

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 and St. Joseph Catholic Primary School
Number of pupils in school	449 (as of 07/11/21)
Proportion (%) of pupil premium eligible pupils	49.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	05/11/2021
Date on which it will be reviewed	01/06/2022
Statement authorised by	Patrick Devereux
Pupil premium lead	Alex Everden
Governor / Trustee lead	Sr. Christine Frost and Jo Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,800
Recovery premium funding allocation this academic year	£27,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£279,200

Part A: Pupil premium strategy plan

Statement of intent

What is our Key Principle?

*‘What if the purpose of education was to help every child reach their potential (and),
find their passion’*

‘We need the tide to turn for the many, not the lucky few to ride of the crest of a wave’

Wanda Wyporska (2020)

The key principle of our Strategy plan is that no child should be fail to achieve due to their background. Every child should have an equal chance in life, and it is our job to give them equilibrium with their non-disadvantaged counterparts. We wish to instil this belief into our children, their families and our community, and give the children the skills to achieve.

What are our ultimate aims for disadvantaged pupils?

- We aim to diminish the difference between disadvantaged children and non-disadvantaged children.
- We aim to give our children experiences and opportunities to broaden their horizons and aspire to achieve.
- We aim to support our children’s speech and language skills to ensure it is not a barrier to their attainment and progress across the curriculum
- We aim for our SEN Pupil Premium Children to achieve their full potential

How does our current pupil premium strategy plan work towards achieving those objectives?

Our current pupil premium plan aims to support our children academically, to diminish the difference between non-disadvantaged and disadvantaged, increased due to the pandemic. We want to improve the pupil’s attendance and punctuality so they can learn more, and have a more cohesive learning journey. We aim to build experiences which involve external agencies and external experiences, and give them the life skills to have a successful and happy life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Through assessments, observations and discussions, we noticed many of our disadvantaged children have low levels of self-belief and low life aspiration. Many teachers comment on children's low levels of resilience within lessons. Completing a RS10 ((an school amended version of) <i>Development and Psychometric Properties of a Scale to Measure Resilience among Portuguese University Students: Resilience Scale-10</i>: Jardim, Pereira, Bartolo, 2021) of our KS2 Children showed that, on the whole, our children believed they had strong levels of resilience. However, collecting a set of random data to compare disadvantaged and non-disadvantaged children showed that when asked "I like myself just the way I am" (1-10 scale) disadvantaged children scored themselves, on average, 1.5 points below non-disadvantaged. It is important to remember that this was comparing a collection of data, not the total amount of pupils, however does show a considerable difference.</p>
2	<p>During the period of remote learning it was noticed that our disadvantaged children were not given the same level of home support as our non-disadvantaged. We tried to mitigate this impact including inviting all disadvantaged children into school. However, it highlighted the difference in home support for our disadvantaged and non-disadvantaged.</p> <p>The differing levels of support impacts homework and daily home reading. Assessing home reading data in Key Stage 2, disadvantaged children read for an average of 5 minutes (a fifth less) less per night compared to the school average. This equates to over 30 minutes per week, and almost 20 hours less over a school year. (Please also note we already have many additional strategies in place for specific children who are pupil premium that are not reading at home, these minutes of in school additional reading have not been removed from the numbers above, so the true difference is significantly more)</p> <p>Through discussions with parents, governors and community members, this may be because of housing reasons or parental understanding.</p>
3	<p>Through assessment, and discussions it has been noticed that children's speech and language is below age-related expectation.</p> <p>Of the children entering into nursery in 2021-22</p> <ul style="list-style-type: none"> • 64.7% disadvantaged children were well below age related expectation for Speaking compared to 55% of non-disadvantaged. • 5.9% of disadvantaged children were at age related expectation, compared to 19.4% non-disadvantaged.

