

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	218
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 - 2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Isabel Quinn
Pupil premium lead	Michelle Minchin
Governor / Trustee lead	Jamie Cadden & Rachel Gibbs-McNeil

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23 446
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	£23 446

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady's Catholic Primary School, we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. At Our Lady's, our pupils from disadvantaged backgrounds are a small group, however, each and every one of them is precious to us. Many of these pupils have additional barriers to learning, such as; joining us from other schools mid-year or late in their primary school career, have English as an additional language or have special educational needs. We intend for all of our pupils from a disadvantaged background to leave Our Lady's as confident individuals who are the best version of themselves they can possibly be. They will have aspirations similar to, or above, those of their peers. They will have experienced the opportunity to be a leader and feel successful. Their 'pupil premium passport' will be their passport to their success and to opening doors in the next stage of their education.

We believe in maximising the use of the pupil premium grant by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are to:

- remove barriers to learning created by poverty, family circumstance and background;
- narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally;
- ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- develop confidence in their ability to communicate effectively in a wide range of contexts;
- enable pupils to look after their social and emotional wellbeing and to develop resilience;
- access a wide range of opportunities to develop their knowledge and understanding of the world.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and Communication Skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral, language skills and vocabulary gaps
2	Gaps in reading, writing, maths and phonics. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the interruption to their development opportunities to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and maths.
3	Social, Emotional and Mental Health
4	Access to wider opportunities

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PST.
Speech, Language and Communication Skills	Assessments and observations indicate significantly improved oral language. The following of our broad, balanced, challenging and enriched curriculum enables the pupils to be exposed to and learn new vocabulary.
SEMH	Surveys, pupil voice and observations indicate improved academic performance, attitudes, behaviour and relationships with peers resulting from a positive sense of wellbeing.
Wider Opportunities	Pupils will have access to: consistent outdoor learning, enrichment activities, digital access and awareness and learning opportunities and experiences away from school.

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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy CPD	Staff knowledge and understanding of how to approach teaching and learning of writing will support all pupils and teachers will then be able to offer strategies so that all pupils can access the curriculum.	1,2
Sounds-Write training for new staff	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,2

Improve the quality of SEMH learning through staff CPD.	SEMH approaches will be embedded into routine educational practices, such as the Zones of Regulation and supported by professional development and training for staff.	3
Improve the quality of Outdoor Learning learning through staff CPD.	Staff knowledge and understanding of how to approach teaching and learning of all subjects through outdoor learning will support all pupils and teachers will then be able to effectively offer strategies so that all pupils can access the curriculum.	1,2,3,4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link Introducing targeted speech and language teaching for pupils who are below age-related expectations.	Small group intervention closes the gap with language and communication skills. Creating additional teaching and learning opportunities using LSAs	1,2
Phonic Interventions	Targeted phonics interventions will take place and these are proven to be more effective.	1,2

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

Budgeted cost: £9 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School and Outdoor Learning	Opportunities for outdoor learning to improve academic attainment.	1,2,3,4

Zones of Regulation	Resources bought for each class and the Rainbow Room for pupils to access to self and co-regulate.	1,2,3
Trips, including residential	Opportunities for outdoor learning and collaborative activities to improve academic attainment. Year 6 residential trip has been organised.	1,2,3,4

Total budgeted cost: £23 500

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 2023 to 2024 academic year.

All Reception children were assessed using the Speech and Language Link assessment programme. These results and resources were shared with parents. Year 1 and pupils from other years were rescreened if they had been flagged. Interventions were set up and monitored to address any gaps.

Forest School for each year group was firmly established, giving our disadvantaged children vital experiences in learning non-academic skills.

Enrichment activities and trips for each year group were established providing our disadvantaged children with cultural capital opportunities.

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
Speech and Language assessment	Speech and Language Link
TT Rockstars	Maths Circle LTD

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A