

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (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 and St Thomas Catholic Primary School, Willington |
| Number of pupils in school | 116 |
| Proportion (%) of pupil premium eligible pupils | 35 pupils 30.17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | October 8 th 2021 |
| Date on which it will be reviewed | October 8 th 2022 |
| Statement authorised by | |
| Pupil premium lead | Ruth Veitch |
| Governor / Trustee lead | Mrs Joanne Norman |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £44,625 |
| Recovery premium funding allocation this academic year | £4,495 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £49,120 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil premium interventions at one time.

Achieving these objectives:

The range of provision leaders consider making for this group include and would not be inclusive of:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1:1 support/small group TA Intervention support in class
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for sport clubs, activities, educational visits and residential opportunities. Ensuring children have access to enrichment and wider opportunities to use in their learning in the classroom.
- Speech and Language 1:1 support.
- Access to technology and one to one tuition.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Poor parental engagement |
| 2 | Narrowing the attainment gap across Reading, Writing, Maths and Science |
| 3 | Attainment gap in children achieving greater depth particularly in writing |
| 4 | Attendance and Punctuality issues. |
| 5 | External issues affecting the child including mental health of parents, poverty, unemployment, divorce, prison, bereavement. |

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 |
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| 1. All PP pupils to meet the expected standard or better. | Formal and informal data to evidence this across the school. No gap exists between PP and non-PP pupils. |

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| 2. All pupils to achieve the expected standard in Phonics in Y1. | Attainment data for PP pupils evidences pupils meeting the National standard. |
| 3. All pupils to achieve the expected standard in Phonics Y2 by Christmas. | All PP pupils in Y2 are fluent and confident readers. Attainment data reflects this. |
| 4. Y3/4 pupils struggling in the acquisition of basic skills supported to be confident and fluent readers. | Reading age data across the year evidences rapid progress for PP pupils and end of year assessments indicate the gap has closed. |
| 5. Disaffected group of boys in Y5/6 to achieve the expected standard in R, W, M. | Careful monitoring of individuals and a focus on reading for pleasure ensures all pupils achieve the expected standard or better. |
| 6. Pupils to have access to enrichment and wider opportunities to include After School Clubs and Wrap Around Care Subsidised. | Attendance data evidences a high proportion of PP accessing after school/holiday clubs and residential trips. |
| 7. Music Tuition paid for by funding for those who have a talent in this area. Drama subsidised so that all pupils have access to Arts Participation. | Pupils are able to access high quality music tuition in the violin at OLST and the cost of the instrument and teaching is paid for. |

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

Budgeted cost: £41,603

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>X2 existing permanent PT UPS 3 teachers to work as a job share within Year 4/ 5 cohort. Year 6 and Year 2 cohorts are taught as a single aged classes and this also impacts on smaller classes throughout the school.</i></p> <p><i>PN UPS3 - £16,641</i></p> <p><i>LG UPS - £24,962</i></p> <p><i>Including on costs.</i></p> | <p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our Year 6 cohort following the pandemic and have identified that 1 small class under 20 children would allow teachers to increase the amount of attention each child will receive.</p> | 1 |

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

Budgeted cost: £8059.32

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Grade 3 TA to support PP pupils in KS2</i></p> <p><i>£8059.32</i></p> | <p>EEF (+4)</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> | 2,3 |
| <p><i>School Led Tutoring (first £3240 funded)</i></p> | <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two</p> | 4,5 |

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| <p>21 children in Y3,4,5,6 to receive small group catch up provision *£1080 (school contribution to Government Recovery Premium)</p> | <p>to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified pupils needing small group support that have fallen behind in KS2. Some of these pupils are potential GD children and therefore these children will be grouped with the focus on catch up and challenge to progress quickly attain better than expected.</p> | |
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Wider strategies

Budgeted cost: **£1400**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Arts Participation Music Tuition £500 Subsidised before/after school clubs. A drama and theatre club as an enrichment opportunities £1080 for the academic year. (6 weeks per half term x £60) £900</p> | <p>EEF (+4) There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> | <p>6,7</p> |

Total budgeted cost: £ 52,142

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.

