

Our Lady Star of the Sea Catholic Primary School

Overview of Pupil Premium, 2018-2021, including funding allocations for each year.

Background: [what is the pupil premium?](#)

The Pupil Premium funding was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils.

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after continuously for more than six months
- children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group depending on need identification. At Our Lady's we recognise the importance of ensuring that all children have the opportunity to learn and therefore creating sustainable systems which enable all to flourish and become lifelong learners is central to any spending planned.

As we plan our strategy to make additional provision made for pupils who belong to vulnerable groups, the Governors and staff of Our Lady's strive to ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors and staff of Our Lady's recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore 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. This is done to ensure inclusion and equality and to ensure that all children have the opportunity to succeed.

Impact of the pandemic

The following report strategy provides a detailed breakdown of costs and impact for 2018/19 using summative data at the end of the year to evaluate. It also includes an outline of further strategies planned to be implemented during 2019/20 and continued into 2020/21.

As a result of the pandemic, which closed schools for most children from March 2020 until September 2020 and resulted in the further closure of schools from January 4th 2021 until March 8th 2021, it has been difficult to evaluate the impact of the funding received between 2019/21.

As Summative assessment did not take place during the summer of 2020 and has also been cancelled in 2021, and teacher assessment has been disrupted and partly based on remote learning, the impact of actions has been difficult to evaluate in terms of learning progress. Although we have been monitoring engagement with Remote Learning and have been assessing work returned, this does not provide a full measure of progress. We will only see the true impact once children have fully returned to school and teachers have been able to observe and assess children working independently over a half term. This will enable teachers to evaluate progress and resilience, and gauge how children's different experiences have developed learning qualities and their growing independence. It will be at this point that catch up can be properly planned for those who need it and pinpointed to develop key building blocks which have been missed.

In the meantime, funding has been used to provide support for all vulnerable children who have attended school or have been working at home during this extended period. Need at home has been identified by engagement to and the quality of learning returned to school, alongside communication received from families. All these measures have helped to pinpoint barriers to learning, and emotional and social needs.

It is clear that many families have found this time extremely difficult. Many of our parents are attempting to work from home whilst at the same time trying to support their children as they complete Remote learning. Technology has been a barrier for a number of families; siblings sharing phones or tablets and devices not suitable for easy access to online platforms. We have been able to create a loan system to support this which has helped and we are currently working with areas of the community to receive donations which will then be distributed for family use. Some funding has been used to extend learning platforms to support Remote Learning and to also ensure that classrooms have the right equipment for the children attending school so that they too can access this learning.

As a school we have struggled due to the high proportion of Critical Worker children whose parents have requested a school place during this second lockdown. We have had to accommodate 50% of the school population whilst at the same time attempting to deliver a high quality Remote Learning offer. This has had implications for staffing and some funding has been used to ensure increased TA support, teacher release, specialist support and ongoing training.

Our vulnerable group has also increased to almost 10%. Many of whom have been attending school, with a small number remaining at home. We have therefore had to really consider need and how to best allocate funding to meet all these different needs. Funding has been used to increase TA support and to provide training in specific programs which have been used with groups and individual children. Our work with our specialist counsellor and speech and language therapist continued during autumn 2020 and has restarted during February 2021.

Pupil Premium Funding Allocation

In 2018/19 Our lady's was allocated 34,584

total number of pupils eligible for pupil premium (deprivation):	19 x £1320
total number of pupils eligible for Service premium	1 x £300
total number of pupils eligible for pupil premium plus:	4 x £2,300
Total pupil premium allocation:	£34,584

In 2019/20 Our lady's was allocated 33,600

total number of pupils eligible for pupil premium (deprivation):	20 x £1320
total number of pupils eligible for Service premium	1 x £300
total number of pupils eligible for pupil premium plus:	3 x £2,300
Total pupil premium allocation:	£33,600

In 2020/21 Our lady's was allocated 34,245

total number of pupils eligible for pupil premium (deprivation):	20 x £1345
total number of pupils eligible for Service premium	1 x £310
total number of pupils eligible for pupil premium plus:	3 x £2,345
Total pupil premium allocation:	£34,245

Pupil Premium Strategy 2018-19 – breakdown of costs

How will we allocate funding to make sure pupils have the best possible outcomes?

