



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 Catholic Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sally Nutman (Headteacher)
Pupil premium lead	James Green Assistant Headteacher
Governor / Trustee lead	Phillip Maxfield, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29900
Recovery premium funding allocation this academic year	£2900
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	£32800



Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Lourdes, our intention is to ensure that all children, irrespective of background, are able to achieve the very best standards. Our pupil premium strategy is to support disadvantaged pupils so that they are able to achieve in line or better than their peers. Although clear focus is on reading, writing and maths, we want children at Our Lady of Lourdes to be well developed, happy and eager learners: our pupil premium plan mirrors this, ensuring that children are supported to be the best learners they can be.

High quality teaching and effectively tailoring the learning for these children is key to ensuring children make accelerated progress after the disruption of learning through 2020-21. We use diagnostic assessment regularly and act quickly to enable children to make progress. Monitoring the progress of these learners regularly, and ensuring all teaching and learning staff are knowledgeable about these staff allows these staff, as well as school leaders, to adapt provision accordingly, in a timely way.

Central to our provision is ensuring children have the foundational learning to help them to progress; ensuring quality teaching informed by effective pedagogical understanding; and a well-designed curriculum enabling children to build their learning sequentially.

Challenges

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

Challenge number	Detail of challenge
1	<p>Exacerbated attainment gap between children across school</p> <p>The impact of school closures due to the Covid19 pandemic has led to wide-spread gaps in fundamental concepts for learning. For children that were working behind the attainment of their peers, this has exacerbated that gap.</p> <p>Some disadvantaged pupils have social and emotional barriers to learning.</p>
2	<p>Ensuring phonics and reading teaching is consistently good so all children make better than expected progress</p> <p>Embedding good practice for the teaching and learning in phonics. Although historically, phonics screening and reading outcomes at OLOL are consistently above national, children in current year 3, 2, 1 and Reception have had disruption to their learning in the most formative time in learning basic literary skills.</p>



	Disadvantaged pupils perform less well in writing because they find language processing and retention difficult: their ability to listen and respond is weak.
3	<p>Standards of children’s writing is lower than pre-pandemic levels</p> <p>Something that is evident country-wide, children’s stamina for writing, hand-writing and spelling is less advanced than pre-pandemic. Therefore, a school wide challenge is to ensure that these areas of writing are focused upon, ensuring that those with the biggest gaps are enabled to make accelerated progress.</p>
4	<p>Gaps in learning in maths mean less able children need fundamental basics to be able to make progress.</p> <p>Disadvantaged pupils perform less well in maths because they do not have a secure understanding of number, do not retain number facts and have difficulty using and applying their learning when solving problems.</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
Identified social and emotional barriers to learning are addressed for individual pupils	<p>Pupils with identified needs will be supported to overcome barriers to learning, including poor attendance, and make good progress socially, emotionally and academically.</p> <ul style="list-style-type: none"> • qualitative data (student voice/annual parent and children surveys) demonstrate sustained or improved markers in wellbeing • an increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved reading attainment of the most vulnerable and disadvantaged pupils.	Pupils will make accelerated progress in reading so that the proportion of disadvantaged pupils reaching the expected standard by the end of KS1 and KS2 is above the national benchmark.
Improved writing attainment among disadvantaged pupils.	Pupils will make accelerated progress in writing so that the proportion of disadvantaged pupils reaching the expected standard by the end of KS1 and KS2 is above the national benchmark.
Improve pupils' attainment in maths, focusing on number bonds, times table facts	Pupils will make accelerated progress in maths so that the proportion of disadvantaged pupils reaching the expected standard by the end of KS1 and KS2 is above the national benchmark.



and confidence with number, including reasoning.	
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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: **£10,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Star Assessment (Reading and Maths)</p> <p>Continued investment in Accelerated Reader</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>Star assessment and accelerated reader improve the standard of information given to teachers about gaps in children's learning.</p> <p>Accelerated reader positively encourages motivation for reading, as well as being an effective assessment tool.</p> <p><small>Feedback</small> Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p>	1, 2, 4
<p>Continued development of maths curriculum including Maths Mastery; Power Maths and KIRFs.</p> <p>Funding teacher and leader release time and CPD of staff to ensure consistent approach.</p>	<p>Implementation of (Key recall facts) system KIRFs has been successful over the past year. Best practise from Ofsted cites the importance of foundational knowledge. The NCTEM Maths mastery allows us to develop foundational knowledge with our youngest pupils.</p> <p>The DfE recognised Power Maths programme allows children to build conceptual understanding and develop problem solving from Reception onwards.</p> <p><small>Mastery learning</small> High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £ £ £ £ £ £</p>	4



