additional English and Maths needs on entry into school & as a result of COVID-19 pandemic
- Punctuality and attendance is below whole school averages.
- Pupils attainment on entry to the school is below national expectations for the majority, and significantly so in some instances.
- Identified learning needs

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the disadvantaged funding to support any pupil or groups of pupils Our Lady's has identified as being disadvantaged.

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. |
| 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. |
| PP pupils to reach our whole school benchmark for attendance. | Attendance of PP cohort 97.5% + |
| Progress in Reading | Achieve above national average progress scores in KS2 Reading (0) |
| Progress in Writing | Achieve above national average progress scores in KS2 Writing (0) |
| Progress in Mathematics | Achieve above national average progress scores in KS2 Maths (0) |
| Progress in Phonics | Achieve 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: £38332.76

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Quality first teaching and outstanding knowledge rich curriculum-dedicated curriculum model to support PP/SEN pupils</p> <ul style="list-style-type: none"> ▪ Inclusion Leader training for whole staff ▪ TESS Team support and SLA £500 | <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"> ▪ Phonics–Soundwrite £1020 ▪ Writing – Talk4writing ▪ Excellent Maths Teacher ▪ Specific intervention ▪ Support videos created for school website <p>strategies such as Nurture, Soundwrite, Talking Tables, Maths Hub Intervention, Forest Schools £2353.11</p> <ul style="list-style-type: none"> ▪ Areas of need as identified in teachers appraisals | <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> | 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>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> <p>Reading attainment EXP+ for the disadvantaged pupils at the end of KS2</p> | 1, 2, 3, 4 & 5 |



| | <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> </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> </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) | Year | Score | 2019 | -1.0 (national -0.6) | 2020 | +0.4 | 2021 | +4.5 | |
|---|--|----------------|----------------------------|------|---------------------------|------|--|------|---|------|-------|------|-----------------------------|------|-------------|------|-------------|--|
| Year | Percentage EXP+ Our Lady's | | | | | | | | | | | | | | | | | |
| 2019 | 80% (national 62%) | | | | | | | | | | | | | | | | | |
| 2020 | 100% (67% according to FFT National Data) | | | | | | | | | | | | | | | | | |
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| Year | Score | | | | | | | | | | | | | | | | | |
| 2019 | -1.0 (national -0.6) | | | | | | | | | | | | | | | | | |
| 2020 | +0.4 | | | | | | | | | | | | | | | | | |
| 2021 | +4.5 | | | | | | | | | | | | | | | | | |
| <p>High quality research and synthetic based training for EYFS staff</p> <p>- Soundwrite Training</p> | <p>The EEF rates phonics as +5</p> <p>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><i>Investing</i></p> | 2, 3 & 4 | | | | | | | | | | | | | | | | |
| <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> | 1, 2, 3, 4 & 5 | | | | | | | | | | | | | | | | |
| <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.</p> <p>Additional Resources £359.65</p> <p>Wigan Music Service Reception</p> <p>Chime Music Project £</p> | <p>The EEF rates physical development approaches as +3.</p> <p>They rate communication and language as +6.</p> <p>Pupils are equipped with the key skills needed to access the whole curriculum and be effective learners.</p> <p>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> | 2, 3, 4, 5 & 6 | | | | | | | | | | | | | | | | |
| <p>HLTA/TA additional support in each class in class for focused catch up interventions.</p> | <p>Education Endowment Foundation rates 1:1 and small group tuition as +5</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve</p> | 1,2,3,4,5 & 6 | | | | | | | | | | | | | | | | |



| | | |
|--|---|----------------|
| | <p>weeks) appear to result in optimum impact.</p> <p>Pupils in KS1 are making progress, based on their starting points.</p> <p>Pupil progress documentation identifies vulnerable pupils and the support needed to enable them to make progress, based on their starting points</p> | |
| Emotionally friendly and attachment training for staff to develop social and emotional skills | <p>Nurturing and EEF principles which refer to core competencies:</p> <p>Self-awareness;</p> <p>Self-regulation;</p> <p>Social awareness;</p> <p>Relationship skills; and</p> <p>Responsible decision making</p> | 1,2, 4 & 5 |
| High quality CPD to develop the role of subject leaders and senior leaders to demonstrate impact in their subject and areas of responsibility. | <p>Staff are confident in leading their subject and have effective whole school leadership for this area. Rationale, Intent, Implementation and Impact alongside teaching pedagogy underpinning subject delivery.</p> | 2, 3, 4, 5 & 6 |

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

Budgeted cost: £ 9,723.28

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>1-1 and small group tuition for PP pupils via external tuition partner.</p> <p>- Tutor Trust supporting Y5 & Y6 Reading</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>Maths Interventions for identified vulnerable pupils who need catch up</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 - Neli Intervention - Phonics intervention - | <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</p> | <p>2, 3, 4 & 5</p> | | | | | | | | | | |
|--|---|--------------------------|--------|------|-----|------|--------------------|------|-----|------|-----|---------------------------|
| <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>The Education Endowment Foundation rates teaching assistant tuition as +4</p> <p>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" data-bbox="603 1599 1082 1854"> <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> </tbody> </table> | Year | % EXP+ | 2018 | 86% | 2019 | 90% (national 51%) | 2020 | 94% | 2021 | 86% | <p>1, 2, 3, 4 & 5</p> |
| Year | % EXP+ | | | | | | | | | | | |
| 2018 | 86% | | | | | | | | | | | |
| 2019 | 90% (national 51%) | | | | | | | | | | | |
| 2020 | 94% | | | | | | | | | | | |
| 2021 | 86% | | | | | | | | | | | |
| <p>Assessments to help identify the factors (including any educational reasons) as to why some children in receipt of PPG failed to make expected</p> | <p>Reports and support from Educational Psychologist and Targeted Educational Support Services have supported EHCP applications and school Provision.</p> | <p>1, 2 3, 4 & 5</p> | | | | | | | | | | |



| | | |
|--|---|--|
| progress in line with previous attainment - Ed Psychologist - TESS Team - Behaviour Support - In house | School currently has 5 children with EHCPs and other pupils access a range of services such as S&L, 1-1 Soundwrite phonics etc. | |
|--|---|--|