Strategy/Resource	Rationale/Description (intent)	Proportion paid for of actual cost	Amount of PP funding used
Teaching Assistants	Targeted, structured support can have a positive impact. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. Teaching and learning time across the week totals approximately 24 hours. Across the week, 15% (minimum) of teaching assistant time is to support and challenge disadvantaged pupils. This allocation equates to about 3.5 – 4.0 hours a week of dedicated additional one to one support from a teaching assistant. This is in addition to other times when TAs work with a group. Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per class on average. In some classes depending on need, further TA time is provided.	10%	£15,900
Teaching staff	A part time experienced teacher is currently used to support development of English skills in KS1. Identified groups are able to develop confidence when reading and writing. Increased teacher time 0.6 in Y6 to provide greater opportunity for development of greater depth thinking.	10%	£6,600
Maths support	Third Space Learning - small group and wider use of targeted resources	50%	£2,100
Speech and Language support	Over the past eight years more children have entered school with weaker language and communication skills. This impacts on their ability to access learning across the curriculum and is a barrier to developing trusting relationships, developing confidence and taking risks. Often, this is particularly the case with our more vulnerable families where there is a great need to work closely with families to support the development of the child. A speech and language therapist works alongside staff and a designated TA to meet individual needs. Following initial assessments work is then carried out with the child alongside the family.	50%	£2,250
Counselling	Linked to the area above, more and more families are reaching out for social and emotional support as parenting challenges and family circumstances are presenting barriers. We have now established links with New Start Counselling Service who provide individual and family counselling. This enables families to access the support which can impact on their family situations, individual mental health and learning opportunities.	50%	£2,280

Strategy/Resource	Rationale/Description	Proportion paid for of actual cost	Total amount
Continuing Professional Development	Alongside using the funding to employ specialist staff to meet particular needs which have been identified, at Our Lady's we recognise the importance of sustainability and therefore invest heavily in all staff in terms of time and training. This ensures good practice can continue despite possible reductions in funding.		
	<ul style="list-style-type: none"> During 2018/19 staff development in ReadWrite Inc has continued to ensure high quality phonics teaching. 	100%	£1,040
	<ul style="list-style-type: none"> Working alongside the speech and language therapist a TA has continued to develop her skills and has led sessions for parents. She has completed her own weekly sessions with children and worked closely with all class teachers 	50%	£1,100
	<ul style="list-style-type: none"> Support for specific children with physical disabilities has involved work with Lancashire consultant and OTs. A TA has delivered a daily programme to support a specific child. 	100%	£380
Activities and tuition	Due to the increasing pressures of money some of our vulnerable families struggle to meet the costs of trips or tuition which are provided as part of and an extension of the daily curriculum. Such trips/tuition may include theatre visits, residentials, music lessons etc... The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a relatively low cost..	100%	£1,450
Learning Resources	Various resources have been purchased to provide children with better access to the curriculum. The biggest outlay has been on ICT equipment including ipads, computers and programs. To support children with reading a new scheme has been purchased (cost spread over three years).	10%	£500
		30%	£450
Other resources	A number of families continue to struggle financially which often leads to poor attendance. Work with families has involved support with transport to school, help with daily financial planning and support with housing. Although much of this work is short term the impact can be lasting and provides families with a pathway which can lead to becoming more self-sufficient.	100%	£550
Total			£34,600

Nature of investment	Aims (intent)	Impact	Reviews and outcomes																		
In 2018-19, we plan to invest pupil premium money in the following:	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?																		
Teaching Assistants within classes working closely alongside class teacher.	Provide targeted support for individuals and groups to make sure that needs are being met; to raise attainment and give confidence for more independence. TAs also used to support children during lunchtimes, developing social and emotional skills. Structured activities planned to pinpoint specific needs.	Observation of how children are accessing learning. Discussion with teachers and TAs and measuring progress made at the end of each term. Evaluate end of year progress. Children's confidence during unstructured play.	PP children are making good progress in all classes. (see class data). Monitoring demonstrated majority of children returned to class ready to learn and the decrease in lunchtime issues meant that learning time was not impacted upon. To be developed further in 2019/20																		
An experienced teacher to provide reading support weekly in Year1 & 2. Extra teacher time 0.6 in Y6 to provide more intense reading/writing support - opportunities for greater depth thinking.	To improve children's reading skills eg inference and deduction. To give them the confidence to analyse text and use text reference to explain thoughts and answers. To support writing development from reading - pinpointing GD writers who attained L3 in Y2.	Attainment and progress: all children at the end of KS1/KS2 reaching the expected standard in Reading. With at least 30% reaching greater depth. All children to achieve the expected standard in writing (Y6) with at least 6 children writing at Greater Depth	<table border="1"> <thead> <tr> <th>Reading</th> <th>Expected</th> <th>GD</th> <th>Writing</th> <th>Expected</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>83%</td> <td>27%</td> <td></td> <td>80%</td> <td>17%</td> </tr> <tr> <td>Year 6</td> <td>100%</td> <td>73%</td> <td></td> <td>100%</td> <td>33%</td> </tr> </tbody> </table> <p>In reading 1 PP child in Y2 reached ARE whilst the other from a low starting point made progress but didn't reach ARE. In Y6 all four PP children reached ARE with 2 reaching GD. In Y6 all children reached ARE with 10 writing at GD Talk to write training to be consolidated in 2019/20 - emphasis Y6 and Y1.</p>	Reading	Expected	GD	Writing	Expected	GD	Year 2	83%	27%		80%	17%	Year 6	100%	73%		100%	33%
Reading	Expected	GD	Writing	Expected	GD																
Year 2	83%	27%		80%	17%																
Year 6	100%	73%		100%	33%																
Embed AR reading scheme across the school. Continue to monitor library stock to ensure book choice is challenging and supports the development of key skills	To develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress. To provide teachers with analytical data which they can use to plan teaching and intervention.	Analysis of reading attainment and progress of children with pupil premium, compared to class and national averages; pupil feedback and teacher feedback. All children making at least expected progress. With a growing number reading at Greater Depth.	Children are engaged and want to read. Improvement in boys reading most notable. The quizzes are providing an added incentive to complete books. (see growth reports). Teachers are using data to plan and identify areas for development. Scheme is now embedded within the curriculum. Majority of children reached ARE with a large number now reading at Greater depth.																		

