



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

School overview

Metric	Data
School name	Our Lady's R.C. Primary School
Pupils in school	196
Proportion of disadvantaged pupils	33 pupils (17%)
Pupil premium allocation this academic year	£54730
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Mr C Horridge
Pupil premium lead	Mr C Horridge & Mrs C Teahan
Governor lead	Mrs E Coffey

Disadvantaged pupil progress scores for last 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 (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%

Strategy aims for disadvantaged pupils

Measure	Activity												
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Ensure all relevant staff have received Soundwrite training delivered through Wigan TESS team. Training to ensure QFT so that disadvantaged pupils can obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check. Disadvantaged pupils access essential nurture interventions.</p>												
<p>Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work with the North West Maths Hub and English Hubs to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>SLT ensure all disadvantaged pupils make expected progress in Foundation subjects.</p>												
<p>Priority 3</p> <p>To improve our partnership with parents to support our children on their learning journey</p>	<p>Staff to embark on Parent Partnership Award to refine our practice to support the attainment and progress of pupils</p>												
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Attendance is a real problem because of COVID. This reduces their time in school and slows down the pace of progress- leading to increased need for catch up. • Pupils returning to school after lockdown (COVID), have greater wellbeing and resilience needs. Social and emotional factors • Pupils attainment on entry to the school is below national expectations for the majority, and significantly so in some instances. • Additional English and Maths needs on entry into school & as a result of COVID-19 pandemic • Language and communication • Identified learning needs 												
<p>Projected spending</p>	<table border="1"> <thead> <tr> <th>Area</th> <th>Estimated Cost (£)</th> </tr> </thead> <tbody> <tr> <td> <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 Psych - Behaviour Support - In house </td> <td> <p>£500</p> </td> </tr> <tr> <td> <p>Parent Partnership Award and CPD for staff</p> </td> <td> <p>£1000</p> </td> </tr> <tr> <td> <p>Nurture Support</p> </td> <td> <p>£11000</p> </td> </tr> <tr> <td> <p>Booster Sessions</p> </td> <td> <p>£1500</p> </td> </tr> <tr> <td> <p>Before & Afterschool Clubs</p> </td> <td> <p>£200</p> </td> </tr> </tbody> </table>	Area	Estimated Cost (£)	<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 Psych - Behaviour Support - In house 	<p>£500</p>	<p>Parent Partnership Award and CPD for staff</p>	<p>£1000</p>	<p>Nurture Support</p>	<p>£11000</p>	<p>Booster Sessions</p>	<p>£1500</p>	<p>Before & Afterschool Clubs</p>	<p>£200</p>
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	Total Projected Spend	£14,200
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Ensure attendance of disadvantaged pupils is above 95%	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Phonics & Reading	<ul style="list-style-type: none"> • To continue to promote our love of reading through enrichment opportunities such as virtual author visits. • Buy and embed use of Accelerated Reader from Year 2 to Year 6 to increase reading for pleasure • To ensure that the new Soundwrite phonics approach alongside Accelerated Reader is monitored closely and pupils making below expected progress are identified in Target Setting meetings • Target disadvantaged pupils using internal tracking and provide catch up interventions and QFT in every YG to close the gap • To monitor the Reading Challenge in KS2 and ensure regular reading opportunities are being seen • To celebrate the reading breadth with a weekly Class Reader of the Week award in assembly and by using the awards from Accelerated Reader • To create a welcoming and positive reading environment in each class alongside the new Library Learning Resource Centre.

	<ul style="list-style-type: none"> To analyse summative assessment data and identify the children who require catch up To embed understanding and knowledge through a thematic approach using MC strategies 														
To ensure summative end of KS2 results are at, or exceed, national expectations for progress	<ul style="list-style-type: none"> To increase capacity of adults in every YG from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains To upskill support staff with appropriate approaches and pedagogy to teaching interventions To identify pupils who may require more targeted support on a daily basis. 														
Barriers to learning these priorities address	<ul style="list-style-type: none"> Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers and some vulnerable pupils being at home during lockdown Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress Learning behaviours at lunchtime may need developing due to long periods of self-isolation 														
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Wider strategies for current academic year

Measure	Activity
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	<ul style="list-style-type: none"> To identify pupils who are falling behind national To provide tailored support for families with low attendance, working with the Wigan LA's Attendance team and key members of staff and Governors. Support package to improve attendance and punctuality for identified pupils through: <ul style="list-style-type: none"> Attendance rewards & incentives Attendance officer SLA support
To enhance pupils' cultural capital by providing a breadth of experiences	<ul style="list-style-type: none"> To support the attendance of disadvantaged pupils at Wider Opportunities, Educational Trips and Residential. To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative

	<p>Curriculum lessons and adapts to current restrictions caused by #Covid19</p> <ul style="list-style-type: none"> • To provide greater enrichment opportunities for disadvantaged pupils. For example: wider opportunity music lessons, access to forest school and global school partnership programme, author and artist workshops etc. • To have collaborative themed curriculum days to deepen children's understanding of specific topic areas, e.g. Creative Collaborative Curriculum Project 																								
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor attendance, including the impact of Covid19 • Ensure targeted children attend Nurture provision and have access to Breakfast club where they can access TTRockstars, Spag.com etc • Ensure targeted children have access to Forest Schools Programme • Covid19 measures limit visitors coming into school and the breadth of virtual platforms is restricted 																								
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring provision of high quality Professional Development for staff based on audits.	Use of INSET Days and twilight sessions. All subject Leaders to be released for half a day every term – cover provided
Targeted support	Ensure that interventions delivered meet the needs of pupils following early identification. Measure impact and development. Early intervention identified.	Data outcomes and monitoring and evaluation cycle.

Wider strategies	Engaging the families facing the most challenges	Working closely with our families, the Consortia and the LA. Completing Parent Partnership Award
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Review: last year's aims and outcomes

Aim	Outcome
For all disadvantaged pupils in school to make or exceed nationally expected progress rates in RWM	All positive figures for Reading, Writing and Maths.
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Phonics	No Phonics data 2020. However 87% of Y2 cohort who sat the Phonics screening in November 2021 % passed. 50% of the disadvantaged children who sat the test passed – 1 child achieved the standard & 1 child did not.
Other	Attendance continued to improve after COVID19 leading to positive outcomes.

TOTAL PROJECTED SPEND	£60,233
School to top up through internal funding streams	£5,503