

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

2021-2023



This statement details our school's use of pupil premium (and recovery premium for this 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
Our Lady & St. Gerard's RC Primary School	
Number of pupils in school	326 (R-Y6 Sept 2022)
Proportion (%) of pupil premium eligible pupils	17% (Sept 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was first published	25-09-2021
Date on which it will next be reviewed	25-09-2023
Statement authorised by	Miss K Harvey
Pupil premium lead	Mrs P Corry
Governor	J. Kingswood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,733 (based on Oct 2020 census: financial year funding April 2022-March 2023) 55/326
Recovery premium funding allocation this academic year	£7,250 (based on 50 eligible pupils Sept 2022 – FSM, CLA, PCLA, Ever 6) £145pp
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£85,983



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.

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 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

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

2021-2023



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
- Pupil records
- Discussions with pupils
- Parents and agencies involved
- Attendance data and levels of persistent absence;
- Behaviour incidences and exclusions data;
- Information on wellbeing, mental health and safeguarding;
- 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	Family circumstances: 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	Attendance & Punctuality: 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.
3	Social & Emotional barriers: 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	Family support: 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	Special Educational Needs & Disabilities: Some children have additional needs which impact on progress and attainment, social interaction, communication and language and physical development. Parents may also 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	Poor attainment & progress: Challenges 1-5 above are all contributing factors to the progress and attainment of pupils.

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

2021-2023



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	Review July 2023
For 82% (+) of all pupils in Year 1 to achieve the expected standard in phonics (In Statutory Screening Tests)	<p>Quality first teaching of phonics will ensure that all teaching meets the needs of pupils.</p> <p>Barriers to learning will be addressed to ensure that vulnerable/disadvantaged pupils have every chance to succeed in phonics.</p> <p>Support and intervention will be in place for those pupils at risk of falling below the standard.</p> <p>Staff training needs will be identified and addressed.</p> <p>High standards (82+%) in phonics are maintained throughout the strategy plan period.</p>	<p>91% of the pupils in Y1 at the time of the check (June 2023) passed the screening. Of the 12 pupils in receipt of pupil premium at the time of the check, 11 passed the check (92%).</p>
For 79% (+) of all pupils in Year 6 to reach the expected standard in Maths in KS2 SATS.	<p>Quality first teaching of Maths will ensure that all teaching meets the needs of pupils.</p> <p>Staff training needs will be identified and addressed.</p> <p>Support and intervention will be in place for those pupils at risk of falling below the standard.</p> <p>Whole school policy on Maths will be adhered to in order to provide a consistent 'Mastery' approach.</p> <p>Barriers to learning will be addressed to ensure that vulnerable/disadvantaged pupils have every chance to succeed in Maths.</p> <p>High standards (79+%) in Maths are maintained throughout the strategy plan period.</p>	<p>77% of the pupils in Y6 at the time of the tests (May 2023) achieved expected standard in Maths. Three children joined us during Y6 (all eligible for pupil premium) who did not meet the expected standard. Without this data, 82% of our children (36/44) have met the expected standard.</p> <p>6/11 pupils (64%) in receipt of pupil premium (inc. service premium) met the expected standard in Maths.</p>
For 35% (+) of Pupils in Y6 to reach the Greater Depth Standard in Grammar, Punctuation and Spelling.	<p>Quality first teaching of GPS will ensure that all teaching meets the needs of pupils.</p> <p>Staff training needs will be identified and addressed.</p> <p>Whole school approaches to the teaching of GPS will provide a consistent approach.</p>	<p>74% met expected standard for GPS. Three children joined us during Y6 (all eligible for pupil premium) who did not meet the expected standard. Without this data, 79% of our children (35/44) have met the expected standard.</p>

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

2021-2023



	<p>Barriers to learning will be addressed to ensure that vulnerable/disadvantaged pupils have every chance to succeed in GPS.</p> <p>High standards (80+% at expected standard) in GPS are maintained throughout the strategy plan period.</p> <p>Challenge is provided to more able pupils so that 35+% reach Greater Depth Standard.</p>	<p>As there was no GDS this year, the score of 110 or above has been used as a guide. 30% of all pupils achieved 110+ which is a 10% increase on the previous year.</p> <p>Of the 11 pupils in receipt of pupil premium, 27% achieved 110+.</p>
<p>For 20% (+) of Pupils in Year 6 to reach the Greater Depth Standard in Writing</p>	<p>Quality first teaching of writing will ensure that all teaching meets the needs of pupils.</p> <p>Staff training needs will be identified and addressed.</p> <p>Whole school approaches to the teaching of writing will provide a consistent approach.</p> <p>Support and intervention will be in place for those pupils at risk of falling below the standard.</p> <p>Barriers to learning will be addressed to ensure that vulnerable/disadvantaged pupils have every chance to succeed in writing.</p> <p>High standards (80+% at expected standard) in writing are maintained throughout the strategy plan period.</p> <p>Challenge is provided to more able pupils so that 20+% reach Greater Depth Standard.</p>	<p>21% of pupils achieved GDS in writing.</p> <p>Boys narrowly outperformed girls in achieving expected standard+ (Boys 69% v Girls 67%) and greater depth standard (Boys 31% v Girls 6%).</p>
<p>For disadvantaged/vulnerable pupils to have attendance of 96+%</p>	<p>Attendance and punctuality is regularly monitored.</p> <p>Attendance issues are identified and families are supported where barriers prevent good attendance.</p> <p>External agencies are involved when required.</p> <p>Pupils with learning, social, pastoral support needs are supported so they want to attend school daily.</p>	<p>Children in receipt of pupil premium (FMS6) across the whole school (Reception to Y6) had average attendance of 94%.</p> <p>A small number of families significantly impacted on this data. Further support with persistent absentees is required.</p>

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

2021-2023



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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> In house CPD for all teachers and all TAS Cluster training (Via WRIST) Subject leader development 	EEF 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	5,6

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

Budgeted cost: £ 45,000 (from staffing costs of £218,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant small group interventions for reading, writing, GPS and maths	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	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

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

2021-2023



Social and emotional learning	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: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality monitoring and support	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
Improved communication with parents about learning/behaviour	EEF 'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance... Impacts from such approaches may appear small, but they are generally low cost, straight-forward to introduce, and can prompt wider engagement.'	1,4,6
Homework clubs	EEF 'Pupils eligible for free school meals typically receive additional benefits from homework. Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision.'	1,4,5,6

Total budgeted cost: £ 88,000



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

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

2021-2023

