



Our Lady of the Assumption Catholic Primary School and Nursery.

Pupil Premium Strategy. Academic year Sept 2023 – July 2024.

Headteacher: Mr M Burke.

Pupil Premium Governor: Angela Keogh.



Pupil Premium Statement.

Our principle aim is that all pupils are able to access aspects of school life in order to achieve high standards of attainment and make the best possible progress taking into account starting points for individuals. Pupil premium is provided in addition to the main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), children of service families and pupils who have been 'looked after' (in care) for 6 months or more. Since 2012 funding has also been extended to include pupils eligible for free school meals at any time in the past 6 years. It is for schools to decide how pupil premium is spent as they are best placed to assess what provision should be made for individual pupils. Schools are to be held accountable for how they have used the additional funding to support pupils from low income families. This strategy outlines priorities and spending plans for the academic year 2023-24. It is important to remember that many of our families who are not entitled to free school meals are still vulnerable and/ or disadvantaged. Our spending plans are also made with this in mind.

Here are the 'headline' outcomes for Summer 2023. We will provide additional data for groups etc as it becomes available.

EYFS. Reception.

55% of pupils achieved a 'Good Level of Development.'

KS1. Year 1. Phonics Check.

84% of pupils achieved the expected standard.

Year 2. Reading.

50% of the children achieved the expected standard.

Writing.

50% of the children achieved the expected standard.

Maths.

57% of the children achieved the expected standard.

50% of children achieved the expected standard in reading, writing and mathematics combined.

KS2. Year 6.

Reading. 52% of the children achieved the expected standard. 10% Greater Depth.

Writing. 55% of the children achieved the expected standard. 17% Greater Depth.

Grammar Punctuation and Spelling. 48% of the children achieved the expected standard. 14% Greater Depth.

Mathematics. 55% of the children achieved the expected standard. 17% Greater Depth.

48% of children achieved the expected standard in reading, writing and mathematics combined.

This year's IDSR highlights the following key priorities for the school:

- ✓ Overall absence (8.2%) was in the highest 20% of all schools in 2021/22. It was also in the highest 20% of schools with a similar level of deprivation. Persistent absence (25.7%) was in the highest 20% of all schools in 2021/22.
- ✓ Attainment in Reading at KS1 is significantly below national.
- ✓ Progress and attainment in Reading at KS2 are significantly below national.
- ✓ Higher standard attainment in Reading at KS2 is significantly below national.
- ✓ Progress and attainment in Mathematics at KS2 are significantly below national.

The School Development Plan alongside the Pupil Premium Strategy will be key in addressing these issues during this academic year

Barriers to Learning.

Many pupils, particularly those from disadvantaged or vulnerable families, start school well below national expectations as a result of limited experiences from birth. In order to address any developmental delays or gaps we direct a range of resources, interventions and strategies for pupils and parents. The barriers and challenges faced are many and varied and often increase as pupils get older. These barriers include:

- Impact of the Coronavirus pandemic and of school closures
- Poverty, area of deprivation
- Vulnerable parents/ carers, unemployment, mental health issues, poor basic skills etc
- Poor diet and nutrition
- Poor language and communication skills, evident on entry into school
- Delayed/ immature development socially, emotionally, physically
- Challenging behaviour from a small number of pupils
- Low confidence, lack of self-esteem, low aspirations/ expectations
- Limited life experiences, access to wider environments
- Poor attendance and punctuality impacting on full involvement in school
- Lack of access to services eg technology, the internet, local clubs, activities etc
- Specific health and/ or learning needs, lower ability and needs not identified

Strategies to address barriers.