Nature of investment	Aims	Impact	Reviews and outcomes
In 2018-19, we plan to invest pupil premium money in the following:	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?
Employing a speech and language therapist to work alongside a TA.	To ensure that all speech and language needs are identified quickly and assessed. Plans are implemented, monitored and reviewed termly with staff and families. Expertise shared with TA and other staff to support in class learning. Time used to pinpoint specific needs. Work with families to develop home support.	Observation of children within class. How are they developing and using their skills to communicate effectively? Progress reports from therapist. TA updates via CPOMS. Class teachers observations. Discussions with families.	This strategy continues to have a positive impact. Needs are being identified quickly and the TA is learning alongside the therapist (see below). Work with families is providing much needed support and children's plans are being implemented successfully. Drop in sessions have been successful - parental feedback has been very positive. <i>This will be continued during 2019/20.</i>
Developing TA specialism in speech and language.	To ensure that the implementation of speech and language support for our children can be sustainable. The TA can implement plans and provide advice for teachers.	Progress being made within class. Progress in reading. Observation of children. Progress reports from therapist. Discussions and reports from TA. TA reports termly to SLT and to Governors in spring.	EM (TA) has continued to work closely with the therapist, provided weekly updates on CPOMS and has reported to SLT meetings and Governors ECM Committee. She demonstrates a wealth of knowledge which she uses to support both children and staff. She has worked with 15 children over the year, to meet their needs. Across the year she has planned and co-delivered drop-in sessions for parents which have been successful. Leaders of the school have a clear overview of how strategy is being implemented and the impact it is having. <i>During 2019/20 this will be developed further.</i>
Developing TA understanding of mastery in maths. TAs attending training alongside teachers.	To ensure TA's understand how the teaching of maths is changing to enable them to support learning effectively alongside the teacher.	Daily practice, observing how children are being supported during maths lessons. Children's progress.	As teachers have modelled the key aspects of mastery TAs have incorporated the practice into their own teaching. <i>This now needs to be developed further 2019/20</i>

Nature of investment	Aims	Impact	Reviews and outcomes
In 2018-19, we plan to invest pupil premium money in the following:	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?
Accessing counselling services for individuals, groups and families.	To provide social and emotional support for children and families. To enable families to access the support which can impact on their family situations, individual mental health and learning opportunities. This will be increased to weekly time (3 hours) pinpointed to meet termly needs.	Monitoring children's attendance and lateness. Reports from counsellors and feedback from pupils and parents.	This strategy has been very successful. During 2018/19 the counsellor has worked with 16 children, providing feedback to parents in each case. Three families have accessed counselling over 4 sessions. In all cases this support has been well received and has impacted on individuals and family relationships. Feedback from parents and children has been positive. This will continue into 2019/20 on a needs basis.
Our pupils enjoy a residential in Year 6. Disadvantaged pupils have this subsidised.	To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development).	Feedback from staff and pupils.	All children in Y6 who receive pupil premium funding and those who are socially disadvantaged have been able to go on residential because of support with costing.
Our pupils enjoy various visits and extra-curricular activities. These have been subsidised on a need basis.	To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.	Attendance on visits. Pupil feedback Outcomes in learning	All children have participated in all visits and have had the opportunity to access provision beyond the school day and are engaged in all aspects.
Supporting families in challenging circumstances.	To ensure housing is safe and families can become self-sufficient.	Attendance registers. Weekly discussions with parents and children.	Attendance remains high and support for three identified families has been put in place and absence and lateness has been reduced.

