

Pupil premium strategy statement 2021/22



School overview

Detail	Data
School name	Our Lady of Lourdes Catholic Primary School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	27.09.21
Date on which it will be reviewed	Sept 2022
Statement authorised by	Rita McLoughlin
Pupil premium lead	Theresa Gee
Governor / Trustee lead	Yvonne Morgan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,130
Recovery premium funding allocation this academic year (Based on our January Census)	£5,699
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	£37,829

Statement of Intent

At Our Lady of Lourdes we have high aspirations and ambitions for all our children. We are determined to ensure that the children at our school are given every chance to realise their full potential. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However they will be held accountable for how they have used the additional funding to support pupils from low income families. Schools are required to publish a Pupil Premium Strategy and this will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed.

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or accelerated progress. Through targeted interventions we are working to eliminate barriers to learning and progress. Spending allocation is closely monitored to ensure it is having a positive impact upon the achievement of our children in receipt of Pupil Premium. The challenges faced by vulnerable pupils have been considered and our strategy supports their needs, regardless of whether they are disadvantaged or not and linked to the school central ethos. The key elements are known to have the greatest impact on the most disadvantaged but our pupil premium strategy benefits all learners.

No data available for 2020/21 due to Covid 19 and school closures and no official data.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Some pupils' speech and language skills may be under developed on entry to primary school and this limits progress in communication, language and literacy throughout	
B.	Attainment by pupils eligible for PP not in line with non-PP pupils at the end of KS1 and KS2 in Reading, Writing and Maths including higher achieving pupils.	
C.	Many pupils eligible for PP also have SEND needs to consider when planning for their provision.	
D.	Some of our PP children are experiencing difficulties in their home lives and find emotional regulation difficult; this can result in negative attitudes towards their learning and affects their wellbeing and progress (SEMH).	
External barriers		
E.	Some of our PP children have low attendance rates and poor punctuality (2020/21 Pupil Premium attendance 88.60% Non- Pupil Premium attendance 97.56%- however, it must be noted that PP lower attendance rates are mainly a result of our Irish traveller community as some have lower attendance due to cultural reasons- 2020/21 Irish Travellers attendance- 73.8%). This is reducing their hours in school and causing them to fall behind academically.	
F.	The majority of our children from the Irish Traveller community experience interrupted learning due to periods of travelling and other factors that take priority for the family over schooling such as a family funeral or celebration and this leads to gaps in their learning (18% of the 2020/21 PP children are from the Irish Traveller community).	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the communication skills of our young children in order to ensure they can communicate appropriately and effectively	Children with speech and language difficulties are identified quickly and intervention is put in place. Attainment and progress for pupils eligible for PP will be equal to or higher than pupils who are not PP across the school in reading and writing. A re-assessment using the speech and language screener at the end of the Reception year will show interventions and quality first teaching with a focus on oracy has made an impact. A whole school teaching vocabulary approach (Word aware) will have been established and will be making an impact on the children's vocabulary development.

B.	Close the progress gap between PP and Non-PP children in English, Reading and Maths	<ul style="list-style-type: none"> • PP children are making above expected progress each term in Reading, Writing and Maths. • Reasons for accelerated progress shown on class provision maps.
C.	Improve mental wellbeing of children returning to school after lockdown / coping with full classrooms upon others return to school.	<ul style="list-style-type: none"> • Reduced number of playground incidents • Improved Thrive assessment scores • Higher points progress in learning due to better mind-set at mental capacity to learn. • Whole school to consistently use the Zones of Regulation.
D.	PP children and families wellbeing is supported through school and outside organisations/ agencies	<ul style="list-style-type: none"> • PP children with SEMH needs are identified early and interventions are put in place- social skills groups, emotional regulation sessions. • PP families are quickly referred to the Inclusion team as and when required. • Some PP children are able to access sand tray therapy for six weeks. • PP children will be able to access an Thrive support
E.	Ensure good attendance of PP children	<ul style="list-style-type: none"> • Weekly whole school attendance initiatives to increase attendance. • Attendance of PP children will be in line with all pupils.
F.	Improve parental engagement for PP children	<ul style="list-style-type: none"> • Improved percentage of parental engagement in parents evenings/open events

