

Pupil premium strategy statement

This statement details our school's use of pupil premium between 2021-2023 (and recovery premium for the 2021 to 2022 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
School name	Our Lady Star of the Sea Catholic Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Jan Hornby
Pupil premium lead	Natalie Gregan – September 2022
Governor / Trustee lead	Dee Hills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,555
Recovery premium funding allocation this academic year	£3480
School Led Tutoring	£2835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady Star of the Sea all our staff and Governors believe that every child in our care is made in the image of Christ, is valued, respected and entitled to develop to their full potential. We are committed to providing a high quality learning environment where all our children are challenged academically, enriched by the curriculum and supported in developing their strengths and interests. We recognise that a number of children within our school population, not all of whom are eligible for pupil premium, require additional support and intervention to allow them to access the curriculum and thrive and achieve. At Our Lady's we acknowledge that those pupils in receipt of Pupil Premium do not include all the pupils within our school who are socially disadvantaged or vulnerable and we include this identified group within our provision for Pupil Premium funding. At Our Lady's we implement a tiered approach which focuses on High quality teaching for all, targets individual's specific needs and supports behaviours for learning, attendance and social emotional health and wellbeing.

The ultimate objectives for our pupils who are in receipt of Pupil Premium are:

To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Within the group of children in receipt of Pupil Premium 22% have identified special educational needs, with 1 pupil with an EHCP. We believe that all our pupils benefit most from high quality teaching delivered through a broad, knowledge rich curriculum, with a focus on language acquisition. Staff are ambitious for all our children and our pupil premium children are supported further by 1:1 targeted intervention and small group teaching. This is monitored and adaptations made to best meet the changing needs of the children.

To support the social emotional and wellbeing needs of all pupils in receipt of Pupil Premium are met to ensure access to the curriculum.

At Our Lady's we know and understand that successful learning and achieving a fulfilling life depends on developing the whole child, which essentially will support academic progress and attainment. Every member of the staff team understands the importance of relationships; children loving themselves and each other, and therefore every child's wellbeing is of paramount importance. We take the time to get to know the children in our care and support them and their families in addressing any issues in their Social, Emotional and Mental Health. This has been a growing area of need and even more so since recent school closures and lockdown. Our strategy 3 recognises the potential impact on learning and plans for the minimisation of this by bespoke support, regular contact with a trusted adult and a holistic approach which, supports the family alongside the child. This is led by the Headteacher, who works closely with the SLT, SENCO and whole staff team. Trusting relationships with outside agencies support this important work.

To ensure that the attendance of pupils in receipt of Pupil Premium is at least in line with those of peers in school

We know that children learn best when they attend school regularly. Currently, the attendance of a small number of our Pupil Premium children is lower than those children who are not in receipt of Pupil Premium. In our strategy we focus on ensuring that we continue to support these children and their families to address barriers to attending school regularly. This includes support from our whole staff team and, where appropriate, wider family support services.

Challenges

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

Challenge number	Detail of challenge
1	Some low attainment and slow progress rates made by pupil premium/disadvantaged children. Certain children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Some pupils and their families have social & emotional difficulties, including medical and mental health issues. Some have 4 (or more ACE's) and significant barriers to learning.
3	Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children have poor language skills, including limited range of vocabulary and need SALT intervention. A small percentage are EAL children who need support to develop their language understanding to reduce barriers to accessing learning.
4	Low attendance and persistent absenteeism of some PP/disadvantaged children.

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and some pupils in receipt of pupil premium funding. Reduce Proportion of pupils in receipt of Pupil Premium classed as persistent absentees (Autumn 2021; 4 pupils). Attendance target 97% for all children.
To continue to ensure that outcomes for pupils in receipt of Pupil Premium are in line with peers and reflect the ambition staff have for all pupils. High quality teaching supports progress alongside targeted interventions.	Progress for all those in receipt of PP is at least in line with their starting points. High Quality Teaching across the curriculum supports progress for all pupils and ensures that those children in receipt of PP make good or better progress from their starting points.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

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: £8,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritise the development of communication and language in EYFS and ensure high quality teaching across the curriculum develops extensive vocabulary.</p> <p>Ensure there is a consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.</p> <p>Continue to develop writing.</p> <p>Work together to embed training for Talk Write to ensure the teaching sequence is embedded. Provide training for new staff members.</p> <p>Staff to identify and share good practice. Continued emphasis on modelling and structured support.</p> <p>Peer assessment and support in place.</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>‘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.’</p> <p>Improving literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Improving literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>The EEF guidance acknowledges that: Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help.</p>	<p>1, 3</p>
<p>Embedding language rich foundation subjects developing Tier 2/3 words to support pupils to articulate key ideas across all curriculum areas, consolidate understanding and extend vocabulary.</p> <p>Resources purchased and training attended with planned peer support release time.</p>	<p>The focus of this vocabulary curriculum is on rich word meaning and developing a toolkit for pupils to continue the development of their language learning skills way beyond the classroom. 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>1,3</p>

