

Pupil premium strategy statement – Our Lady of Lourdes 2022-23

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|-------------------------------|
| School name | Our Lady of Lourdes |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 7.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2023 to August 2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | Reviewed June 2024 |
| Statement authorised by | Paul Barber (Head Teacher) |
| Pupil premium lead | Zoe Garbarz (IENCO) |
| Governor / Trustee lead | Whole FGB |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £32,775 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £32,775 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and participate fully in the wider life of the school. 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.

We will consider the challenges faced by vulnerable pupils on a case by case basis, such as those who have a social workers, those who are young carers and those working in partnership with other external agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt 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 are as follows:

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lockdown had a significant impact on the economic wellbeing of some of our poorest families. We find that children coming from these backgrounds can still become depressed around their experiences in comparison with their peers. |
| 2 | The cost of living crisis is exacerbating the experiences of our most vulnerable children whose families are struggling with rising costs. This colours a multitude of factors from attendance to accessing the wider curriculum – attending trips for example. |
| 3 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably an increase in anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during and since the pandemic. |

| | |
|---|---|
| 4 | <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> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> |
| 5 | <p>Those families requiring wider support have had these networks impacted on by Covid-19. We're finding that this means they are less likely to cope and be able to support their children.</p> |
| 6 | <p>As a community school, we want to ensure that ALL our children have access to every part of our school life experience.</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 |
|---|--|
| For all children to feel equal in school; have the same access to resources, uniform, class trips and learning experiences, extra-curricular clubs and other opportunities. For families to be supported and able to ask for help and support. | <ul style="list-style-type: none"> • All children to have equal access to school resources • For all children to be able to access all opportunities if they wish to • For families to feel able to approach school openly and in confidence for any request |
| For children to be supported in all elements of their mental health and wellbeing and to be given learning tools to use in the future. | <ul style="list-style-type: none"> • All barriers to emotional wellbeing and learning to be removed • For children to be supported long term with regard to managing their feelings • Evident in all aspects of school life; knock on effect shown in learning progress and data |
| For children to have the opportunity for high quality input so that gaps in learning and knowledge can be identified and filled. | <ul style="list-style-type: none"> • Children to be targeted to ensure all gaps in learning are recognised and supported • Evident in progress and data |
| For school to be able to offer families high quality support in all areas; financially, with resources, with well-being, mental and physical health advice. For school to be open and welcoming to requests and be able to offer an immediate response. | <ul style="list-style-type: none"> • For there to be an ongoing open dialogue between school and home • For communication channels to be clear and signposted • Evidenced by parental contact and subsequent actions |
| For school to support children in providing extra opportunities for them to extend their learning and life experiences through targeted groups | <ul style="list-style-type: none"> • For a greater range of children to access hands on and creative experiences not available to them outside school • For children to have a broader range of skills development becoming noticeable in conversation output, interest building and work in school. |

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: £32,775

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To work under the guidance of the EWO to ensure that attendance for PPG children is at our target of 97% | EEF Attendance Studies | 2 |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 3 |
| For support staff to lead groups with identified PP children to pre-teach, consolidate vocabulary and boost best chances of successful learning, Impact shown in progress. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 4 |
| For ALL staff to be trained in understanding children's needs beyond the academic giving them a 'toolkit' to better support and nurture those with emotional and wellbeing needs. | Ongoing monthly CPD with a focus on the non-cognitive elements of SEND to remove barriers to learning and further develop children's sense of equality and inclusion. | 3,4,5,6 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To establish 'The Nest' provision where vulnerable children can receive bespoke assistance with their curriculum work, be nurtured and supported to make progress. | EEF Study – Impact of small group interventions. | 1,2,3,4,5,6 |
| <i>All teachers to dedicate time to work 1:1 with key children to support their learning and explore other avenues that they may need support with.</i> | Quality First teaching and personalised input from class teacher has been shown to provide maximum benefit for children. | 4 |

Wider strategies

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| For children to have all their mental health, wellbeing and emotional needs addressed initially in school by known adults. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 2,5,6 |
| To support PP families with the cost of uniforms, trips, residential trips and other costs. | EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk) As above. | 5,6 |

