Our Lady of Peace Catholic Primary and Nursery School

Pupil Premium Strategy

School overview

Detail	Data
Number of pupils in school	359 (390 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	47 (13%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	1st November 2025
Statement authorised by	Nicholas Stopps (Acting Head Teacher)
Pupil premium lead	Helen Hadaway (Inclusion Manager)
Governor / Trustee lead	Debbie Main (Chair of Interim Executive Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£11,368.00
Total budget for this academic year	£73,528.00

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Peace, it is our intention to ensure that no child is left behind. We believe that every child has the right to reach their full potential. Our aims are to ensure that all disadvantaged pupils reach their full academic potential and experience real life experiences that will enable them to leave Our Lady of Peace a well - rounded individuals.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non – disadvantaged pupils.
- For all children (disadvantaged or not) to make at least expected progress from their starting points.
- To support the children's health, wellbeing and physical fitness to enable them to access learning at an appropriate level.
- Developing the curriculum to ensure that this meets the needs of disadvantaged pupils.

We aim to do this through:

- Small group teaching with teachers.
- Developing high quality teaching.
- Enrichment sessions
- Emotional Literacy Support
- A senior leader responsible for Curriculum design
- Ensuring that we act early to intervene at the point need is identified and provide appropriate provision for pupils who belong to vulnerable groups.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths between pupil premium and non-pupil premium children.
2	The quality of phonics teaching across EYFS and KS1 requires a consistent approach to delivery. Catch up phonics interventions required in KS2 to address pupils' needs for those who are behind with phonics and who have also joined the school (particularly with EAL).
3	A large number of pupils enter the school with poor speech and language. This then impacts on children accessing areas of the curriculum.

4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	There are a number of disadvantaged pupils that are deemed to be persistent absentees compared to their peers, resulting in gaps in their learning.

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
Challenge 1 To provide pupils with quality first teaching in Reading, Writing and Maths so that all pupils can access the curriculum. To ensure that the curriculum and relevant resources take into account the needs of the disadvantaged group of pupils	The proportion of disadvantaged pupils reaching the expected standard in Reading, Writing and Maths is in-line with the national average and is in line with their peers.
Challenge 2 All phonics lessons are highly effective to ensure that no pupil is left behind.	Pupil Premium pupils make at least good progress by the end of Year 1 so that they are able to pass the Phonics Screening test The proportion of Pupil Premium pupils who are passing the phonics screening test continues to be above National.
Challenge 3 That all pupils with SALT difficulties receive high quality intervention to address their needs and allow full access to the curriculum.	Pupils with SALT difficulties are identified swiftly and high quality interventions are put in place to support the children and enable them to make expected progress.
Challenge 4 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021 demonstrated by: - Qualitative data from student voice, student and parent surveys and teacher observations - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils - Boxall data shows significant improvements for identified pupils.
Challenge 5 and 6 To ensure that the attendance figure for all disadvantaged pupils improves.	All disadvantaged pupil's attendance data significantly improves from 2023 – 2024. That parents are engaged with the school in improving attendance.

	The number of disadvantaged pupils who are late for school decreases by the end of the academic year.

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: £29,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and coaching for teachers Lead practitioners to be provide with leadership time to develop the quality of teaching and learning within English and Maths. Lead practitioners to work with teachers to improve outcomes for pupils through effective monitoring and follow up feedback. Teachers are given opportunities to observe expert teachers and are given opportunities for team teaching. Whole-school wide CPD focuses on evidence based teaching strategies.	*High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.* *Developing teaching techniques* - *Instruction* - *Social support* - *Modelling* - *Monitoring and feedback* - *Rehearsal* *Embed practice* - *Providing prompts and cues* - *Prompting action planning* - *Encouraging monitoring* - *Prompting context specific repetition* *The EEF - Effective Professional Development – Summary of recommendations*	1, 2
Quality of Teaching Ensuring that reading is a high priority	*High quality texts contribute to the reading spine that is developed across the school.* *The EEF 'Preparing for Literacy' report states that it is important to 'Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary'.*	1

Purchase of new books to develop the school's reading spine.	The EEF 'Improving Literacy in KS2' report also states: 'Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: reading books aloud and discussing them, including use of structured Questioning'.	
Quality first teaching for all pupils which also focused on developing AFL and addressing needs quickly. Effective use of GAPs analysis to identify gaps in learning which are addressed effectively through the curriculum.	Training and supporting highly qualified teachers to deliver targeted support including giving specific feedback where needed. https://educationendownmentfoundation.org.uk/education - evidence/teaching-learning-toolkit/feedback	1
We have a rigorous phonics scheme in which we are heavily invested. Children move through the stages quickly, and adults take numerous 1:1 coaching sessions with children not achieving in line with expectations. +5 We hold workshops for parents to help engage them in supporting their children appropriately. +4	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2