Pupil Premium Strategy 2019-21.

Due to the pandemic, as reported, funding has been used to target our growing vulnerable group, working both within school and at home. The successful strategies used during 2018/19 have continued to be developed and consolidated but some have not been embedded due to the ongoing situation. Over the past year (March 2020 - March 2021) key actions planned and implemented have been:

Key Actions	Aims
<p>To continue to assess need and ensure communication between families and school is effective. Provide one to one sessions with children/parents who require support and signpost to specialist services when required. To provide teachers with directed time to respond quickly to parents when concern is raised.</p>	<p>Ensure all vulnerable families receive regular communication and support and opportunity to work with school to support learning and well being.</p> <p>Ensure that all safeguarding issues are identified quickly and addressed.</p>
<p>To identify barriers to Remote Learning including technology. To assess need and provide support. To provide Remote learning which provides structured learning for whole classes and individualised programs for those children on the SEN register to meet aspects of IEPs.</p> <p>To identify technology needs and provide devices for home use. Explore donations and government allocations. Organise technician time to adjust devices where necessary.</p> <p>To provide feedback which enables children to take the next learning steps and engages them to respond.</p>	<p>Ensure all children's needs are met and learning provides small building blocks and replicates as much as in class teaching as possible.</p> <p>Ensure all SEN children are able to access Remote learning if working from home.</p> <p>Ensure suitable technology is available for each family to access Remote Learning.</p> <p>Ensure that feedback is pinpointed to support children in making improvements and to take next learning steps.</p>
<p>To provide extra teacher support within school (0.3) to work with individuals and groups and to support the development of Remote Learning.</p>	<p>Ensure that gaps can be identified quickly and intervention be delivered.</p>
<p>To continue to develop the use of Accelerated Reader and ensure data is being used to comprehensively to support teachers to assess children both within school and at home.</p>	<p>To ensure all children are reading and continuing to make progress and sustain attainment and progress. To provide teachers with analytical data which can be used to assess need and pinpoint intervention particularly within Remote Learning.</p>
<p>To embed the talk to writing process providing training for all teachers over the next three years. Ensure all teachers access training. During 2019/20 Y1 and Y6. During 2020/21 Y2 and Y3.</p>	<p>All children are writers, using their reading understanding and knowledge to produce technically sound and entertaining writing– meeting purpose. Using the 3 outcome model children are able to write in different genres across the curriculum.</p>

Key Actions	Aims
To increase TA support targeting Year 1 to develop key reading skills and Year 4 to support targeted children in developing emotional and social skills.	To provide intervention and support for children to close developmental and learning gaps.
To continue to invest in TA support and develop specialisms further. Targeted ReadWrite Inc support in Foundation/KS1. Identify any children who have missed key learning and provide extra sessions at school or home (virtually). Developing maths mastery understanding. Speech and language, behaviour support, core subject support.	To be able to identify need quickly and efficiently so that targeted support can be given. In developing TA understanding of maths mastery they will be able to support learning effectively in class ensuring consistency of understanding and approach. A group of TAs to develop specific specialism to enable them to provide quality intervention and support within specific classes.
Speech and language developed further as all work continues to be co-ordinated through TA and liaison with therapist who will continue to work fortnightly in school.	Speech and language to be co-ordinated effectively and plans implemented so that children can make progress . Work can continue on a daily basis. Ensure effective communication with teachers so strategies can be implemented in class.
Continue to use a specialist Counsellor to work with targeted children across school. Make links with parents to provide feedback and to embed strategies at home.	Ensure any concerns are addressed to provide timely intervention. This enables families to access the support which can impact on their family situations, individual mental health and learning opportunities.
Develop TA role at lunchtimes further to support other welfare staff. Creating more structured activities which target specific skills and engage children in problem-solving and play.	To ensure lunchtimes are an extension of learning within class. Providing opportunities for children to develop emotional and social skills in a safe environment which provides consistency of approach.
To develop SEAL individual intervention and support further to use with families.	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more.
To continue to develop a range of strategies to support ‘healthy minds’. Consider use of technology as part of this to explore how children perceive themselves as they interact with others.	To develop children’s self-perception and mindset to create various opportunities for children to celebrate self and reflect on gifts.