3. Planned expenditure					
Academic year	2021 – 22 £32,130				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/ Review July 2022
Close the progress gap between PP and Non-PP children in English, Reading and Maths	TT Rockstars and Numbots	Gap analysis showed that maths progress in times tables and mental calculation was affecting attainment.	All children to be given access to TT Rockstars and time to play on it, in class. Class teachers and Maths lead to monitor engagement levels and feedback	Maths Lead	
Total budget cost					£217
Close the progress gap between PP and Non-PP children in English, Reading and Maths	CLPE Power of Reading	PP children progress in reading and writing lower (3.64) than non-PP children (4.71 and 4.37). Attainment lower than national average (2019)	English lead to monitor the effectiveness of the texts used in classes based on quality of books and assessment progress.	English Lead	
Total budget cost					£350
Close the progress gap between PP and Non-PP children in English, Reading and Maths	INSIGHT data tracking tool	Engagement levels of children vastly different during lockdown periods. Accurate gap analysis of skills and knowledge needs to be completed in order to tailor the curriculum to the needs of the children.	Assessment manager to monitor the use of the Insight and feedback trends to subject leads where necessary.	Assessment Lead	

Total budget cost					£650
Close the progress gap between PP and Non-PP children in English, Reading and Maths	Phonics Reading Scheme	Phonics screening results have declined due to the effects of lockdown conditions as well as reading attainment in Year 2	Early Reading Lead to monitor reading materials are used effectively by parents and teachers	Early Reading Lead	
Total budget cost					£2,000
Close the progress gap between PP and Non-PP children in English, Reading and Maths	Delivering the curriculum for EAL	Many of our PP families are EAL. The need to the convert English instructions into their native language in order to understand learning is adversely effective their progress. This training allows quality first teaching to improve and become more effective.	Monitoring of resources used in class and opportunities for oracy within all lessons. Staff training from English lead and Oracy Lead	English Lead and Inclusion Lead	
Total budget cost					£70
Close the progress gap between PP and Non-PP children in English, Reading and Maths	Teaching fractions through story training	Gap analysis showed that maths progress in fractions was an area of weakness across the school following lockdown	School initiative to use Tangram Cat as a resource to deliver shape/fractions unit. Staff training and support given by the maths lead	Maths Lead	
Total budget cost					£60
Close the progress gap between PP and Non-PP children in English,	Writing at ARE training	PP children progress in writing lower (3.64) than non-PP children (4.37). Attainment lower than national average (2019)	English lead to monitor the effectiveness of classroom teaching and quality of books. Assessment	English Lead and Assessment Manager	

Reading and Maths			Manager to monitor the progress of key groups in writing and highlight key gaps and trends to be addressed.		
Total budget cost					£40
Improve the communication skills of our young children in order to ensure they can communicate appropriately and effectively	Thinking Talking Staff Training	The difficulty children find communicating how they are feeling or thinking effects their progress in all areas. It also effects their ability to communicate effectively on the playground, which effects their social and mental health experiences	Word Aware lead monitor the use of key vocabulary teaching and resourcing across the school. Staff training to ensure vocabulary is taught well and understand the importance of the project.	Word Aware Lead	
Total budget cost					£50
Addition costs – PP TAs and Targeted booster					£17,780
TOTAL SPEND					£3,437 (need to add on TA cost)

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/ Review July 2022
Improve mental wellbeing of children returning to school after lockdown / coping with full classrooms upon others return to school.	ELSA (training and subscription)	The ELSA programme has worked well in the past to highlight and address children's mental wellbeing and ability to learn. Lockdown conditions have affected children in different ways and ELSA allows us to assess and address the children's individual wellbeing needs	Each child to be assessed using the ELSA assessment tool. Teachers to be given reports for their classes for whole class needs and the inclusion team can work with individual children directly where needed.	Inclusion team	
Total budget cost					£541.90
Close the progress gap between PP and Non-PP children in English, Reading and Maths	IDL literacy	PP children progress in reading and writing lower (3.64) than non-PP children (4.71 and 4.37). Attainment lower than national average (2019)	SEND team to monitor engagement and progress of those completing the targeted IDL programme	SEND team	
Total budget cost					£200
Improve mental wellbeing of children returning to school after lockdown / coping with full classrooms upon others return to school.	Nurture Group Network Pack	Lockdown conditions have affected children in different ways and the Nurture pack resources allows us to address the children's individual wellbeing needs	Inclusion team to monitor the use of the resources to ensure only trained personnel are using the pack effectively	Inclusion Team	