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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Precision teaching through effective use of support staff.</p>	<p>The EEF reports that where targeted and structured interventions are used, children make on average 5 months progress. A established system across OLOL over the past year of using support staff for ‘precision teaching’, the most vulnerable children have 5 minutes per day to learn and relearn specific spelling or number facts to provide them with the fundamental skills to move forward with their learning.</p> <p>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small></p> <p>£ £ £ £ £ £ 🏠 🏠 🏠 🏠 🏠 +4</p>	<p>1, 2, 4</p>
<p>Ensuring daily small group phonics sessions take place in Reception- Y2. Phonic interventions where necessary in y2-y6</p>	<p>The EEF evidence bases the +5 months progress on the following: Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence (achieved by our use of RWI). Training staff to ensure they have the necessary linguistic knowledge and understanding and carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary (achieved by release of phonics lead)</p> <p>Provision of small group phonic sessions where children work at their correct level (achieved by ensuring correct number of support staff to run enough groups and that they are are well-trained and competent)/</p> <p>Phonics <small>High impact for very low cost based on very extensive evidence</small></p> <p>£ £ £ £ £ £ 🏠 🏠 🏠 🏠 🏠 +5</p>	<p>2</p>

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

Budgeted cost: **£2000**



Activity	Evidence that supports this approach	Challenge number(s) addressed
A subsidy to allow disadvantaged pupils to access wider areas of the curriculum such as peripatetic music lessons and extra-curricular clubs.	<p>The EEF say that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. OLOL is dedicated to ensure that we have a broad curriculum through specialist music, PE and Science teachers. Ensuring children have access to extra-curricular provision as well as educational visits and residential trips where parents may they have financial constraints ensures these children are able to take part in these enriching opportunities.</p> <p><small>Arts participation</small> <small>Modest impact for very low cost based on moderate evidence</small></p> <p><small>E E E E E</small> <small>Ⓜ Ⓜ Ⓜ Ⓜ</small> <small>13</small></p>	1

Total budgeted cost: £32800



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Whilst there is no validated data to show the impact of our Pupil Premium strategy, our internal assessment processes allows us to identify and track children's strengths and areas where further progress is needed. Use of low-stakes testing, reading and spelling ages have allowed us to complete point in time assessments to show how 'on track' children are in reading, writing and mathematics.

In the Year 2 Phonics Screening (2020), 95% of pupils met the expected standard in phonics overall and 50% (1 of 2) of children who are eligible for Pupil Premium met the expected standard. Despite the pandemic, our focus on supporting pupils' phonic knowledge supported children to make good progress and results for the end of Year 2 were above expected national standard from the previous year (91% in 2019).

In school data suggests that in some year groups, pupil premium children are, on average, slightly behind those not eligible for the pupil premium grant.

Last year, the pupil premium grant was used to develop teaching across our school. The speed and effectiveness of implementation of Read Write Inc spelling and Accelerated Reader were stunted, but not stopped entirely by school closure. It has put us in a positive position to ensure that these systems are fully embedded in the 2021-22 academic year.

Senior leaders worked to prioritise curriculum coverage for 2020-21 to best support pupils with their significant gaps in learning as a result of the pandemic. Specific children with reading difficulties were chosen to have daily/regular sessions with a reading specialist throughout the year. Precision teaching (1:1) and small group sessions encompassing reading, writing and mathematics; as well as phonics sessions are a mainstay at our school and have been prioritised when we have been open to ensure that foundational learning provides the basis for children to make progress.

During January to March school closures, support staff (including the reading specialist) provided small group or 1:1 Google Meet online sessions for disadvantaged pupils to ensure that precision teaching continued to happen so that the pace of progress did not slow, alongside whole class and small group sessions run by teaching staff.



Having regular sessions with vulnerable pupils allowed staff to provide valuable SEMH support to these children and families. The inclusion team supported families, making regular calls and working collaboratively with families. On our return into school in March, we had children who became school refusers and children with poor absence. Working with Southend Borough Council's attendance programme supported staff at OLOL with working with these families.