

# Pupil premium strategy statement – Our Lady’s 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 - Our Lady’s Catholic Primary School

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	49.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 to 2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	LGB
Pupil premium lead	Sarah Cahill
Governor / Trustee lead	Mrs S Nightingale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,440
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£152,440

## Part A: Pupil premium strategy plan

### Statement of intent

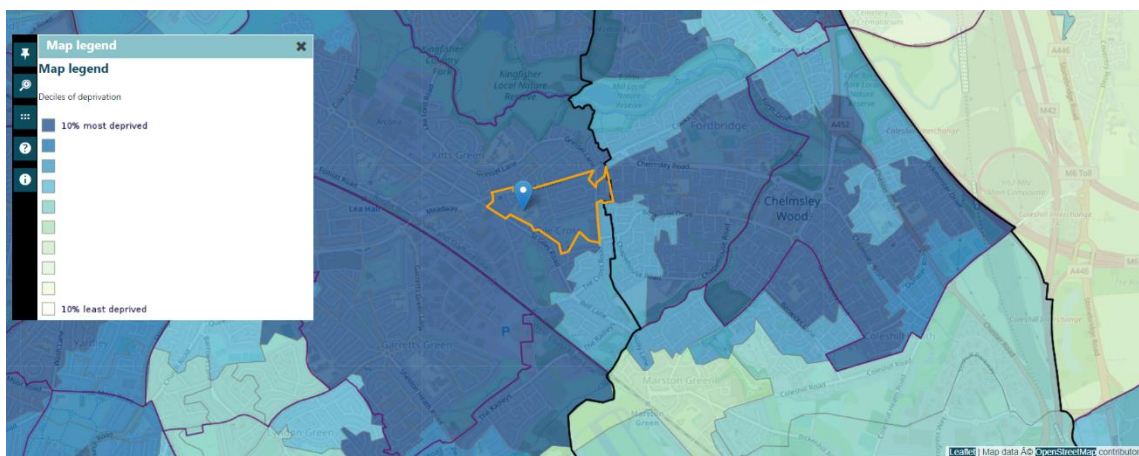
- Our school is a Catholic learning community in which all pupils, irrespective of their background or the challenges they face, are provided with the opportunity to flourish as exceptional whole and complete persons in a way that is rooted firmly in the values of the Gospel. We follow our dreams using the guiding of light of Jesus. Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our aim, in partnership with respective parents and carers, is to support pupils in their formation: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad, balanced and aspirational curriculum, a rigorous, vibrant curriculum which responds to needs, and at its heart recognises justice, liberty, peace and human freedom, whilst fostering intellectual curiosity and academic achievement. We consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. We truly believe that every individual is capable of excellence and we encourage each individual to work hard, fulfilling their potential to pursue their next steps in life, whether it be their choice of university, high quality career or apprenticeship. Based on educational research we are certain that maximising learning through great teaching is the most important tool we have in ensuring the excellent progress of all pupils, including those from disadvantaged backgrounds. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The 3 approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Neighbourhood (LSOA) Data.

Our Lady’s Catholic Primary School falls into Birmingham 057D LSOA. This is within Glebe Farm & Tile Cross Ward and Birmingham Local Authority District. This LSOA is ranked 1,347 out of 32,844 LSOAs in England; where 1 is most deprived. We are amongst the 10% most deprived neighbourhoods in the country.



Source: [https://dclgapps.communities.gov.uk/imd/iod\\_index.html#](https://dclgapps.communities.gov.uk/imd/iod_index.html#)

**Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
  - Ensure disadvantaged pupils are challenged in the work that they're set

**Key Principles:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Low starting points in the Early Years Foundation Stage
2	Pupil Premium Attendance including leave in term time
3	Mental health and wellbeing of pupils
4	Parental Support and Engagement
5	Language and communication skills
6	Progress and attainment of key groups in KS1 and KS2
7	Crossover of groups namely Boys / disadvantaged and SEND

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language

	among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national figures.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is in line with national figures and compares favourably to outcomes for all pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged students	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• A reduction in exclusions</li> <li>• More children engaged with after school clubs</li> <li>• Wider range of clubs available</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%</li> <li>• the percentage of all pupils who are persistently absent being below the national average at 23/24 14.4% (OL) v 22.3% (National)</li> <li>• Attendance rate for PP children was 93.2% for academic year 2023/24 compared to 91.3% nationally. (Source FFT Attendance tracker)</li> </ul>

## 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: £47,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapist To screen all children on entry and bespoke programmes are put in place. EYFS Wellcomm intervention. A baseline assessment for speaking including staffing</p> <p>Staffing to support the running of interventions across the academic year Increased % of pupils exit programme of support after making good progress. Speaking and listening attainment improves on SEND toolkit. Impact shown through SALT assessments</p>	<p>Screen every child in EYFS, 20 minutes per child, Act immediately to intervene with the 'big book of ideas', identify problems early raises attainment quicker. GL Assessment website.</p> <p>1:1 speech &amp; language support for PP Eligible pupils to develop specific difficulties</p> <p>1:1 speech &amp; language support for PP Eligible pupils to develop specific difficulties</p> <p>Small group intervention work 2 days per week across the year – focus on disadvantaged pupils</p>	<p>5</p> <p>5</p>
<p>All staff aware on current safeguarding policies All staff know who the PP Eligible children are and inform pastoral team of any concerns.</p> <p>Governor feedback and training</p>	<p>Safeguarding Training at start of year and regular updates from Pastoral Lead</p>	<p>3,4</p>