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	
Continued CPD for all staff delivering daily systematic phonics. Phonics lead to monitor and ensure consistency of delivery.	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1,3
Continued work with Maths Hub to support fluency and Mastery in the early years- 'Mastering Number Fluency Programme. and CPD (including Teaching for Mastery training). Developing Special Maths Lead work within school to support all staff and identify key training needs	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: The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1, 3
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by Maths Specialist and SENCo)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3
Continue to strengthen the quality of and capacity of social and emotional (SEL) learning. Embedding our HRSE programme TenTen, including KidSafe programme. Explore part two of the KidSafe programme for Years 2,3 and 4. Develop the impact ELSA trained member of staff to support this area of learning.	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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3,4
Review current provision of SEND	Ensure all children have access to high quality teaching (HQT) and interventions used are effective, time limited and measured. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish two small group school led tutor groups for disadvantaged pupils with emphasis on Key Stage 2 (EYFS and Key Stage One supported by increased staffing for intervention and classroom provision)</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>EEF Toolkit Guidance: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</p>	<p>1,2,3</p>
<p>Effective deployment of staff, teaching assistants.</p> <p>Additional staffing in place across EYFS and Y1 to support early language and in Year 6 to support emotional well-being.</p> <p>SENCo non-classed based to support growing number of SEN children.</p> <p>Teaching Assistant timetable re-evaluated to deliver positive play at playtimes, out-door learning, settling child into school in the morning.</p> <p>More involvement in unstructured time to provide more consistency throughout the day,</p>	<p>Use of TAs to help pupils develop independent learning skills and manage their own learning. Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4</p>
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The</p>	<p>2</p>

Learning 'bespoke' individual / small group intervention as part of classroom practice.	evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	
Ongoing analyse of summative and Teacher Assessment data to identify children who require targeted support in addition to high quality teaching. This is monitored and reviewed by HT/DHT and SENCO Pupil progress termly meetings –data grab. Regular monitoring of targeted interventions and changes made accordingly.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	2,4
WellComm Early Language – introduce and establish small group interventions across Reception/Year1 following baseline assessments Training for all staff in EYFS, Y1 who will deliver the intervention and SLT member. Continued work of TA to support speech and language within school. Early language development for our EAL children.	Wellcomm is a complete Speech and Language programme which assesses and then provides a structured programme which teachers can use to meet individual needs. Learning Village supports language development for children whose home language is not English.	1,3

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

Budgeted cost: £11,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued and on-going support for families with a focus on vulnerable children and families. This support will be varied according to need and may include but is not limited to the following: <ul style="list-style-type: none"> Attendance- daily checks with a particular focus on those children highlighted as persistent absentees. Working with the Attendance Team to monitor and overcome barriers to attendance. 	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand	1,2,3,4

<ul style="list-style-type: none"> • Links to additional agencies and CAF meetings. • Links to parents whose children are in receipt of PP funding and also have additional educational needs. • Providing support for class teachers and TAs to manage the most vulnerable children who may be at risk of exclusion. • Counselling from New Start weekly for identified children and families. 	<p>things from another person's perspective, and communicate in appropriate ways.'</p>	
<p>Monitor identified vulnerable children to ensure needs are identified quickly and support put into place including:</p> <ul style="list-style-type: none"> • Working very closely parents and continuously evaluating how successful this is • Counselling by New Start • Speech and Language from Communicate • Intervention • All PP children are provided with financial support for uniform/trips/music tuition etc to alleviate any potential financial barrier to children attending school. Any change in circumstance identified quickly 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=counse</p> <p>Evidence suggests the importance of critically reviewing how you work with parents, particularly your most vulnerable families.</p>	1,2,3,4
<p>Contingency fund for acute issues.</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>	1,2,3,4

Total budgeted cost: £38,650

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 2020 to 2021 academic year.

Internal data and assessments during 2020/21 suggest that the performance of some disadvantaged pupils was lower than their peers who are not in receipt of PP and when compared with performance in previous years. They have however made predicted progress in light of school closures and gaps in learning as a result.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they had limited and inconsistent benefit from some of our pupil premium funded improvements to teaching and targeted interventions. The impact of school closures was limited by the high quality remote provision and daily contact with the class teacher and also the offer of a school place during these periods. PP pupils continued good communication with staff throughout the academic year and support provided by the school for the wider family has limited the impact of the pandemic on their wellbeing. The emphasis on wellbeing and the school's commitment to developing a robust Relationships (HRSE) programme, including a safeguarding programme has helped provide opportunities to develop skills to support future wellbeing and resilience.

Academic Year 2021-2022

Internal data and assessments during 2021/2022 continue to suggest that the performance of some disadvantaged pupils was lower than their peers who are not in receipt of PP. However, the gap, in relation to previous years and managing school closures, has narrowed.

Higher attendance figures than previous years, quality first teaching and targeted interventions have enabled PP children to make continued predicted progress, sometimes exceeding expectations. As a school, there has been a clear emphasis on skill development. We are aware of the gaps in learning created by closures, and have ensured that the skills have been prioritised in each area of the curriculum. This has enabled PP children to focus on clear objectives. The school has continued to develop a robust Relationships (HRSE) and safeguarding programme with all pupils. Kidsafe has been delivered in all classes throughout the year with the decision that it will be delivered in Autumn 1. This will provide all children with a common language to support wellbeing, relationships and resilience throughout the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader Reading Support/Engagement	Renaissance
Times Table Rockstars	TTRS
Maths training & development Maths 1-1 Interventions	NCETM/NWMaths Hub Third Space Learning
Spelling (dyslexia) Interventions	Nessy Learning
Learning Village	AX Cultures