	<ul style="list-style-type: none"> • 82.4% of disadvantaged children are well below age related expectation in Listening, Attention and Understanding compared to 44.4% non-disadvantaged. • 5.9% of disadvantaged children are working at age related expectation, compared to 16.7% non-disadvantaged. <p>Children entering into Reception Class into 2021-22 53.6% are reaching age related expectation for both speaking and listening, attention and understanding. This is only 3% less than non-disadvantaged.</p> <p>Looking at historical data for children’s Reception entry point disadvantaged perform similar to non-disadvantaged (combining Listening and Understanding and Speaking the percentage was the same for disadvantaged and non-disadvantaged in 19/20, and in 18/19 10% more children entered at expected levels)</p> <p>This shows this is a school-wide issue, not specific to Pupil Premium. However, it does have a major impact on our pupil’s ability to achieve not only in primary schooling, but in the longer term. Due to this we still see it as a major challenge for our disadvantaged children. Through discussions it has been noted that we feel disadvantaged children’s speech and language is comparably worse than their non-disadvantaged counterparts. We believe that this is because disadvantaged child will have less home support, lack of discussion and less experiences, such as going on family trips etc.</p>
4	<p>Through discussions and analysis of referrals and incident reports, children with who are disadvantaged are more likely to have serious behavioural issues. Comparing disadvantaged to non-disadvantaged recorded negative behaviour, 59% of issues are from disadvantaged children. Specifically, verbal and aggressive incidences are more likely to come from disadvantaged children (66%). All internal exclusions recorded on the system are for disadvantaged children.</p> <p>These statistics also align with discussions with teachers and leaders throughout the school. Through these discussions, it has been noticed that children lack emotional literacy. Discussions with the Early Years team support that the children’s emotional literacy when entering the school is below age-related expectation, and below our non-disadvantaged children.</p> <p>Through discussions with leadership and teaching staff, it has been noted that disadvantaged parents tend to be more likely to disagree with the school’s decisions on behavioural issues. This means the child does not have consistent messages from home and school, which can lead to more negative behaviour.</p>
5	<p>Looking at pupil role – a large proportion of our pupil premium children also have a special need. 60% of the children on the SEN register are</p>

	<p>disadvantaged, 66% of the children who have EHCPs are disadvantaged.</p> <p>The larger proportion of SEN disadvantaged does impact the difference between disadvantaged, and non-disadvantaged (SEN children may not be working at age related expectation), but the difference is not explicitly due to the higher levels of SEN for our disadvantaged children. This means we need to meet the needs of our SEN disadvantaged children, but it is not the only challenge.</p> <p>This means part of our challenge is to ensure the additional needs of these pupils are met effectively.</p>
6	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, not only in Key Stage 1, but since returning from COVID children who are in phonics boosters are more likely to be disadvantaged. This negatively impacts their development as readers.</p> <p>Looking at historic data our disadvantaged children perform worse in phonics screening check, 69% of those who do not pass are disadvantaged.</p>
7	<p>Through discussions and assessment, it has been noted that disadvantaged children perform at a lower level in comparison to non-disadvantaged in maths.</p> <p>There is a difference of 6.3% achieving working at, and 11.1% difference in children achieving greater depth when comparing disadvantaged and non-disadvantaged.</p> <p>Looking for specific issues within maths, and partially due to the pandemic, pupils are often missing 'number sense' and ability to apply and use number facts.</p>
8	<p>Through discussions and analysing assessments, it has been noted that disadvantaged attain a lower level compared to non-disadvantaged in reading.</p> <p>There is a difference of 5.8% achieving working at compared to non-disadvantaged (in favour of non-disadvantaged). However, if you remove one-year group the difference in children achieving working at becomes 19.2%. This shows a significant difference in children's achievement between disadvantaged and non-disadvantaged.</p> <p>Through discussions it seems this difference is due to a lack of home engagement (see challenge 2), and a lack of varied home vocabulary. Through discussions with staff, it seems disadvantaged children are more likely to have a lack of life experiences and additional knowledge.</p>
9	<p>Attendance of disadvantaged children is lower than non-disadvantaged. In 2018/19, disadvantaged attendance was 93.4%, non-disadvantaged was 95.4%. In Autumn 1 of 21/22 disadvantaged attendance was 92.5%, non-disadvantaged was 94.8%. This impacts pupil progress, as often for disadvantaged children the days are sporadic, where non-disadvantaged children often miss longer periods with illness.</p>

