

# Pupil premium strategy statement – Our Lady of the Assumption Catholic Primary School

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	42.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	7 November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rachel Askew
Pupil premium lead	Amanda Finch
Governor / Trustee lead	Patricia Harper

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£134,680</b>

# Part A: Pupil premium strategy plan

## Statement of intent

There exists a gap in attainment between disadvantaged pupils and non-disadvantaged pupils within the school. In the most KS2 assessment, the gap was greatest in reading maths. However, a greater proportion of disadvantaged pupils achieved the higher standard in reading and writing compared to non-disadvantaged pupils. Compared national, disadvantaged pupils achieved better at the higher standard for reading, writing and maths combined, and for maths.

Our aim is to further reduce the gap so that disadvantaged pupils perform in line with their non-disadvantaged peers to reach the expected level in reading, writing and maths.

We have identified the following barriers to attainment, all of which have disproportionately impacted disadvantaged pupils:

- Poor oral language skills
- Poor social and emotional wellbeing
- Poor parental engagement with learning
- Lack of pupil engagement in home learning
- Lack of pupil engagement in enrichment activities

We aim to close the gap in attainment by:

- embedding oracy across the curriculum
- continuing communication and language interventions in EYFS e.g. Word Aware, WELCOMM
- Ensuring staff have the knowledge and skills to deliver high quality phonics lessons and interventions
- Improving the social and emotional wellbeing of pupils by working in partnership with outside agencies e.g. SEMHL, Speech and Language, Complex Communication Team, Mental Health in School
- Targeting disadvantaged pupils for tutoring
- Developing a love of learning by ensuring disadvantaged pupils are supported to access enrichment activities

- Working with parents to maintain high levels of engagement and improve attendance

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and vocabulary skills
2	Poor self-esteem and emotional well-being
3	Poor learning behaviours and lack of resilience
4	Lack of engagement with enrichment activities
5	Engaging families facing to offer support
6	Risk poor punctuality and attendance

## 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
<i>disadvantaged pupils to achieve in line or better than non-disadvantaged in reading</i>	<i>80% of disadvantaged pupils to achieve age related expectation at the end of KS2</i>
<i>disadvantaged pupils to achieve in line or better than non-disadvantaged in writing</i>	<i>65% of disadvantaged pupils to achieve age related expectation at the end of KS2</i>
<i>disadvantaged pupils to achieve in line or better than non-disadvantaged in maths</i>	<i>75% of disadvantaged pupils to achieve age related expectation at the end of KS2</i>
<i>disadvantaged pupils to achieve in line or better than non-disadvantaged in phonics test</i>	<i>75% of disadvantaged pupils to pass phonics screening in Y1</i>
<i>disadvantaged pupils to achieve in line or better than non-disadvantaged in MTC</i>	<i>30% of disadvantaged pupils will achieve full marks in the MTC</i>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in order to develop pupils' understanding of vocabulary and enable to them to apply vocabulary knowledge across the curriculum; CPD to develop oracy across the school	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment	1
Ongoing Phonics CPD for all staff to ensure good subject knowledge and consistent, high quality phonics teaching	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	1, 3, 5
Cost of cover to release time for staff to attend CPD across the network/training courses linked to whole school priorities and the development of high quality teaching	Evidence indicates that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Securing effective professional development contributes to this.	1, 3
Cost of external consultants linked to whole school priorities and the development of high quality teaching	Evidence indicates that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Securing effective professional development contributes to this.	1, 3
Staffing and cover costs to enable release time for SLT to coach staff	Coaching by experienced staff is an effective way to improve teaching and learning as it enables teachers to build knowledge, develop teaching techniques and embed practice over time.	1, 3

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

Budgeted cost: £48,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for disadvantaged pupils falling behind age related expectations in phonics, reading, writing and maths	Teaching assistants who provide small group targeted interventions shows a positive benefit of between four and six additional months on average	1, 3
Implement speech and language interventions by trained specialists	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language	1
1:1 and small group tutoring for disadvantaged pupils (external teacher)	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 3
Cost of qualified teacher to deliver Reading Doctor	Evidence shows small group work targeted at pupils' specific needs can have an impact of 4 months over a year	1, 3
Small group support for disadvantaged pupils preparing for SATs (external teacher)	Evidence shows small group work targeted at pupils' specific needs can have an impact of 4 months over a year	1, 3

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

Budgeted cost: £ 30,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to after school provision; subsidised costs of	Outdoor adventure learning studies report wider benefits in terms of selfconfidence and self-efficacy.	4

<p>school trips and residential trips</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	
<p>Enhance educational experiences through visiting speakers, enrichment activities and expert led activities</p>	<p>Improved outcomes have been identified in English, mathematics and science through arts participation. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	<p>4</p>
<p>Improve pupils social, emotional and mental health through access pastoral support and external agencies</p>	<p>Social and emotional interventions in education are shown to improve skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p>	<p>2,3,5</p>

**Total budgeted cost: £** £134,680

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our end of KS2 data shows that 64.3% of disadvantaged children achieved the expected standard in reading compared to 80% of non-disadvantaged children; 35.7% of disadvantaged pupils achieved the higher level compared to 20% of non-disadvantaged pupils. In writing, 57.1% of disadvantaged children achieved the expected standard compared to 60% of non-disadvantaged children; 14.3% of disadvantaged pupils achieved the higher level compared to 6.7% of non-disadvantaged pupils. In Maths, 64.3% of disadvantaged children achieved the expected standard compared to 73.3% of non-disadvantaged children; 35.7% of disadvantaged pupils achieved the higher level compared to 40% of non-disadvantaged pupils. In RWM, 42.9% of disadvantaged children achieved the expected standard compared to 46.7% of non-disadvantaged children; 14.3% of disadvantaged pupils achieved the higher level compared to 0% of non-disadvantaged pupils. Although this attainment was low, the gap has decreased compared to the previous year.

Teachers reported accelerated progress for pupils targeted for small group tuition. Improving attendance and punctuality is also likely to have impacted on progress for disadvantaged pupils with disadvantaged pupils attending better when compared to national.

In the year one phonics check 61.5% of disadvantaged children passed the check, compared to 76.5% for non-disadvantaged pupils. Despite the gap, tracking indicated that many pupils made good progress. In year 2, 0% of disadvantaged passed the check and 60% of non-disadvantaged children passed.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Reading Doctor	Maeve Walsh
Meg Stagg	SEMHL
RWI	Anne-Marie Wear
Talk Therapy	Emma Hart