Safeguarding training for all staff due to the need of our vulnerable PP Eligible children	Safeguarding Training at start of the year	3,4
Improved tracking towards age related expectations for PP Eligible children. Monitoring individual PP Eligible children to aid intervention as required. Small group and 1:1 intervention provided by CTs and Support Assistants	Support for Early Excellence assessment baseline Attendance at statutory EYFS moderation Implementation of Insights assessment system for the whole school	1
Improved % of PP Eligible children achieving the pass mark of the National Phonics Screening check. 750+Improved reading attainment for PP Eligible children	To improve inclusive practice to support PP Eligible pupils, particularly those with SEND. Education Endowment Foundation reports and recommendations. External agencies support and guidance	5
KS1 & KS2 to receive interventions which target the needs of the individual pupils (Sats Booster-£1000)	Education Endowment Foundation Sutton Trust Research	6
Interventions to be focussed in and around reading. Classes to develop reading areas to promote the love of books and reading for pleasure	Education Endowment Foundation Sutton Trust Research	5,6
Rolling programme plan for a phase per year to update their whole class sets of reading books, to link around themes or topics within their year groups. (£1500)		3,5

--	--	--

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

Budgeted cost: £ 84,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club to be utilised by pupil premium families if required. Breakfast club cost to be subsidised for PP Eligible families if needed	Maslow's Hierarchy of needs. If children aren't receiving breakfast daily, then they cannot go on to make good progress in school.	2
Attendance of PP Eligible children to increase to 96% or above Leave in term time absences to be reduced.  Utilise the Birmingham scheme of FAST track process to tackle persistent absence. Meet with parents regarding the LITT requests and to explain the need for children to be in school.	Children who attend more get better results, less likely to fall behind and make stronger friendships	2  4



<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Pastoral Manager to work with children's families and children to improve attendance and tackle pastoral factors affecting learning</p> <p>Proportion of Pastoral Manager's time focusing on PP Eligible children</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>To address head on the known and unknown issues facing PP Eligible children's families</p> <p>Home – School link to build relationships</p>	<p>2</p> <p>2,3,4</p> <p>4</p> <p>2,4</p>
<p>Reading Eggs (£1,436.40)</p>	<p>Engage pupils across the school with reading.</p>	<p>5,6</p>
<p>Maths Mastery kits £2500</p>	<p>Appropriate resources available for each class for Maths mastery</p>	<p>6</p>
<p>Beanstalk Reading Charity</p>	<p>1 to 1 reading</p>	<p>5</p>

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

Budgeted cost: £ 20,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise Houses of Parliament trip for Y6 pupils Pupils to express how opportunities presented to them have benefitted them – through pupil questionnaires. PP Eligible pupil progress is demonstrated through increased motivation. PP Eligible children express a greater understanding of the role of the Government (£600)</p> <p>Pupils to experience a wider range of activities that school cannot provide. Subsidy of the Manor Adventure &amp; enrichment activities cost for PP Eligible children (as required)</p>	<p>Allowing children to experience a once in a lifetime visit to the home of British Democracy</p>	<p>3,6</p> <p>3</p>
<p>Subsidise class trips to enrich curriculum and other faith knowledge (£10 per child =£1030)</p>	<p>Allows children to have a broad and enriching curriculum</p>	<p>3,5</p>
<p>Lent Retreat Day One Life Music (£695)</p>	<p>Allows children to connect with their faith and spiritual side.</p>	<p>3</p>
<p>Funding for disadvantaged children to attend pilgrimage to France</p>	<p>Memorable experience Removing financial barrier to take part in this visit Deepen spiritual and religious understanding and experience</p>	

**Total budgeted cost: £ 152,440**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	39%
Reading	56%
Writing	61%
Maths	33%
Achieving high standard at KS2 RWM	0%
Reading	0%
Writing	6%
Maths	6%

60% of the year group were identified as Disadvantaged. These figures could indicate that the pandemic has had a more severe impact on this group of children than on the rest of the year group: the attainment gaps between this group and the rest of the cohort are larger than they have been in previous years.

Within this cohort 44% of the disadvantaged cohort are also children identified as having a special educational need. One child who is disadvantaged, as well as SEND achieved the expected standard in all KS2 assessments.

Progress of disadvantaged children within 2023-24 academic year (who didn't achieve the EXS standard) Children highlighted yellow are also SEND.

	Score September 23			Score Summer 24		
	Reading	Maths	GPS	Reading	Maths	GPS
Child 1	Started term 3			90	87	94
Child 2	83	80	89	95	84	94
Child 3	80	N	82	89	81	88
Child 4	87	84	84	96	94	94
Child 5	89	88	89	90	97	96
Child 6	90	86	87	98	95	95
Child 7	87	80	89	94	86	96
Child 8	88	84	90	96	90	96
Child 9	N	93	95	EXS	98	99
Child 10	N	N	87	EXS	N	95
Child 11	N	87	91	EXS	97	98

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Times Table Rockstars	TTRS
School Led Tutoring	Connex Education
ELSA	Education Psychology Services for Education Birmingham
Speech and Language Therapy	West Midlands Speech and Language
Third Space Learning- Maths	Third Space Learning
Reading Eggs	Reading Eggs