Teaching priorities

| Barrier | Actions | Desired outcome | Impact |
|---------|--|---|--|
| A | <p>Remote learning Lead identified and supported to fulfil role effectively –</p> <p>Aspiring Deputy Head Teachers Course to develop leadership skills.</p> | <p>OLST Remote Learning Provision established and effective for all stakeholders. .</p> | <p><u>Summer 2021</u></p> <p>Successful implementation of our Remote Learning Offer and all pupils trained able to use the Google Classroom successfully.</p> <p>Classroom Teachers able to confidently use Google Classroom.</p> <p>Impact – all pupils had access to technology with all pupil sin KS2 with their own device and all PP pupils provided with a chrome book.</p> <p>Mrs Pearson attended the Aspiring Deputy course and has developed her leadership skills which impacts on all her areas of responsibility in school.</p> |
| B | <p>TLR Project – Engagement of those hard to reach disadvantaged pupils and their families needing catch up through home learning.</p> | <p>Hard to reach families targeted to engage in home learning and catch up.</p> | <p><u>Summer 2021</u></p> <p>Mrs Pearson offered 1:1 and group support to ensure all families had access and parents’ evenings were well attended using this as a means of communication during the pandemic.</p> <p>Parental engagement strong and evidence from parental and pupil questionnaires indicates a high proportion of engagement</p> |

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| | | | and success with Remote learning from our PP families. |
| C | <p>Develop the role of the Reading Lead to impact on attainment for PP pupils.</p> <p>PP Lowest 20% focus groups for daily reading in each cohort.</p> | <p>Reading outcomes indicate all PP pupils are in line or better than their chronological age.</p> | <p><u>Summer 2021</u></p> <p>Mrs Fulton is our Reading Lead. Impact is the Deputy Head is leading on this key area. Reading an integral part of the SIP. Termly monitoring of PP pupils and daily reading to an adult in school.</p> <p>Daily focus and intervention planned for individuals who need support.</p> |
| D | <p>Daily Booster Phonics for target groups.</p> <p>1:1 for individual children.</p> <p>Additional focused Phonic session for all Y3 PP pupils.</p> | <p>Pupils make rapid gains from starting points.</p> <p>Y3 gaps in phonic knowledge for PP is addressed.</p> <p>All pupils can read fluently by the time they leave KS1.</p> | <p><u>Summer 2021</u></p> <p>All pupils who did not achieve their Phonics from Christmas 2020 had achieved the expected standard by July 2021.</p> <p>Pupils able to access Year 2 Phonics whilst in Y3 so that gaps in phonics are addressed.</p> |

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

| Barrier | Action | Desired outcome | Impact |
|---------|--|---|--|
| E | Purchase additional Speech and Language credits to provide 1:1 therapist | PP pupils are able to access their phonic session and can form the sounds correctly in order to blend and segment successfully. | <p><u>Summer 2021</u></p> <p>Additional credits purchased. Pupils received 10 sessions of targeted support and were successfully signed off.</p> |

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| | support for targeted PP pupils. | | |
| F | 1:1 Reading Intervention for KS2 - data indicates a high proportion of PP are in this group. | Reading Age data to show rapid gains in chronological age and reading age. | <u>Summer 2021</u> Reading data evidences progress for all pupils targeted to be in line with their chronological age or better. The vast majority of PP children exceeded their targets. |

Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

| Barrier | Action | Desired outcome | Impact |
|---------|---|--|--|
| I | Develop parental engagement in home learning and supporting their child. | Increase response rate/attendance at virtual workshops and meetings. Increased teacher communication. Parental surveys are positive. | <u>Summer 2021</u> Evidence collated from parental engagement in online remote learning was very positive. All parents have access to the class teacher via email and are respectful in its use. Parental Questionnaire evidences the positive impact of increased communication between home and school. Proportions of complaints reduced significantly as a direct result. |
| J | Offer a Tea Club and a wider range of after school clubs to children and encourage PP pupils to attend. | Increased % attendance of PP pupils at After School Clubs. | <u>Summer 2021</u> Tea Club plans postponed until the new academic year due to moving into the BHCET. Pupil Premium children encouraged and incentivised to attend holiday clubs. This is an area school continues to work on as uptake of Craig's Holiday Club was poor by PP. |

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| K | Technology for all Project. | All pupils regardless of their backgrounds are not disadvantaged when it comes to accessing digital technology. | <p><u>Summer 2021</u></p> <p>Target met. All children have access to a Chromebook to use in school or at home.</p> |
| L | Mental Health Champion appointed with a focus on PP support for external issues. | <p>LG whole school leadership role developed through this project</p> <p>Positive impact on identified PP SEMH pupils' emotional wellbeing.</p> | <p><u>Summer 2021#</u></p> <p>Appointed member of staff supports Head teacher in leading this area of school. All PP children requiring support are prioritised.</p> <p>The MH trailblazer project has impacted on pupil wellbeing significantly and children know strategies to support their own worries and struggles.</p> |