# Pupil premium strategy statement – Our Lady Queen of Peace Catholic Primary School

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**

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| **Detail** | **Data** |
| Number of pupils in school | 177 |
| Proportion (%) of pupil premium eligible pupils | 20.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/2025 to 2026/2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Angela Wishart,Principal |
| Pupil premium lead | Angela Wishart,Principal |
| Governor | Marie Yates |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £57720 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £57720 |

# Part A: Pupil premium strategy plan

**Statement of intent**

**At Our Lady Queen of Peace Catholic Primary School, we are a diverse community and the Catholic nature of our school reaches pupils from a wide catchment area. We are an inclusive family where we value each other.**

**At Our Lady’s we recognise the importance of a broad and balanced curriculum. We know our pupils well and design learning to spark their interests, while meet- ing individual needs, providing challenge while allowing pupils to feel that they can succeed. Interventions are rigorously planned and monitored to ensure that pupils make good progress and transfer their learning to the classroom.**

* We organise teaching and learning at Our Lady’s in order to meet the needs of all children in the best possible way.
* We ensure that appropriate provision is made for children who belong to vulnera- ble groups and that all children have their needs adequately assessed and met.
* We recognise that not all children who receive free school meals will be vulnera- ble and we also recognise that not all children that are vulnerable have free school meals.
* We allocate Pupil Premium funding to support any child the school has identified as being vulnerable in any way and should be making better progress.

**Challenges**

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

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| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | The impact of previous years has affected the social and emotional skills across all year groups and has also impacted communication and language. |
| 2 | ACEs and early trauma experienced by some pupils and maintaining high challenge, high support with this in mind. |
| 3 | Building relationships with families who are reluctant to engage. |
| 4 | Disadvantaged children have experienced fewer opportunities beyond school, in particularly with the increased cost of living. |

**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.

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| **Intended outcome** | **Success criteria** |
| High quality first teaching and specific needs of children identified, planned for and tailored intervention to take place where necessary to ensure progress of all children.All children eligible for Pupil Premium fund- ing to achieve the expected standard in Reading, Writing and Maths. | Evidence-based research used for high quality interventions.A targeted approach:* High quality teaching
* Targeted additional practise session
 |
| To ensure that we sustain improved well- being for all of our children in our school, particularly those in receipt of Pupil Pre- mium | Sustained high levels of motivation and enthusiasm, self-worth and resilience, us- ing qualitative data from pupil voice, pupiland parent surveys and teacher observa- tions. |
| Children who are in receipt of Pupil Pre- mium funding have enriched experiences with that of their peers | Qualitative data from pupil voice, pupil and parent surveys and teacher observa- tions. |

**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)**

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| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. Our children who are the most vulnerable need consistency and continuity in their learning. | Evidence, from the Education Endowment Foundation’s Pupil Premium Menu; EEF Evidence Brief indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including that of disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, | 1 |

|  |  |  |
| --- | --- | --- |
|  | curriculum development, and the purposeful use of assessment. |  |
| Establishing the Twinkl Phonics programme and the overhaul of phonics resources and levelled reading books. | EEF EvidencePhonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. | 1,4 |
| Everybody Reading in Class time embedded into each day into the curriculum.New books purchased for the classroom and for class teacher to read with their class. | DfE Evidence – Reading for PleasureBenefits of reading for pleasure. A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identifying several main areas of the benefits to reading for pleasure | 1,4 |
| Pastoral TA to provide practical and emotional support for key children in nurture sessions. | EEF EvidenceSupports the need for mental wellbeing enabling pupils to access learning. | 1,4 |

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

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| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Staff to identify lowest | On average reading comprehension | 1,4 |
| 20% of readers and | approaches deliver an additional six |  |
| hear them read | months’ progress. Successful reading |  |
| regularly, working on | comprehension approaches allow |  |
| fluency, comprehension | activities to be carefully tailored to |  |
| and vocabulary. | pupils’ reading capabilities, and involve |  |
|  | activities and texts that provide an |  |
|  | effective, but not overwhelming |  |
|  | challenge. |  |
| TA and HLTA led intervention groups across the school to accelerate progress in Maths and Writing, targeting those who are not on track to meet ARE. | EFF EvidenceOverall, evidence shows that small group tuition is effective and as a rule of thumb, the smaller the better.Teaching assistants provide a large positive impact on learner outcomes. As a school we monitor pupil progress carefully to ensure maximum impact. | 1,4 |

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

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| --- | --- | --- |
| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Additional outdoor learning session are provided for pupils to support their health and well-being. | The New Economics Foundation and their research found:* Confidence: children had the freedom, time and space to learn and demonstrate independence
 | 2,4 |
|  | * Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participation in play.
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|  | * Communication: language development was promoted by the children’s sensory experiences
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|  | * Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over periods of time
 |  |
|  | * Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills
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|  | * Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.
 |  |
| TIS sessions will be delivered to children requiring targeted support around mental health and well-being. | EEFEvidence associated with supporting children’s social and emotional development and improving academic outcomes behaviour and relationships. | 2 |
| Funding for school | Engagement in wider opportunities | 4 |
| uniform, instrumental | supports children to experience cultural, |  |
| tuition school trips, | educational and outdoor learning |  |
| including residentials is | activities that deepen understanding of |  |
| available for families in | the curriculum. |  |
| receipt of FSM. |  |  |

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| Prioritise the | Engagement in wider opportunities | 4 |
| participation of children | supports children to experience cultural |  |
| eligible for Pupil | and educational opportunities. |  |
| Premium in |  |  |
| extracurricular activities |  |  |
| Audit the children’s |  |  |
| thoughts and opinions |  |  |
| about our extra- |  |  |
| curricular clubs and ask |  |  |
| them to offer |  |  |
| suggestions of clubs |  |  |
| that they would like to |  |  |
| see on our ‘clubs list’. |  |  |
| Question those children |  |  |
| who haven’t applied for |  |  |
| a club and find out why. |  |  |
| Schools and parents have a shared interest in doing the best for their children. We aim to continue to work on our effective relationships with parents, particularly those parents who find it more difficult to engage with school and members of the team. Whilst we recognise that different approaches will be better suited to different age groups and different families, we will strive to do the following recommendations to ensure effective working relationships. | We have used the Education Endowment Foundation’s guidance report in structuring this target and in particular their four practical and evidence-based recommendations:1. Critically review how we already work with parents
2. Provide practical strategies to support learning at home
3. Tailor communications to encourage positive dialogue about learning
4. Offer more sustained and intensive support where needed

The evidence available also suggests that if school communications are well- designed with parents, this can be effective in improving attainment and a range of other outcomes. | 3 |

# Part B: Review of the previous academic year

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

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| Aims | Outcome |
| Training and support for TA’s to deliver quality intervention to pupils, ensuring access to universal, targeted or specialist support is provided. Early identification of pupils with Speech, Language and Communication needs. | Specific targeted intervention is RAG rated and reviewed half termly. |
| Small groups for maths interventions for disadvantaged pupils falling behind age- related expectations. | Pupil progress and attainment evident in book trawl, moderation, lesson observations and end of year results. |
| Intervention groups for key groups to assist in their learning in Reading, Writing and Maths. | Pupil progress and attainment evident in book trawl, moderation, lesson observations and end of year results. |
| Pastoral TA to provide practical and emotional support for key children in nurture sessions. Funding for visits, sports clubs, residential and uniform is available for families in receipt of FSM. | Pupils experience first-hand valuable learn- ing opportunities outside the classroom. |

**Total budgeted cost: £52,586.20**