Total budget cost					£55
Improve mental wellbeing of children returning to school after lockdown / coping with full classrooms upon others return to school.	It's good to talk conference/training	Lockdown conditions have affected children in different ways and using the good to talk training resources allows us to address the children's individual wellbeing needs and promote the need to discussion around mental health	Inclusion lead to monitor the use of the resources and train staff that are using them to use them effectively.	Inclusion Lead	
Total budget cost					£580
Higher rates of progress across the school in Reading, Writing and Maths for pupils eligible for PP funding who are SEN.	Implement specific interventions e.g.: Bespoke targeted maths sessions Reading comprehension Phonics intervention Talk 4 Number Daily 1:1 reading	The EEF Toolkit recognises that delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning (+5 months). The school recognises that this can only happen if it delivers interventions which are known to have high impact; this is the case with the interventions that the school has chosen.	TA training on the intervention programmes. Observations of delivery of interventions; Performance related targets for TA's Data tracking	Inclusion Lead	
Speech and language needs are quickly identified and addressed through interventions in the Early Years and KS1 to enable pupils to meet age related	Implement specific interventions in Reception and Year 1: Narrative Therapy Language Steps Bespoke targeted speech	THE EEF Toolkit studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months'	Baseline in reception will identify children needing specific speech and language intervention. TA training on the intervention needed. Monitoring of interventions used and impact in classrooms.	Inclusion Lead	

expectations at KS1 and KS2.	and language work	additional progress over the course of a year. The school recognises that with targeted S&L support in Reception and Year 1 we can begin to close the gap.	Liaison with the Speech and Language Therapist		
PP children and families wellbeing is supported through school and outside organisations/ agencies	Inclusion team meets regularly with families requiring support at home and sign posts them to outside agencies who can provide support.	The EEF Toolkit reports that two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	TA training on the social and emotional intervention programmes. Monitoring of delivery of programmes and impact on learning.	Inclusion Lead	
Additional Budgeting costs: HLTA targeted bespoke maths- £4,500 Additional SMSA to support children with SEMH needs at lunch times- £2900 Sand tray therapy- (part of TA funding) Supply cover for the speech and language screening- £221					
Total budgeted cost					£8,997.90

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact/ Review July 2022
Ensure good attendance of PP children	Provide school uniform subsidy for parents who cannot afford school uniform	Children without appropriate school uniform can be singled out and not feel part of the school community as well as not adhering to the school uniform policy	Staff awareness of PP children and their continual presentation. School business manager to monitor the validity of those accessing the subsidy.	Business Manager	
Total budget cost					£55.00
Ensure good attendance of PP children	EWO employed to monitor attendance and chase families where necessary	Poor attendance has been shown to have an impact on children's outcomes. An NfER briefing for school leaders identifies addressing attendance as a key step.	EWO works closely with the inclusion team, business manager and DSL to ensure information is communicated well and any issues are addressed	Business Manager and DSL	
Total budget cost					£750
Improve parental engagement for PP children	School Cloud (Parent's evening)	Parental engagement has been reduced due to lockdown conditions	Teachers to monitor who signs up for parents evening phone video call and follow up anyone who doesn't with a phone call	Inclusion Team/SLT	
Total budget cost					£300
Ensure good attendance of PP children	Decisive Data (AET)	Poor attendance has been shown to have an impact on children's outcomes. An NfER briefing for school leaders identifies addressing attendance as a key step.	EWO to use data service to monitor trends inform inclusion team/DSL of any concerns	EWO and DSL	

Total budget cost					£108
			School will further support some Pupil Premium children by assisting with the cost of extra curriculum activities, funding places at after school club in family in crisis situations, funding school milk for children in the Early Years 5 += £700		
Total budgeted cost					£1,913

Please note the Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.