

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2022 to 2023 academic year.

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 Queen of Peace Catholic Primary School
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers (<i>3-year plans are recommended</i>)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jennifer Gill Head teacher
Pupil premium lead	Jennifer Gill Head teacher
Governor / Trustee lead	John Hindmarch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£47,370

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady Queen Of Peace, all members of staff and governors have high expectations and aim to provide the best possible educational experience for every child. We recognise that a number of children, including some not eligible for pupil premium funding, may require additional support and intervention at times during their time in primary school. In our school, every child is valued, respected and entitled to develop to their full potential. We are fully committed to meeting the pastoral, social and academic needs of all children to enable them to do this within a nurturing environment.

The objectives for our children eligible for pupil premium funding are:

- To continue to ensure that the attendance of children in receipt of pupil premium is in line with their peers in school.
- To continue to ensure that the outcomes for children eligible for pupil premium are at least in line with their peers.
- To ensure that the wellbeing needs of children are met to enable them to make at least expected progress.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	Whilst the attendance of children eligible for PP is in line with their peers, it is below Government target of 96% and a greater proportion are classed as persistent absentees.
2 Pastoral	Emotional wellbeing, social and behavioural needs are affecting children's readiness to learn which impacts their ability to make progress.
3 Outcomes	Some children who are eligible for PP are not making the expected progress despite interventions.
4 SEND	Some children eligible for PP have specific SEND needs and an increasing number require speech and language intervention.

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
<p>Attendance of children in receipt of PP is line with their peers and above 96%.</p> <p>Proportion of children classed as persistent absentees is reduced.</p>	<p>Gap between PP and non-PP children is reduced. (4.2% for summer term 2022)</p> <p>A reduced % of children in receipt of PP are classed as persistent absentees. (17.7% in 2021/22 – PP, 14.5% non-PP)</p> <p>Target attendance for all children to be 97%.</p>
<p>The wellbeing needs of all children in receipt of PP are met.</p>	<p>Children’s wellbeing needs are met; feedback from children and staff is positive. They demonstrate positive attitudes to learning and school life.</p> <p>Targeted intervention, where needed, has a positive impact and children no longer need additional support.</p> <p>Children engage fully with all aspects of school life and have access to wider opportunities.</p>
<p>To continue to ensure that outcomes for children in receipt of PP are at least in line with their peers through high quality teaching and effective targeted intervention.</p>	<p>Attainment gap between PP and non-PP children in reading, writing and maths is diminished.</p> <p>Reading – increase to 70%</p> <p>Maths – increase to 85%</p> <p>Writing – increase to 70%</p> <p>RWM combined – increase to 60%</p>
<p>To ensure that all children in receipt of PP, including those with SEND, make expected progress from their starting points.</p>	<p>Progress of children in reading, writing and maths is in line with their identified baseline.</p>

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: £12,000

Activity	Evidence that supports this approach	Challenge addressed
Develop teaching techniques through focused and targeted CPD – instruction, modelling, feedback	See EEF research guidance report: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1675258156 Recommendation 1 and 2 Feedback recommendations: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1675259727 Metacognition and self-regulation recommendations: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf?v=1675259795	3 and 4
Effectively implement systematic synthetic phonics teaching programme (ELS) School to school support to develop staff confidence and ensure high quality teaching. Implement phonics tracker to ensure that progress is monitored and timely intervention delivered where needed to keep children on track or catch up.	See EEF research guidance report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Recommendations 2 and 3	3 and 4
Work with school improvement partners to ensure that maths curriculum and teaching effectively builds mastery and fluency. Embed use of <i>Winning With Numbers</i> systematic teaching programme to support acquisition of key number skills.	See EEF research guidance report: Improving Mathematics in the Early Years and Key Stage 1 (Oct 2021) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths and: Improving Mathematics in Key Stages 2 and 3 (Nov2022) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Structured small steps curriculum to be delivered in school and complemented through home learning. This will ensure	3 and 4

	<p>that all children build essential number knowledge and skills.</p> <p>Through the platform children access immediate feedback and precision pitched support enabling all children to keep up with learning in class.</p> <p>Fully resourced platform with staff training and support package programme ensures effective implementation.</p>	
<p>Reading will be a key priority on the School Development Plan:</p> <p>Review reading strategy and implement new approaches to teaching of reading to ensure high quality whole class reading sessions.</p> <p>Focus on PP children who are not making sufficient progress in reading.</p>	<p>Improving Literacy in KS2: recommendations 1, 2 and 3 focusing on high quality teaching to develop language and reading capabilities through modelling and supported practice.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1675256895</p>	3 and 4