- Assessment and intelligent analysis/ use of data
- Targeting underperformance leading to closure of gaps particularly in Reading and Mathematics
- Use of formative and summative assessments to inform planning, teaching and learning

- Feedback and encouragement within a positive learning environment.
- An effective and stimulating curriculum reflecting children's learning needs and interests.
- Additional staff in Years 2 and 6 to provide identified pupils with increased adult support to facilitate differentiation and addressing of key misconceptions.
- Additional afternoon interventions to address any gaps in learning.
- Identified pupils including those on the SEND register receive daily support for basic skills and one to one support as appropriate for personalised learning programmes.
- A wide range of age appropriate resources, matched to pupils stage of learning have had an impact on pupil engagement and as a result their progress.
- Technology (eg Reading Plus) is used to engage pupils whilst enhancing, enriching and reinforcing learning.
- High expectations among staff with consistently good (and some outstanding) teaching and learning.
- Expertise is shared among staff which results in ongoing improvements.
- Staff and pupils are constantly challenged to value and encourage everyone to achieve full potential (from mission statement.)
- Enrichment of the curriculum and additional clubs to increase engagement.

Current Strengths:

- LSAs supporting in classes and additional support for Years 2 and 6.
- Additional regular interventions and small group teaching.
- Consistently good teaching and learning across the school.
- Regular relevant CPD for staff.
- Effective in school and outreach support for pupils with additional needs.
- Basic skills support for all pupils including small group support eg for phonics.
- Detailed data and tracking systems and regular 'standardisation' work to ensure accuracy of assessments.
- A lively, broad and balanced curriculum reflecting pupils' interests.
- Strong pupil voice and opportunities to take on additional responsibilities eg school council, eco monitors etc.
- Good communications/ relationships with parents and carers eg through daily contact, parents evenings etc.
- Homework and intervention clubs for phonics, reading, mathematics etc.
- Range of extra-curricular activities including subsidised activities.
- Improving attendance rates and support and challenge for vulnerable families.

- Use of technology to motivate learners as well as reinforcing and embedding key concepts.
- Informed governors who support school staff in making effective decisions.

More able disadvantaged pupils:

We closely monitor progress for all pupils in receipt of pupil premium including those who are more able to ensure appropriate challenge for all pupils. This is particularly important for this years' strategy in the light of the initial IDSR. More able disadvantaged pupils are clearly identified in tracking and are discussed as part of termly pupil progress meetings. The school endeavours to ensure that all groups of pupils benefit from additional intervention and support, this has been through a number of planned strategies:

- Focused use of AfL and setting of short term targets
- Booster sessions for Mathematics and English
- Additional staffing in Y2 and Y6
- Use of technology and online programmes eg Reading Plus
- Purchasing resources to provide greater challenge eg reading and maths
- Moderation and standardisation activities for higher achieving pupils' work.
- Regular communication with parents/ carers

Number of pupils and pupil premium grant received	
Total number of pupils on roll (Aut 23)	216 (including Nursery.)
Pupils eligible for PPG	70
Estimated amount of PPG	£93,000

OUR MAIN AREAS FOR SCHOOL IMPROVEMENT FOR THIS YEAR ARE:

Key issue 1: Continue to build on the high quality provision for Religious Education by implementing improvements identified during the Section 48 inspection.

Key issue 2: To continue to improve attendance and punctuality in all phases.

Key issue 3: To embed improvements in the teaching of reading and further strengthen teaching and learning in phonics and guided reading.

Key issue 4: To continue to strengthen teaching and learning in mathematics are so that outcomes for pupils improve and gaps are narrowed to national standards.

Key issue 5: To further strengthen the school's curriculum to ensure it is broad, ambitious and language rich with an aim to continue to enhance pupil's wider learning experience.

Our Pupil Premium Allocation for 2023-24 is around £93,000 and plans have been made to spend the money in the following ways:

