

# Our Lady & St. Gerard's Pupil premium strategy statement

## 2024-2027



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
<b>Our Lady &amp; St. Gerard's RC Primary School</b>	
Number of pupils in school	326 (R-Y6 Sept 2023)
Proportion (%) of pupil premium eligible pupils	18% (Sept 2023) <small>Oct 2023 census: 57/326 FSM, PLAC &amp; Service</small>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was first published	25-09-2023
Date on which it will next be reviewed	25-09-2024
Statement authorised by	Miss K Harvey
Pupil premium lead	Mrs R Cowell
Governor	J. Kingswood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,250 <small>(based on Oct 2022 census: financial year funding April 2023-March 2024) 58/326</small>
Recovery premium funding allocation this academic year	£7,467
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£85,717</b>



## Part A: Pupil premium strategy plan

### Statement of intent

At Our Lady & St. Gerard's RC Primary School, we are committed to providing quality first teaching and learning experiences which benefit all our children. This involves a commitment to staff professional development and training. We make every effort through our wider strategies to remove barriers to learning and we have high expectations for pupil behaviour. We provide targeted academic support through class support strategies and through interventions as appropriate. We work with relevant agencies to ensure that our pupils and their families can access the support that they need, in a timely manner. We have high expectations for our children and strive to maintain and improve our standards as we recover from the effects of COVID pandemic and manage societal changes which affect our children.

Our main aims are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To ensure our children have access to a full curriculum and enrichment activities which raise their cultural capital.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To remove barriers to learning so that our children can reach their full potential. This includes behaviour management to ensure that all children can '**Be Safe, Be Learners and Be Kind/Respectful**' in line with our Behaviour Policy.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are addressed
- Recognition that some pupils who receive Pupil Premium funding are high attaining and that they need to be challenged to reach their full potential
- Recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Recognition that pupils may need support with one area at a time (e.g. reading) and that interventions for many areas at one time may be detrimental to the wellbeing of the child.
- Pupil voice – a key indicator of where support is required and of attitudes to learning
- Positive communication with parents



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We identify and address barriers to learning faced by individual pupils through:

- Everyday teaching practice and knowledge of how children respond to teaching and learning activities
- Building in 'retrieval' activities to ensure children acquire the intended knowledge.
- Pupil records
- Discussions with pupils
- Parents and agencies involved
- Analysis of attendance data and levels of persistent absence
- Analysis of behaviour incidences and exclusions data
- Information on wellbeing, mental health and safeguarding
- Support and intervention for pastoral needs
- Family support for financial difficulties, parenting etc. which may be affecting the pupil
- Rigorous regular tracking of pupil attainment and progress, especially in our dedicated, solution-focused "narrowing the gap" progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders, including our Inclusion Manager, the effectiveness of strategies to overcome their barriers to learning evaluated, and a new tailored programme put in place.

Challenge number	Detail of challenge
1	<b>Family circumstances:</b> Pupils may have family circumstances that impact negatively upon their learning and ability to take up extra-curricular opportunities. Socio-economic factors such as poverty and poor housing can impact on diet, wellbeing and opportunities. Safeguarding and welfare issues (which may lead to involvement from Children's Social Care) can impact on the whole family. Separation of parents may cause conflict which affects the children emotionally; often leading to behavioural and academic challenges.
2	<b>Attendance &amp; Punctuality:</b> Some children's attendance is low which will impact on their learning. Some children miss many minutes of learning each week due to punctuality issues. Our families are often living out of our catchment area due to housing/separation etc. which impacts on attendance and punctuality as they rely on public transport.
3	<b>Social &amp; Emotional barriers:</b> Some children have social and emotional issues resulting in low confidence and self-esteem. This affects learning, friendships, resilience and aspirations for the future. Some parents have their own mental health difficulties, which often brings instability to the family.
4	<b>Family support:</b> Parents may not feel able to support their child's learning journey. This may be due to lack of knowledge/own education standard or lack of resources and opportunities. Some parents may find it difficult to provide routines and boundaries at home which can affect behaviour.
5	<b>Special Educational Needs &amp; Disabilities:</b> Some children have additional needs which impact on progress and attainment, social interaction, communication and language and physical development. Parents may also

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	have learning needs of their own. Children with additional needs may present behavioural challenges which need to be addressed via universal and targeted approaches.
6	<p><b>Poor attainment &amp; progress:</b> Challenges 1-5 above are all contributing factors to the progress and attainment of pupils.</p> <p>On average, around 36% of our disadvantaged pupils are below the expected standard in all 3 core areas (reading, writing &amp; maths). Internal assessments of writing show that disadvantaged children underperform in comparison with other pupils.</p>
<p><b>Many children and families are dealing with all of the above. In line with our Safeguarding policy, we would support via relevant agencies as appropriate.</b></p>	

