



**PUPIL PREMIUM**  
**STRATEGY STATEMENT**  
**2021 - 2024**

**Our Lady of Peace Catholic Primary**  
**& Nursery School**

Updated for academic year 2023 - 2024

*With Christ in our hearts together we grow*

# Pupil premium strategy statement

## OUR LADY OF PEACE CATHOLIC PRIMARY & NURSERY SCHOOL

This statement details our school's use of pupil premium 2021 - 2024 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 of Peace Catholic Primary & Nursery School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	15.29% 65 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 <b>2023 - 2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024 – reviewed annually
Statement authorised by	Jan Holden Head teacher
Pupil premium lead	Nick Stopps – Deputy Head teacher
Governor / Trustee lead	Lisa Nash

## **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£87,300
Recovery premium funding allocation this academic year	£8,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,096
<b>Total budget for this academic year</b>	<b>£112,286</b>

## **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.

<b>Challenge number</b>	<b>Detail of challenge</b>
<b>1</b>	<p>Due to school closure in 2020 – 2021 cohorts of pupils have been identified where progress and attainment needs to be accelerated.</p> <p>Narrowing the attainment gap across reading, writing and maths between pupil premium and non-pupil premium children.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies</p>
<b>2</b>	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Need for support has increased during the pandemic and subsequently continue.</p>
<b>3</b>	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all curriculum areas.</p>
<b>4</b>	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
<b>5</b>	<p>The quality of phonics teaching across EYFS and KS1 requires a consistent approach to delivery.</p>
<b>6</b>	<p>There are a number of disadvantaged pupils that are deemed to be persistent absentees compared to their peers, resulting in gaps in their learning.</p>

## 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
<b>Challenge: 1</b> To provide pupils with quality first teaching in Reading, Writing and Maths so that all pupils can access the curriculum	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.
<b>Challenge: 2</b> 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: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li><li>• Boxall data shows significant improvements for identified pupils.</li></ul>
<b>Challenge: 3</b> To ensure that the curriculum and relevant resources take into account the needs of the disadvantaged group of pupils	The curriculum is sequenced and developed in line with requirements of Ofsted to meet the needs of the disadvantaged pupils.
<b>Challenge: 5</b> 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.

## 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: £16,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring and coaching for teachers</p> <p>Lead practitioners to be provide with leadership time to develop the quality of teaching and learning within English and Maths.</p> <p>Lead practitioners to work with teachers to improve outcomes for pupils through effective monitoring and follow up feedback.</p> <p>Teachers are given opportunities to observe expert teachers and are given opportunities for team teaching.</p>	<p><i>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.</i></p> <p><i>Developing teaching techniques</i></p> <ul style="list-style-type: none"> <li>- <i>Instruction</i></li> <li>- <i>Social support</i></li> <li>- <i>Modelling</i></li> <li>- <i>Monitoring and feedback</i></li> <li>- <i>Rehearsal</i></li> </ul> <p><i>Embed practice</i></p> <ul style="list-style-type: none"> <li>- <i>Providing prompts and cues</i></li> <li>- <i>Prompting action planning</i></li> <li>- <i>Encouraging monitoring</i></li> <li>- <i>Prompting context specific repetition</i></li> </ul> <p><i>The EEF - <a href="#">Effective Professional Development</a> – Summary of recommendations</i></p>	1, 3
<p>SDP1 – Quality of Teaching</p> <p>Ensuring that reading is a high priority</p> <p>Purchase of new books to develop the school's reading spine.</p>	<p><i>High quality texts contribute to the reading spine that is developed across the school.</i></p> <p><i>The EEF '<a href="#">Preparing for Literacy</a>' report states that it is important to 'Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary'.</i></p> <p><i>The EEF '<a href="#">Improving Literacy in KS2</a>' 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'.</i></p>	1, 3
<p>Quality first teaching for all pupils</p>	<p><i>Training and supporting highly qualified teachers to deliver targeted support including giving specific feedback where needed.</i></p>	1, 3


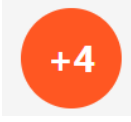


<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>


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

Budgeted cost: £91,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Non-teaching inclusion leader</b> 	<p><i>Although there is no clear evidence that an Inclusion leader has impact on pupil premium, we believe as a school that having a dedicated member of staff who co-ordinates the PP strategy and interventions, ensures that there is regular review of the provision for pupils who are disadvantaged. partnership with parents.</i></p>	1, 2, 3
<b>Inclusion Leader – Parental engagement</b> 	<p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p><i>Our Inclusion Leader works closely with families who need additional support. They work to ensure that parental engagement is strong between home and school.</i></p>	2
<b>Inclusion Mentor</b> 	<p><i>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</i></p> <p><i>Our Inclusion Mentor will support year groups where there is the greatest need based on monitoring and pupil outcomes. This will be reviewed half termly. This role will consist of a blend of mentoring around personal development as well as academic support.</i></p>	1, 2,
<b>SALT Support</b>	<p><b><i>The number of five and six year olds who need speech and language support at school has risen by 10% in England over the past year, BBC analysis shows.</i></b></p> <p><i>The increase, which is substantially greater than previous years, is partly due to lockdown limiting social interactions, experts say.</i></p> <p><i>The BBC's Shared Data Unit's analysis found that the number of children in Year 1 who needed help with their language use increased more than most other areas of special educational needs.</i></p> <p><i>A total of 42,341 children required extra support in 2021/22, up from 38,560 in 2020/21.</i></p>	1, 3