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

Budgeted cost: £ 20,058

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Nurture support for disadvantaged pupils; including Forest Schools interventions | 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. | 2, 4, 5 & 6 |
| Direct pastoral support for low attendance PP students from our Nurture Leader to include Breakfast club | DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice: | 2, 4 & 5 |
| Develop cultural capital of PP Pupils through supporting trips and extracurricular involvement-e.g. Residentials, extra curricular clubs . | 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 |
| Y5 Latics Literacy and additional weekly sporting lesson | The EEF suggests that planned extra-curricular activities which include short, regular, and structured teaching in literacy (either tutoring or group teaching) as part of a sports programme, are more likely to offer academic benefits than sporting activities alone. Additionally, the sports sessions promotes mental wellbeing by learning new skills and helps to tackle the uk obesity crisis. | 2, 3, 4 & 5 |
| Wake and Shake Activities & the Daily Mile | We encourage Active learning to stop the obesity crises. Latics provide enjoyable fitness activities for pupils | 2, 4 & 5 |



| | | |
|---|---|------------------------------|
| <p>Wider Opportunities – Brass Lessons (whole year group SLA)</p> | <p>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>Secondary pupils have continued to play musical instruments at secondary school and some have passed graded music exams.</p> | <p>2, 3, 4, 5 & 6</p> |
| <p>Extra-Curricular Clubs supporting a range of needs and offering a range of provision:</p> <ul style="list-style-type: none"> - Mental Health, - Fitness - Local History - Eco - Choir - Pupil Leadership <p>Including opportunity for performances and enrichment visits</p> | <p>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.</p> | <p>2, 4 5 & 6</p> |
| <p>Uniform, food, essentials provided for disadvantaged pupils</p> | <p>Our Lady’s have provided and continue to provided support for families in times of hardship</p> | <p>1</p> |
| <p>School part fund educational visits for vulnerable pupils; all children are able to access experiences beyond the classroom</p> | <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. 100% of our children have rich cultural capital opportunities.</p> | <p>1 & 6</p> |
| <p>Provide peripatetic music lessons for disadvantaged pupils; children are provided with music lessons which they would otherwise not have accessed.</p> | <p>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>5 & 6</p> |
| <p>Improve attendance figures among PP students to + 97.5%-through Attendance Officer support and nurture provision</p> | <p>DFE Report Supporting the attainment of disadvantaged pupils: articulating success and good practice: SLA – Attendance</p> | <p>1, 2, 3, 4, 5 & 6</p> |



| | | |
|--|---|--|
| | Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils | |
|--|---|--|

Total budgeted cost: £68,114.04



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.

Disadvantaged pupil progress scores for last academic year – 2020-2021 (Internal Data and FFT submission for national comparison)

| Measure | Score |
|---------|---------------------------|
| Reading | +4.5 (2019 national -0.6) |
| Writing | +3.7 (2019 national -0.7) |
| Maths | +0.5 (2019 national -0.5) |

Disadvantaged pupil progress scores for academic year 2019/2020 (according to FFT Aspire)

| Measure | Score |
|---------|---------------------------|
| Reading | +0.4 (2019 national -0.6) |
| Writing | +1.3 (2019 national -0.7) |
| Maths | +1.7 (2019 national -0.5) |

Disadvantaged pupil performance overview for last academic year (2020/20201 according to FFT Aspire)

| Measure | Score |
|---|--|
| Meeting expected standard at KS2 | |
| Reading | 89% (2021 national according to FFT 64%) |
| Writing | 67% (2021 national according to FFT 55%) |
| Maths | 67% (2021 national according to FFT 58%) |
| Meeting expected standard at KS2 in RWM | 67% (2021 national according to FFT 47%) |
| Achieving high standard at KS2 | |
| Reading | 22% (2021 national according to FFT 18%) |
| Writing | 11% (2021 national according to FFT 8%) |
| Maths | 0% (2021 national according to FFT 11%) |
| Meeting higher standard at KS2 in RWM | 0% (2021 national according to FFT 5%) |



Disadvantaged pupil performance overview for last academic year (2019/2020 according to FFT Aspire)

| Measure | Score |
|---|--------------------------|
| Meeting expected standard at KS2 | |
| Reading | 100% (2019 national 62%) |
| Writing | 100% (2019 national 68%) |
| Maths | 100% (2019 national 67%) |
| Meeting expected standard at KS2 in RWM | 100% (2019 national 51%) |
| Achieving high standard at KS2 | |
| Reading | 33% |
| Writing | 17% |
| Maths | 33% |
| Meeting higher standard at KS2 in RWM | 17% |

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 |
| Jigsaw | Jigsaw |
| Boxall Profile | Nurture UK |
| Nuffield Early Language Intervention | Nuffield Foundation |

Service pupil premium funding (N/A)