



## Pupil premium strategy statement: **Our Lady of Lourdes RC Primary, Kingswood**

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### **School overview 2022-23**

Detail	Data
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	19.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2022 to September 2025
Date this statement was published	7.10.22
Date on which it will be reviewed	Sept 2023, Sept 2024, Sept 2025
Statement authorised by	Oliver Bell, Acting Head of School
Pupil premium lead	Rita McLaughlin
Governor / Trustee lead	Father Jim Williams

### **Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£42 575
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42 575

# Part A: Pupil premium strategy plan

## Statement of intent

At Our Lady of Lourdes Catholic Primary school we seek to create a unique and enabling environment whereby children and staff are encouraged to journey beyond their expectations – academically, socially and spiritually – within a culture based upon Gospel Values.

It is our intention that all pupils have the very best education, irrespective of their social circumstances. All members of the school community are committed and responsible for ensuring we meet the academic, social and emotional needs of all pupils. We aim to diminish the difference and, ultimately, close the gap between our disadvantaged and non-disadvantaged pupils. We continuously monitor the progress of all of our pupils to ensure that all pupils are **appropriately challenged** and **supported** whilst on this learning path.

We are free to spend this funding as we see fit, to raise attainment and ensure a package of support is in place to remove the barriers. Using the presenting evidence, it is imperative that we prioritise the spending of this money on targeting high quality teaching, through support for both teachers and teaching assistants. Where specific intervention work is needed, these are evidence based and focused on school priorities, especially early reading and maths skills. Given that a large proportion (above the national average picture) of our disadvantaged pupils have English as an additional language, we feel that it is important that they are immersed in a language rich environment.

The basis of our focus on high quality teaching is based on the recommendations of the EEF teaching and learning toolkit.

We understand, especially as a result of the legacy of the pandemic, that disadvantaged pupils' attendance needs to be at least in line with their non-disadvantaged peers and, ultimately, raised to the pre-pandemic national averages, for us to improve outcomes. We aim to have well targeted systems to support and improve attendance, especially amongst the traveller community, and to remove social and emotional barriers which may affect school attendance.

Our Governors are a key part in the decision making and evaluation process.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, grammatical and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 36% of our disadvantaged pupils are EAL and 66% of our SEND pupils who are also disadvantaged have difficulties in receptive and/or expressive language. In 2021/22, 50% of those children not achieving a good level of development for communication and language in EYFS were disadvantaged.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Internal records show that disadvantaged pupils in Y1 and Y2 are more likely to be off track in our phonics scheme, compared to their non disadvantaged peers.</p> <p>Although outcomes for the disadvantaged were slightly better (57%) than the non disadvantaged (55%) at the end of KS2 for the expected level reading in 2022, both were below the national picture. No disadvantaged pupils were working at the greater depth standard.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in 2021/22, the proportion of disadvantaged pupils working at expected levels was slightly better than their peers but both were below the national picture. The gap between the disadvantaged and their peers had reversed and grown significantly (30%) by the end of KS2 in 2022 in maths.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, and impact on their attainment.</p> <p>Teacher referrals for support remain relatively high. In 2021-22, 18 pupils (54%) of the disadvantaged register required additional support with social and emotional needs, with 8 (27%) disadvantaged pupils receiving one to one or small group interventions, using school staff and external providers</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils.</p> <p>In 2021-22, there was a 9% difference in attendance between the disadvantaged and the non disadvantaged pupils.</p> <p>In 2021-22, 38% of our disadvantaged pupils had an overall attendance of less than 90%. This includes three pupils who presented with struggles with transitions and with emotional based school avoidance.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

