

Pupil premium strategy statement 2024 – 2025

This statement details Our Lady & St Philomena’s 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 & St Philomena’s Catholic Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 and 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Anne Radford Executive Head Teacher
Pupil premium lead	Michelle Southern Pupil Premium Lead
Governor / Trustee lead	Carol Deering, link governor for Safeguarding and disadvantaged pupils.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163, 471
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£163, 471

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. 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, such as those who have a social worker and young carers. 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 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.

Challenge number	Detail of challenge
1	Low starting points on entry to school, especially in oral language, reading, writing, maths and PSED require accelerated progress in EYFS in order for children to access curriculum.
2	Limited experiences impact on communication, vocabulary, reading and writing.
3	Closing the gap in reading to enable access to the wider curriculum.
4	Pastoral and social support for vulnerable families.
5	Pupils with specific emotional needs, mental health challenges or facing difficult circumstances which can affect behaviour and learning.
6	Low level of engagement with home learning during the pandemic led to gaps in Reading, Writing and Maths.
7	One of the highest levels of deprivation in the city and low career aspirations amongst the community.

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
Increase the % of children attaining GLD at the end of EYFS	Higher % of pupils attaining GLD at the end of Reception. (57% in 2023/24)
Raise standards in oral communication and writing.	Increase in number of PP children attaining expected standard across all year groups.
To diminish the gap between PP and non-PP across all subjects.	Less of a gap between PP and non-PP across all subjects.
High quality pastoral and social support for families overcomes barriers related to learning: attendance, attainment, parental engagement.	Improve attendance of vulnerable pupils and parental engagement at events.
Improve mental health/emotional wellbeing of disadvantaged pupils.	Pupil feedback on variety of strategies.
Improve the quality of writing across school, building stamina, creativity, originality and context.	A higher percentage of pupils achieve Expected/Greater Depth in Writing.

Improve the attainment in Reading so that school has a higher percentage of Year 6 achieving RWM combined in KS2 SATs	A higher percentage of pupils achieve Expected/Greater Depth in RWM in KS2 SATs (69% Expected RWM in 2023/24 and 7% Greater Depth RWM 2023/24).
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Activity in this academic year

This details how we intend to spend our pupil premium) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide continuous staff CPD to ensure all children receive quality first teaching.</p> <p>Provide cover in order to release the Subject Leaders to attend briefings/courses to develop their own subject knowledge</p> <p>Wellcomm</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, twilights and INSET.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2
<p>Purchase of standardised diagnostic assessments from National Foundation for Educational Research (NFER)</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3, 6
<p>School has committed to a</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the</p>	1, 2, 3, 6

<p>further year of support from Read Write Inc. (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>Online subscription to Ruth Miskin in order to support the Reading Lead in her monitoring of the programme.</p> <p>Reading Lead to assess and analyse groups regularly to ensure children progress through the programme and to keep them reading.</p>	<p>accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The Read Write Inc mission is to teach every child to read and write, No exceptions.</p> <p>Regular and up to date training gives teachers the skills and confidence to reach every child using the Read Write Inc. programmes developed by Ruth Miskin.</p> <p>We strive for every child, regardless of age, background or need, learns to read accurately and fluently, and develop a love of reading. They will spell, handwrite and develop their ideas for writing, articulate their understanding and practise what they have been taught.</p>	
<p>Purchase of Ready, Steady, Write from Reception to year 6 (Literacy Counts)</p> <p>Teachers will be provided with CPD and resources in order to effectively implement Ready Steady Write from Reception to Year 6 in order to improve our approach to teaching of reading and writing.</p>	<p>Ready Steady Write is comprehensive and evidence based. It allows teachers to deliver a dynamic and effective writing curriculum. Daily sentence accuracy is a vital element of Ready Steady Write and encompasses word, sentence, and punctuation from the statutory National Curriculum programme of study. The training gives teachers the skills and confidence to enhance their teaching of writing.</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of IDL to support and enhance class based learning and individual needs.	IDL is a Literacy and Numeracy software that improves reading, spelling and maths abilities for pupils.	1, 2, 3, 6
Additional phonics sessions (1:1 and small group) targeted at lowest 20% and / or those who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 6
Improve speech and language for pupils entering Nursery and Reception below age related expectations by early identification through purchasing and implementing WELCOMM	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3,
Primary Inspirations	Enterprise activities whereby pupils take part in promotional and developmental projects using English and Maths skills	2, 3, 6

	and requiring them to work collaboratively to promote team work and encourage high aspirations.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Self-regulation strategies (Zones of Regulation)	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5, 6
NSPCC & Bullybusters, (assemblies and workshops)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEf (educationendowmentfoundation.org.uk)	4, 5
Altru Theatre	Back to the App: a play where the characters (and our pupils) learn important online safety lessons. Encourages online usage in a safe, healthy and confident way.	4, 5
AUrtistic	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4, 5
Seedlings	MHWB support for vulnerable pupils from a qualified mental health practitioner.	4, 5
Educational Mental Health practitioner	Pupils with specific emotional needs, mental health challenges or facing difficult circumstances, which can affect behaviour, and learning receive 1-2-1 support from a qualified mental health practitioner.	4, 5
Learning Mentor: Wellbeing & Pastoral Support;	Improvement in attendance & punctuality; a higher level of engagements from pupils when in school; improved relationships and more positive contributions towards their own learning from pupils.	All

Parental Support & Engagement ; improved attendance		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified (e.g. uniform assistance, support for trips, clubs, transport etc.). Breakfast Club (free to families but there are costs to school in running)	All
YOGA	Yoga lessons from a qualified practitioner to support stress management, encourage positive mental health and mindfulness.	4, 5
CELLS Project	Pupil receive guidance from people who have had contact with the criminal justice system. This is designed to deter them from crime and to understand its impacts and effects on them and their families.	4,7

Total budgeted cost: £159,000

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that 74% of our disadvantaged pupils at the end of KS2 achieved Exp+ in Reading, Writing and Maths combined compared with 61% locally and 59% nationally. At the end of KS1, 64 % of our disadvantaged pupils achieved Exp+ in Reading (compared with 64% locally and 68% nationally) and 82% achieved Exp+ in Maths (compared with 66% locally and 71% nationally)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our disadvantaged pupils at the end of KS2 performed better than pupils locally and nationally. Pupils at the end of KS1 performed better in Reading and Maths than those locally and nationally.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that with regards to performance, behaviour and wellbeing, our disadvantaged pupils are on a par with non-disadvantaged. With regards to attendance, our disadvantaged pupils have a slightly lower level of attendance, which is why our Learning Mentor/Attendance officer features so much in our Pupil Premium Strategy, to combat this.

Based on all the information above, the performance of our disadvantaged pupils exceeded expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our strategy is working with regards to pupil attainment, wellbeing and behaviour. We are aiming to improve the attendance of our disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc.	Ruth Miskin Training
Ready, Steady, Write	Literacy Counts
Oxford Owl	Oxford University Press
TT Rockstars	play.ttrockstars.com
Seesaw (online Platform) https://web.seesaw.me	Seesaw (online Platform) https://web.seesaw.me
Dojo (https://classdojo.com)	Dojo (https://classdojo.com)
Enterprise activities - Promotion of team work and development of English and Maths skills	Raising Aspirations
IDL intervention software (https://idlsgroup.com/)	IDL
CELLS Project	Cobalt Housing
Yoga bears	https://www.yogabears.uk/
WELLCOMM	GL assessment
Adaptive Teaching	
IQM implementation	IQM