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

Budgeted cost: £20,370

Activity	Evidence that supports this approach	Challenge addressed
<p>Effective deployment of teaching assistants to support key children and year groups.</p> <p>Ensure that TAs receive high quality training and support, have clear guidance and a structured role. TA interventions to link explicitly to classroom teaching.</p> <p>Targeted interventions to enable children to catch up and keep up. (Phonics, reading, maths)</p> <p>Reduced size groups in UKS2 for maths (targeted teaching delivered by SLT for Y6).</p>	<p>EEF research guidance:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p><i>Research on TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</i></p>	2, 3 and 4
<p>Nuffield Early Language – to be delivered in EYFS.</p> <p>Staff training.</p> <p>Establish small group interventions following baseline assessments.</p>	<p>Endorsed by EEF research:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	2, 3 and 4
<p>Analysis of summative data to</p>	<p>https://educationendowmentfoundation.org.uk/support-for-</p>	3 and 4

<p>identify children at risk of, or who are, falling behind. Closely monitored by Assessment Lead and HT.</p> <p>Pupil progress meetings.</p> <p>Regular review of targeted interventions.</p>	<p>schools/school-planning-support/2-targeted-academic-support</p> <p><i>Interventions will be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Develop Wellbeing Strategy for school – wellbeing zones and wider opportunities available for children.</p> <p>Staff CPD – identifying and supporting wellbeing and mental health.</p> <p>Fund school-based counsellor for individual pupils as needs identified.</p> <p>Review and embed Positive Behaviour Policy to ensure that the school environment promotes respect and values diversity.</p>	<p>Promoting children and young people’s mental health and wellbeing report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p> <p><i>A child’s emotional health and wellbeing influences their cognitive development and learning (1,2) as well as their physical and social health and their mental wellbeing in adulthood (3,4,5).</i></p> <p>EEF guidance about wider strategies focusing on SEL, wellbeing and mental health. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1675262946</p>	2 and 3
<p>Provide opportunities for learning outside of the classroom. Forest School, curriculum enrichment opportunities, subsidised visits, visitors, workshops, breakfast and after school clubs.</p>	<p><i>The natural world also offers children an opportunity to develop key emotional skills through adventure and play, allowing them to regulate stress and reset in a healthy environment.</i></p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://cdn.forestresearch.gov.uk/2022/02/fr0112forestschoolsreport.pdf</p>	2, 3 and 4
<p>Promote good attendance through reward systems, regular communication and support for parents to identify and remove possible barriers.</p>	<p><i>Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</i></p> <p>School Attendance Guidance May 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073591/School_at_tendance_guidance_May-2022.pdf</p> <p>https://www.gov.uk/government/publications/securing-</p>	1, 2 and 3

	good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	
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Total budgeted cost: £ 47,370.00

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.

Attendance 2021 – 2022

All children = 94.36%

Non-PP = 94.30%

PP = 94.78%

Number of persistent absentees in 2021 - 2022

All children = 51

number and % of non-PP = 45 and 14.52%

number and % of PP = 6 and 17.65%

Impact: Attendance of PP children is line with their peers but is still below the government expectation of 96% and action to improve this figure should still be a priority.

Next steps:

Continue to focus on securing good attendance for all children and particularly PP children. Work with parents to identify individual reasons and/or barriers and put support in place.

Attainment outcomes 2021 – 2022

		All children		Pupil Premium	
Statutory Assessment		Number	% @ EXP	Number	% @ EXP
EYFS	GLD	45	69%	0	N/A
Y1	PSC	43	84%	3	100%
Y2	Reading	43	60%	10	40%
	Writing	43	70%	10	50%
	Maths	43	74%	10	70%
Y4	MTC	46	24%	9	7%
Y6	Reading	46	87%	5	60%
	Writing	46	76%	5	40%
	Maths	46	65%	5	20%
	GPS	46	80%	5	40%
	RWM combined	46	61%	5	20%

Impact:

The table above indicates the attainment gap between PP children and their peers. This is especially evident in end of KS2 assessments. Due to the small numbers of children in these groups data should be viewed with caution but nevertheless raising the attainment of children eligible for PP remains a high priority. The overlap of children eligible for PP and SEND must also be taken into account and information regarding progress from starting points considered when evaluating impact of PP spending.

Whilst % of children achieving 25/25 in MTC in Y4 is significantly lower, it must be noted that the average points score for disadvantaged children in the MTC was 17.4 compared to 19.7 which does not differ significantly.

Next steps:

Raising the attainment of children eligible for PP will continue to be the main focus for PP spending. Where progress falls below expected this is often linked to poor attendance and the ongoing impact of COVID-19 and gaps in learning as a result of disruption. No PP children achieved greater depth in reading, writing or maths in 2022. Increasing the proportion of children attaining GD is a focus for 2022/23.

Targeted support

- Mental health and wellbeing

Positive impact for children who accessed school counsellor.

Next steps:

Continue to offer targeted support through school counsellor and also implement WB/MH strategy across the whole school.

Ensure that impact evaluated with case studies available to illustrate effectiveness.

- Subsidised visits/extra-curricular opportunities

All children eligible for PP funding were able to participate in additional activities – sports, music tuition, residentials and after school clubs.

Next steps:

Implement a comprehensive, planned programme of extra-curricular opportunities which are offered to PP children to raise aspirations and build capital culture. Review uptake and gather feedback from children and parents.

Externally provided programmes

Programme	Provider
N/A	