Focus	What difference does this make?	Targeted pupils	Cost from PPG	Monitored by:	Intended outcomes
LSA support for pupils in Y1 to Y6 including afternoon reading interventions.	Continued targeted small group support in English and Mathematics.	FSM pupils in Year 1 to Year 6.	£36000	HT DHT and Phase leaders.	Pupils will benefit from smaller groupings, accelerated progress and narrowing of gaps.
Funding of Learning Mentor 2 days each week.	Support for vulnerable children with additional barriers to their learning.	Identified pupils in all year groups.	£19000	HT and DHT, Class teachers.	Barriers to learning are reduced for pupils, confidence and self-esteem increase, positive impact on achievement.
Further improvements in attendance and punctuality.	Support from EWO service as well as a range of rewards for pupils with very good or improving attendance.	All pupils from R to Y6.	EWO Rewards Total £5600	HT and DHT.	Attendance and punctuality continued to improve and is closer to sector and national averages.
Further investment in additional reading, and phonics programmes.	Quality reading materials available across the school. Bespoke reading intervention programmes for individuals and small groups. All Aboard intervention pack. Training from All Aboard. Flashcards and AAP+. Topping up of class readers. Diverse texts and books for class libraries.	All pupils and those identified for specific programmes	£4000	HT and DHT, phase leaders and reading lead, Class teachers.	Good quality reading materials impact on comprehension and higher order skills. Positive impact on attainment and standards in writing and phonics.
Further investment in resources for Mathematics.	White Rose Maths resources along with accompanying materials to strengthen teaching and learning. Challenge activities.	All pupils including HA disadvantaged.	£2000	HT and DHT, phase leaders and subject leaders, Class teachers.	Positive impact on attainment and progress in Mathematics.

Curriculum enrichment including resources.	All areas of the curriculum are well resourced for pupils across the school.	Pupils in all classes	£3000	HT and DHT. Subject leaders.	The curriculum is further enriched, pupil achievement improves in all subjects.
Wider Opportunities music tuition and ongoing peripatetic lessons.	All pupils in upper KS2 have had an opportunity to learn to play a musical instrument.	Y4 wider opps Y5 and Y6 ongoing.	£3200	HT and DHT. Music subject lead.	Enrichment of the curriculum for pupils in upper KS2. Opportunities for pupils to perform and enhance confidence/ self-esteem.
Cost of transport for school trips and/ or educational visits.	Curriculum enrichment, particularly with regard to topic work and foundation subjects.	Pupils in all year groups.	£2000	HT, subject leaders and class teachers.	The number of good quality enrichment activities and/ or educational visits increases during the academic year.
Subsidising of school adventure holidays including transport costs to CHET and Kingswood.	More pupils from disadvantaged families are able to afford the cost of attending the residential trips.	Y6.	£1000	HT and DHT.	A greater number of pupils are able to take part in adventurous and outdoor activities in KS2.
Further improvements in the schools computing and ICT provision.	New hardware is purchased along with software and site licences to impact on learning for pupils.	Pupils in all classes.	£2000	Computing subject lead and HT.	IT is used to motivate and enhance learning to enable pupils to make better progress. Attainment improves as a result.
Subsidised Breakfast Club.	To provide children with a healthy and positive start to the day and an affordable breakfast service for parents/ carers.	All pupils	£12500	HT, DHT.	A greater number of pupils attend breakfast club and have access to a healthy start to the day. Attendance and punctuality improves.

Provision for identified pupils to access morning pick up/ breakfast club services.	Families with challenging morning routines are supported in ensuring children are in school on time and ready for the day.	Targeted pupils.	£50	HT, DHT, Learning mentor.	Identified pupils attend breakfast club and/ or pick up service and attendance and punctuality improves as a result.
School family support worker.	Individualised support for pupils and their families facing barriers to learning. Home visits and in school support.	Targeted pupils/ families.	£3500	HT, DHT and SENDCO.	Barriers to learning are reduced for identified pupils and their families.
Seedlings programme.	Weekly sessions for targeted pupils to provide support for emotional and mental health difficulties.	Identified pupils.	Paid for through consortium	HT, DHT and SENDCO.	Pupils are provided with bespoke targeted support and their engagement in school activities improves.
Individual resources provision for LAC pupils.	Additional, personalised resources for children entitled to pupil premium through being Looked After.	2 pupils	£500	HT, Designated LAC teacher.	Pupils are provided with personalised resources outlined in PEPs.

Total: £94350

Pupil premium children are monitored closely and progress and provision for these children are discussed at the termly pupil progress meetings. Funding and allocations are monitored closely and adjusted during the academic year.