Total budgeted cost: £ 32,775

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of most pupils was lower than in the previous years in key areas of the curriculum; as expected, this was true of those who came from disadvantaged backgrounds. It was clear that there were significant gaps in many areas of children's learning due to the pandemic. As a staff team we have co-ordinated the use of teaching tools and supporting adults to help close these gaps and move the children on. We have focused on providing high quality bespoke CPD to support our adults to know how best to understand, work with and support our children and families. This will be an ongoing CPD focus for us.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The knock on effect of huge levels of staff absence this academic year due to COVID rules and regulations has also had some effect on the curriculum and classroom provision we have been able to provide. Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. This remains an ongoing concern. In 2021 – 2022, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Having been able to review our approach; in speaking to children and families it has become clear which interventions have had the most positive response and impact. It is those therefore that we intend to focus and build upon for the next academic year. We are looking to make maximum use of our outdoor space and harvest the talents and skills of our existing staff to support children and build resilience, emotional wellbeing and self-regulation using these resources.

External Data: Disadvantaged Pupils:

KS2: 4 Children

| | 2018 | 2019 | 2022 | LA | National |
|--------------------|------|------|------|-----|----------|
| Number | 4 | 6 | 4 | 770 | |
| % Ex Reading | 50.0 | 83.3 | 75.0 | 65 | 62 |
| % Expected Writing | 25.0 | 66.7 | 75.0 | 55 | 68 |

| | | | | | |
|------------------|------|------|------|------|------|
| % Expected Maths | 50.0 | 83.3 | 100 | 55 | 67 |
| % Expected GPS | 50.0 | 83.3 | 75.0 | 59 | 68 |
| % expected RWM | 25.0 | 66.7 | 75.0 | 41 | 51 |
| Reading Prog | 0.8 | 1.8 | 3.6 | -0.6 | -0.6 |
| Writing Progress | -2.1 | -0.1 | 1.7 | -0.9 | -0.5 |
| Maths Progress | 2.8 | 1.3 | 1.7 | -1.6 | -0.7 |

Context:

| Indicator | 2020 | 2021 | 2022 | LA | National |
|------------------------------------|------|-------|-------|-----|----------|
| Number of pupils | 193 | 196 | 197 | 118 | |
| % Disadvantaged pupils (R-Y11) | 13.5 | 10.7 | 11.7 | 12 | 25 |
| % Free School Meals pupils (R-Y11) | 8.8 | 8.7 | 10.2 | 14 | 22 |
| % EHCP pupils | 2.1 | 1.5 | 3.0 | 3 | 2 |
| % SEN Support pupils | 14.0 | 19.9 | 21.8 | 24 | 13 |
| % Not SEN pupils | 83.9 | 78.6 | 75.1 | 73 | 86 |
| % Planned Admission Number | 90.0 | 100.0 | 100.0 | | |

Absence and Exclusions (LA and national relate to primary phase settings)

2022 for schools refers to autumn term only. 2021 did not include majority of the spring term and 2020 refers to autumn term only due to Covid-19 disruption. LA and national benchmarks are 2021.

| Indicator | 2020 | 2021 | 2022 | LA | National |
|------------------------|------|------|------|-----|----------|
| % Authorised absence | 3.5 | 2.4 | 5.0 | 2.7 | 2.7 |
| % Unauthorised absence | 0.6 | 0.3 | 0.7 | 0.6 | 0.9 |
| % Overall absence | 4.1 | 2.7 | 5.7 | 3.3 | 3.6 |

| | | | | | |
|--------------------------------------|-----|-----|---------|-----|-----|
| % Persistent absence (10% threshold) | 9.9 | 4.1 | 16.1 | 7.4 | 8.8 |
| Number of fixed term exclusions | 0 | 0 | no data | 214 | |
| % Fixed term exclusions | 0.0 | 0.0 | no data | 1.2 | 1.0 |
| Number of permanent exclusions | 0 | 0 | no data | 0 | |

Early Years Foundation Stage Profile

| All Pupils | 2018 | 2019 | 2022 | LA | National |
|-----------------------------|------|------|------|-------|----------|
| Number of pupils | 30 | 24 | 30 | 2,484 | |
| % Good level of development | 80.0 | 70.8 | 76.7 | 66 | 72 |

| Disadvantaged (FSM) Pupils | 2017 | 2019 | 2022 | LA | National |
|-----------------------------|------|-------|-------|-----|----------|
| Number of pupils | 6 | 1 | 2 | 510 | |
| % Good level of development | 66.7 | 100.0 | 100.0 | 43 | 57 |