	<p>Lates are also a significant issue we have with our disadvantaged children. On average, across the school, there are double the amount of lates for disadvantaged children compared to non-disadvantaged. This impacts their learning. This is especially prevalent with Key Stage 1 children where a disadvantaged child has almost 4 times the amount of lates as a disadvantaged child. This has a large impact on the children's learning. Through discussions we have noticed these often come from the same families in most cases.</p>
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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
To raise the resilience of our disadvantaged children	<p>Using our RS10, (Jardim, Pereira, Bartolo, 2021) child speak (produced by us), by 2024/25 there to be parity between disadvantaged, and non-disadvantaged children with an average score above 7.5.</p> <p>Through pupil discussions, observations and other surveys children feel more confident in themselves and have the ability to face adversity.</p>
To increase home support for our children to ensure there are positive discussions evolving regarding learning.	For children's home reading to be in line with school expectation and with those who are not disadvantaged. This will be monitored through accelerated reader and staff discussions.
To improve the oral skills and vocabulary of children	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To improve the behaviour of disadvantaged children and increase their emotional literacy	<p>By 2024/25 a significant drop in recorded behaviour incidences. A return to a strong sense of community within the school.</p> <p>Children to feel confident in behaviour strategies like Restorative Justice and the Zones of Regulation.</p>
To ensure children with SEMH make progress in line with their personal expectation.	By 2024/25 all children to achieve in line with their IEPs. The IEPs are challenging and their learning in class is effective in helping them achieve their goals.

To improve the phonics of our disadvantaged children	Phonic Screening Check outcomes in 2024/25 show that all disadvantaged pupils met the expected standard (discounting SENMH who will not be able to meet this standard, these children will).
To improve disadvantaged children's maths ability	KS2 maths outcomes in 2024/25 show that all disadvantaged pupils met the expected standard (discounting SENMH who will not be able to meet this standard).
To improve disadvantaged children's reading ability	KS2 reading outcomes in 2024/25 show that all disadvantaged pupils met the expected standard (discounting SENMH who will not be able to meet this standard).
To increase the attendance and punctuality of disadvantaged children	By 2024/25 disadvantaged children's attendance and punctuality to be in line with non-disadvantaged and the national expectation

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: £ 126,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders not class-based to support teachers in planning teaching and assessing	This process was trialled in the school last academic year, we saw positive impact on the pupil's attainment and their behaviour.	1 – 9 (This impacts all challenges as it gives the time and knowledge to address every aspect in a different way)
<i>Whole School Phonics Training</i>	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	6, 8
<i>Training in the use of Oral language</i> <i>Ensure dialogic activities are embedded within our lessons. This includes working with Tower Hamlets Oracy Hub, and time to release teachers to attend.</i>	Oral interventions have been seen to have a strong impact on learning. Within school the use of sentence stems in maths within Year 1 has made a significant difference, one staff member describing it as a “leveller”. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3,7,8
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance ensuring quality resources throughout the school to ensure high quality teaching and learning. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	7