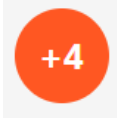


	<p><i>This is the year group who started reception after the first lockdown and had considerable disruption to their early years learning.</i></p> <p><i>With regards to this the school has employed a Speech and Language Therapist for one day a week who is able to assess for need and will also train staff for appropriate intervention.</i></p>	
<p><b>School Led Tuition 1:3</b></p> 	<p><i>Evidence indicates that small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	1, 3
<p><b>Improved technology to provide better access to online learning tools and interventions. Online learning</b></p> 	<p><i>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.</i></p> <p><i>Evidence also suggests that technology approaches should be used to motivate students to practise more. (Education Endowment Foundation)</i></p>	1, 3, 5
<p><b>Lexia Core5 Literacy Intervention</b></p> 	<p><i>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.</i></p> <p><i>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.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a></p>	1, 5
<p><b>1<sup>st</sup> Class @ Number KS1 (Part of our NTP offer)</b></p> 	<p><i>The EEF tested 1stclass@number, a programme delivered by teaching assistants which provides intensive support for pupils struggling with maths. We funded this project because it has been used by over 4,000 schools and a similar intervention, Numbers Count, has strong evidence of impact.</i></p>	

	<p><i>Pupils who received 1stClass@Number made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating</i></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a></p>	
<p><b>Within class attainment grouping</b></p> <p><b>Year 6 Maths DHT &amp; HT working with lower attaining pupils.</b></p> 	<p><i>Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty.</i></p> <p><i>The aim of this type of grouping is to match tasks, activities and support to pupils' current capabilities, so that all pupils have an appropriate level of challenge.</i></p> <p><i>The average impact of the within-class grouping is about an additional two months progress over the course of a year.</i></p> <p><i>Within-class attainment grouping may also have an impact on wider outcomes such as confidence. Some studies from the broader evidence base conclude that grouping pupils on the basis of attainment may have longer term negative effects on the attitudes and engagement of low attaining pupils, for example, by discouraging the belief that their attainment can be improved through effort.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</a></p>	

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

Budgeted cost: £4,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Trips and experiences planned to enhance the curriculum and provide experiences.</b></p> 	<p><i>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.</i></p>	2,3

<p><b>ELSA employed to provide targeted support to pupils</b></p> 	<p><i>Dedicated person in this role who builds a relationship of trust with pupils, leading to improvements in attitudes to learning.</i></p> <p><i>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.</i></p>	<p>1,2,3,4,</p>
<p><b>Supporting with purchase of uniform, school clubs, swimming lessons etc.</b></p> 	<p><i>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.</i></p> <p><i>Families are under much more pressure this year with the rise in cost of living.</i></p>	<p>2</p>
<p><b>Inclusion Leader monitoring attendance of all, especially disadvantaged learners.</b></p> 	<p><i>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</i></p>	<p>4, 6</p>
<p><b>Provision of breakfast club for pupils with poor attendance.</b></p>	<p><i>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.</i></p>	<p>2</p>

**Total budgeted cost: £112,386**

## Part B: Review of the previous academic year 2022 - 2023

### Outcomes for disadvantaged pupils

#### Measuring impact

##### Teaching and Targeted Academic Support

Based on their starting points at the end of the previous year. The majority of disadvantaged pupils in Years 1 – 6 made their expected 6 points of progress over the year. Some disadvantaged pupils made accelerated progress (7+ points of progress).

	<u>6 Points of Progress</u>	<u>7 Points of Progress</u>
Reading	66.7%	21.1%
Writing	49.1%	21.1%
Maths	68.4%	17.5%

Based on the data above, we will continue to focus areas of improvement within writing during 2023 – 2024.

#### End of KS2 SATs

The end of KS2 SATs showed that:

In Reading 75% of disadvantaged pupils in Year 6 achieved the expected standard with 25% achieving greater depth.

In Writing 41.7% of disadvantaged pupils in Year 6 achieved the expected standard.

In Maths 58.3% of disadvantaged pupils in Year 6 achieved the expected standard with 8.3% achieving greater depth.

Writing continues to be a main area of improvement for the school for 2023/2024.

#### **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 – 2023 – 2024.

#### **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.