Phonics

| Year 1 | 2018 | 2019 | 2022 | LA | National |
|-------------------|------|------|------|-------|----------|
| Number of pupils | 26 | 30 | 29 | 2,465 | |
| % Working at (Wa) | 88.5 | 53.3 | 75.9 | 75 | 82 |

| By end of Year 2 | 2018 | 2019 | 2022 | LA | National |
|-------------------|------|------|------|-------|----------|
| Number of pupils | 27 | 28 | 27 | 2,531 | |
| % Working at (Wa) | 96.3 | 92.9 | 92.6 | 85 | 91 |

| All Pupils | 2018 | 2019 | 2022 | LA | National |
|--------------------------------|------|------|------|-------|----------|
| Number of pupils | 27 | 28 | 26 | 2,528 | |
| % Expected standard in Reading | 77.8 | 85.7 | 61.5 | 64 | 75 |
| % Expected standard in Writing | 66.7 | 78.6 | 57.7 | 54 | 69 |
| % Expected standard in Maths | 77.8 | 78.6 | 80.8 | 66 | 76 |
| % Greater depth within Reading | 33.3 | 25.0 | 7.7 | 17 | 25 |
| % Greater depth within Writing | 18.5 | 10.7 | 0.0 | 5 | 15 |
| % Greater depth within Maths | 29.6 | 28.6 | 23.1 | 12 | 22 |

| Disadvantaged Pupils | 2018 | 2018 | 2022 | LA | National |
|--------------------------------|------|-------|------|-----|----------|
| Number of pupils | 5 | 4 | 4 | 594 | |
| % Expected standard in Reading | 20.0 | 100.0 | 50.0 | 46 | 62 |
| % Expected standard in Writing | 20.0 | 75.0 | 0.0 | 35 | 55 |
| % Expected standard in Maths | 60.0 | 75.0 | 50.0 | 45 | 62 |

Key Stage 2

| All Pupils | 2018 | 2019 | 2022 | LA | National |
|--------------------------------|------|------|------|-------|----------|
| Number of pupils | 27 | 32 | 29 | 2,642 | |
| % Expected standard in Reading | 81.5 | 78.1 | 86.2 | 78 | 74 |
| % Expected standard in Writing | 77.8 | 81.3 | 75.9 | 71 | 79 |
| % Expected standard in Maths | 85.2 | 84.4 | 79.3 | 72 | 79 |
| % Expected standard in GPS | 85.2 | 90.6 | 82.8 | 73 | 78 |

| | | | | | |
|--------------------------------|------|------|------|------|-----|
| % Expected standard in RWM | 77.8 | 65.6 | 65.5 | 60 | 65 |
| % Greater depth within Reading | 66.7 | 37.5 | 20.7 | 30 | 27 |
| % Greater depth within Writing | 11.1 | 25.0 | 13.8 | 10 | 20 |
| % Greater depth within Maths | 37.0 | 12.5 | 27.6 | 20 | 27 |
| % Greater depth within GPS | 70.4 | 46.9 | 37.9 | 26 | 36 |
| % Greater depth within RWM | 11.1 | 9.4 | 0.0 | 5 | 11 |
| Reading Progress | 5.9 | 1.2 | 0.8 | 0.8 | 0.0 |
| Writing Progress | -0.2 | 1.0 | -0.2 | 0.0 | 0.0 |
| Maths Progress | 2.7 | 0.4 | 0.4 | -0.1 | 0.0 |

| Disadvantaged Pupils | 2018 | 2019 | 2022 | LA | National |
|--------------------------------|------|------|-------|------|----------|
| Number of pupils | 4 | 6 | 4 | 770 | |
| % Expected standard in Reading | 50.0 | 83.3 | 75.0 | 65 | 62 |
| % Expected standard in Writing | 25.0 | 66.7 | 75.0 | 55 | 68 |
| % Expected standard in Maths | 50.0 | 83.3 | 100.0 | 55 | 67 |
| % Expected standard in GPS | 50.0 | 83.3 | 75.0 | 59 | 68 |
| % Expected standard in RWM | 25.0 | 66.7 | 75.0 | 41 | 51 |
| Reading Progress | 0.8 | 1.8 | 3.6 | -0.6 | -0.6 |
| Writing Progress | -2.1 | -0.1 | 1.7 | -0.9 | -0.5 |
| Maths Progress | 2.8 | 1.3 | 1.7 | -1.6 | -0.7 |