6	Our assessments, observations and discussions with pupils and families have identified that our disadvantaged children lack independence and have a poor perception of themselves as learners. Pupil and teacher surveys indicate that they rely on adult support to help them overcome difficulties in their learning and are unable to undertake problem solving independently.
---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	By July 2025, assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved outcomes in phonics and reading	<p>By July 2025, At least 82% (national average for all pupils pre pandemic) of all disadvantaged pupils achieve the expected standard for the phonics screener in Y1.</p> <p>At least 82% of pupils remain on track with age related expectations within our phonics scheme.</p> <p>By July 2025, reading outcomes at KS2 show that more than 74% (national average pre pandemic for all pupils) of disadvantaged pupils met the expected standard</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 79% (national average pre pandemic for all pupils) of disadvantaged pupils met the expected standard.
Sustained and improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by qualitative data from pupil voice, parent surveys and teacher observations
Improved attendance for all pupils, particularly our disadvantaged pupils.	Pupil Premium attendance is 96%
Improved independence in their learning for all pupils, particularly our disadvantaged pupils	All pupils, including the disadvantaged, have strategies which show independence in learning, especially when they find learning challenging. This is demonstrated by

	qualitative data from pupil voice, parent surveys and teacher observations
--	----------------------------------------------------------------------------

## 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: £24 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on: colourful semantics, word aware, blanks questioning</p> <p>Embedding of ‘talk for writing’ strategy and ‘stem sentences’ in maths: release time for English/ Maths Leaders to do modelled lessons, planning and monitoring</p> <p>Embedding word aware approaches for teaching vocabulary in wider curriculum. Release time for Inclusion Leader/EAL leader to modelled lessons, planning and monitoring</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 6</p>
<p>Release time for the phonics/reading leader to model lessons, monitor and assess</p> <p>TA support focused on Quality First Teaching of Phonics in KS1</p> <p>RWI INSET training for all staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

<p>Purchase of RWI resources for QFT</p> <p>Admin/TA time to collate RWI resources</p> <p>Supplementary reading materials for KS2</p>		
<p>Focus on fluency and use of manipulatives in maths.</p> <p>Leadership time to model lessons, monitor and plan and develop curriculum</p> <p>Staff meeting time, support by Maths LA Advisor</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/EEF/media/1124/Improving_Mathematics_in_Key_Stage_2_and_3.pdf">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2, 6</p>
<p>Relaunch of 'zones of regulation'- rewrite of school policy, PSHE curriculum reflects relationship based approach. Led by Head of School/Inclusion Leader: Release time ( Class Environments contain spaces for regulation.</p> <p>Language of co-regulation and self regulation used</p> <p>Sensory space created in the library</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF/media/1124/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4, 5, 6</p>
<p>Metacognition strategy, focusing on self scaffolding and scaffolding in the first instance: Participation in the 'Maximising the Use of TAs project'. Regular release time for TAs for CPD</p>	<p>EEF evidence indicates that explicit teaching strategies to help plan, monitor and evaluate specific aspects of pupils' learning can be effective</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 3, 4, 6</p>

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

Budgeted cost: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific Language interventions for EYFS and KS1 (Talk Boost)	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (KS1 and LKS2- Fast Track tutoring, KS2- RWI Fresh Start (£10,000)</p> <p>Purchase of Fresh Start Resources</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 6
<p>Maths Booster for KS2</p> <p>Reading Booster for KS2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 6
ELSA targeted sessions or therapeutic work with individuals or small groups	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	4, 5, 6

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Formation of Wellbeing and safeguarding team: professionals in school meeting and action planning, targeting those with attendance or social and emotional barriers : twice a term</p> <p>Family Link Leader role development:</p> <p>Attendance by SENco on EBNA training</p> <p>Employment of an external welfare and attendance officer: focused on those with less than 90% attendance</p>	<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced overall levels of absence and persistent absence.</p>	<p>5, 6</p>
<p>Contingency for acute cases: e.g. funding for families to attend wrap around care if this will support improved attendance, commissioning of external therapeutic support, where there has been a presentation of educational based school avoidance, pot to attend enrichment activities, such as camp</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>5, 6</p>

**Total budgeted cost: £43 500**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

--

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*