## 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
Disadvantaged children will have the option to access any opportunities open to their year group (events/clubs/trips etc.)	Opportunities are shared with families in an accessible way. Payment plans/alternative funding is explored for any child whose parents are struggling with any finance issues relating to the trip/activity. Registers are taken to ensure there is an analysis of children who are accessing the experiences. Children benefit from the experiences offered to them. <b>Records will show that the % of disadvantaged children who are accessing clubs and events increases across the timescale of the plan.</b>
Disadvantaged children will make good progress in writing.	<p>Internal assessments will identify key areas for improvement. Interventions will be in place to support progress in these key areas. <b>Data (formative) will show that children are making progress in key performance indicators. Data will show that the % of disadvantaged children at ARE for writing increases across the timescale of the plan .</b></p> <p>In KS2 outcomes, our disadvantaged pupils were outperformed by non disadvantaged pupils by 38% in the summer of 2023. <b>By the end of the plan, the attainment gap in writing will be reduced by at least 10%.</b></p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Children in receipt of pupil premium (FMS6) across the whole school (Reception to Y6) had average attendance of 92% in 2021-2022 compared with and non-FSM 96%.</p> <p>Children in receipt of pupil premium (FMS6) across the whole school (Reception to Y6) had average attendance of 94% in 2022-2023 compared to 96% of non-FSM.</p> <p>By the end of this plan we aim for our disadvantaged pupil attendance to increase again to narrow the gap compared with our</p>



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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant small group interventions for writing, and maths  Y6 journalism workshops	EEF 'Teaching assistant interventions have an impact (+ 5 months) through providing additional support for pupils that is targeted to their needs.'	5,6
Phonics interventions	EEF 'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'	5,6
Individualised instruction  1:1 support for specific needs	EEF 'Individualised instruction can be an effective approach (+5 months) to increasing pupil attainment.'  'On average, one to one tuition is very effective at improving pupil outcomes.'	5,6
Social and emotional learning utilising skills of Learning Mentor & Pupil & Family Support Worker	EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3,5
Universal behaviour approaches and behaviour interventions	EEF 'Both targeted interventions and universal approaches have positive overall effects (+ 4 months).'	5,6

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality monitoring and support through the Pupil & Family Support Worker	EEF 'Effective parental engagement can lead to learning gains of +3 months over the course of a year.'	1,2,3,4
Parental support; Phonics workshops Stay and Play Maths	EEF 'Effective parental engagement can lead to learning gains of +3 months over the course of a year.'	4
The Hive: lunchtime provision for children with SEMH or behavioural needs (supported by Learning	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	1,3,5,6

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Mentor & Pupil & Family Support Worker)		
Wellbeing strategies and family support Yoga, workshops: anti-bullying	EEF 'Effective parental engagement can lead to learning gains of +3 months over the course of a year.'	

**Total budgeted cost: £ 86,000**



## 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 2022-2023 academic year.

Area	Planned actions	Review/Impact
<b>Teaching</b>	<ul style="list-style-type: none"> <li>In house CPD for all teachers and all TAS</li> <li>Cluster training (Via WRIST)</li> <li>Subject leader development</li> </ul>	<ul style="list-style-type: none"> <li>staff training</li> <li>WRIST support 2022-2023</li> <li>Bought in services – Educational Psychologist</li> <li>Mastery Maths – subscriptions and resources to White Rose Maths</li> <li>Consultant support via Lancashire County Council</li> <li>Supply costs to release teachers for SL development/training</li> <li>Assessment materials</li> </ul>
<b>Targeted support</b>	<ul style="list-style-type: none"> <li>Small group interventions for reading, writing, GPS and maths</li> <li>Phonics interventions</li> <li>Individualised instruction</li> <li>1:1 support</li> </ul>	<ul style="list-style-type: none"> <li>TA support in every class</li> <li>Targeted phonics intervention daily</li> <li>1-1 support for pupils with additional needs</li> <li>Booster classes</li> <li>Subscriptions to IDL &amp; screener tools for Dyslexia</li> <li>Training for TAs to deliver the Project X intervention</li> </ul>
<b>Wider strategies</b>	<ul style="list-style-type: none"> <li>Attendance and Punctuality monitoring and support</li> <li>Parental support;</li> <li>Phonics workshops</li> <li>Stay and Play</li> <li>Maths</li> <li>Improved communication with parents about learning/behaviour</li> </ul>	<ul style="list-style-type: none"> <li>PFSW and Learning Mentor</li> <li>ELSA training</li> <li>Early Help training</li> <li>Costs for support programmes – zones of regulation, emotions stories/resources/breakout spaces – wellbeing resources</li> <li>Supply costs</li> <li>Resources for pupil leadership</li> </ul>

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