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

Budgeted cost: £20,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT Support	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1, 2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Improved technology to provide better access to online learning tools and interventions. Online learning +4	*Research shows that practice is an essential part of teaching and learning. Ensuring that pupils have repeated and varied opportunities to apply and use new skills and knowledge increases success. Practice can help by increasing the fluency with which pupils can use skills they have learned or help pupils remember key concepts and ideas. As a consequence, a clear* *way in which technology could enhance learning* *would be to increase the quantity or quality of pupils' practice, in the classroom or at home.* *Evidence also suggests that technology approaches should be used to motivate students to practise more. (Education Endowment Foundation)*	1, 2
Lexia Core5 Literacy Intervention +1	*Lexia Reading Core5® (Lexia) aims to improve reading skills and is developed by Lexia Learning Systems LLC. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed. Teachers can use it to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching.* *Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.* *https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia*	1, 2, 3

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

Budgeted cost: £19,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and experiences planned to enhance the curriculum and provide experiences.	*Whilst there has been no extensive research on the impact of school trips, there are many reasons to ensure all pupils have access to learning opportunities beyond school. Children who are exposed to cultural experiences have an enhanced knowledge and understanding of the world.*	1, 4

No Data		
ELSA employed to provide targeted support to pupils +4	*Dedicated person in this role who builds a relationship of trust with pupils, leading to improvements in attitudes to learning.* *Part of the work of the ELSA is to work on 'Social and Emotional Learning' which seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Working on social and emotional learning can have an impact of 4+ months.*	1,2,3,4,
Supporting with purchase of uniform, school clubs, swimming lessons etc. No Data	*Although there is no research to show that supporting families with purchases of uniform and clubs improves progress, it does ensure that there is equality between pupils.* *Families are under much more pressure this year with the rise in cost of living.*	4
Inclusion Leader monitoring attendance of all, especially disadvantaged learners. No Data	*Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.*	5, 6
Provision of breakfast club for pupils with poor attendance.	*Although there is no research to show that supporting families with providing a breakfast club provision, we believe it does ensure that disadvantaged pupils are able to arrive at school on time and be ready for learning.*	5, 6

Total budgeted cost: £70,331

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measuring Impact

<u>Reading</u>

The school's internal data for Years 2 - 5 shows that 82.8% of pupil premium children made expected progress in the academic year 2023 – 2024. 13.8% of Pupil Premium children made more than expected progress.

<u>Writing</u>

The school's internal data for Years 2 - 5 shows that 58.6% of pupil premium children made expected progress in the academic year 2023 – 2024. 37.9% of Pupil Premium children made more than expected progress.

<u>Maths</u>

The school's internal data for Years 2 - 5 shows that 69% of pupil premium children made expected progress in the academic year 2023 – 2024. 17.2% of Pupil Premium children made more than expected progress.

Phonics Screening Check 2024

92.5% of pupils in Year 1 passed the Phonics Screening Check. 66.7% of Pupil Premium children passed.

71.4% of pupils in Year 2 who needed to retake the Phonics Screening Check passed. 100% of pupil premium children in Year 2 who needed to retake the test, passed.

End of KS2 Results 2024

	Reading	Writing	Maths	Combined	SPAG
Disadvantaged	80%	40%	60%	40%	40%
Non-Disadvantaged	88.2%	86.8%	89.7%	82.4%	91.2%

20% of Pupil Premium children achieved Greater Depth in Reading

ELSA

The ELSA has worked with a range of children throughout the year including a number of disadvantaged pupils. The school will continue this support for pupils through the Inclusion Manager role – 2024 – 2025.

Trips and experiences

Through being able to participate in a range of clubs throughout the year, pupils developed confidence and many have found enjoyment in experiences which they would not have had access to.

Attendance

The attendance officer and Inclusion Manager have worked closely with families who have poor attendance. They have provided support and strategies to support families, ensuring that they arrive to school on time and have minimal absence.

The attendance officer and Inclusion Manager have been taking part in the Slough Borough Council attendance workshops. This have proved useful and the school is creating strategies to promote attendance with parents through the use of banners and postcards that are handed out to parents at parents evening.

PP Attendance % end of 2022/2023	86.75%
PP attendance % end of 2023/2024	90.0%
Number % of PP who were PAs end of 2022/2023	42.06%
Number % of PP who were PAs end of 2023/2024	30.26%