(including Teaching for Mastery training).		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 103,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	<p>As a school positive impact when run previously within the school. The EEF is looking at the impact of the programme, (https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme?utm_source=/projects-and-evaluation/projects/national-tutoring-programme&utm_medium=search&utm_campaign=site_search&search_term=tutoring).</p> <p>We believe the cost benefit for our school is very positive.</p>	1,6,7,8.
Speech and Language Therapist, and support staff member	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.”</p>	5, 1
Additional Support Staff within class	<p>With differing needs and behaviours, we believe the impact of additional support staff has a positive impact on pupil’s attainment and wellbeing.</p> <p>With more leaders out of class we are able to ensure that best practice is followed inline with guidance from the EEF.</p>	<p>1 – 9</p> <p>(This impacts all challenges as it gives the time and knowledge to address every aspect in a different way)</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Online Resources (Accelerated Reader, Lexia, Bedrock)	<p>We have invested in Accelerated Reader for KS2 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_search&search_term=accelerated%20reader</p> <p>Lexia 5 Core for KS1 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=Lexia</p> <p>Both of these EEF projects have shown a positive impact on pupil attainment. Both have been used for a period of time in our school and the impact has been seen.</p> <p>We have also invested in other online programmes (such as Bedrock, TT Rockstar, Numbots and Phonics Bug Club) to support with other aspects. During lockdown, we saw a rise in all children having access to a device which will give access to these programmes.</p>	5, 2, 6,7,8

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

Budgeted cost: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional support regarding attendance including parental support officer.</i>	<p>If children are not in school they will not be able to learn</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p> <p>EEF is currently looking into the impact of attendance based.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 States that there is a clear link between poor attendance and lower academic achievement</p>	9, 2

<p><i>Additional SEN support working with the SENCO and wider school</i></p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) States the importance of Social and Emotional Learning, this can be worth +4 months over a school year so believe this intensive intervention model will benefit our children. +</p>	<p>5</p>
<p>Counsellor</p>	<p>Many children, we believe are not getting adequate provision from external agencies such as CAMHS. Due to their very high threshold we believe that some of our children have needs which drastically impacts their achievement.</p> <p>The only way to overcome these is to offer the service internally.</p>	<p>4</p>
<p><i>Parenting Support Programmes</i></p> <p><i>Releasing staff to make home resources, online help or workshops.</i></p>	<p>Evidence shows positive engagement from parents has a positive impact on pupil's learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=parent%20support</p> <p>https://educationendowmentfoundation.org.uk/news/blog-supporting-parents-to-undertake-brilliant-book-talk?utm_source=/news/blog-supporting-parents-to-undertake-brilliant-book-talk&utm_medium=search&utm_campaign=site_search&search_term=talk%20boos</p>	<p>2</p>
<p><i>Ensure the new school Behaviour Policy is embedded and Social Emotional Learning is explicit and effective inline with the policy</i></p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) States that an explicit SEL programme supports children not only academically but leads to a better and more fulfilling life as an adult.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf States the importance of positive well being and good behaviour. "Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2" and "Better attention skills at ages 7, 10, and 13 are a significant predictor of greater academic progression in both primary and</p>	<p>1, 4, Partially: 6,7,8</p>

	<p>secondary school, indicating that the ability to control and sustain attention is a consistent predictor of children's learning."</p> <p>Both of these aims will lead to more effective behaviour and improve the children's resilience</p>	
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Total budgeted cost: £ 279,000

1

- Leaders120, Phonics, 2k, Oracy cover 2k, maths 1k

2

NTP 10k, S+L 20k, Support 60k, Online 10k

3

Parental 10k, SENCo support 20k, Counsellor 20k, Behaviour 1k

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.

As last year we were using the previous strategy plan please find the targets and evidence linked to them. Due to COVID many of our tasks were not able to be fully completed. Instead we saw the need to focus on other aspects which led to the outlined "COVID Actions". Although there was no statutory data completed we did complete internal assessments.

COVID Actions

Last year we outlined some specific COVID actions. These were:

- Play times where more space is available, children are given more space, and outdoor learning is promoted within the school.
- The school will look into buying more equipment for computing
- Additional school focus on social skills within the children

We have:

- Bought play equipment for every class that us regularly replenished. The impact has been a more productive and positive play time for pupils.
- Bought computers for every child from year 1 to year 6. These are used regularly for various lessons. If classes do go into remote learning we can give children access to a laptop thus minimising the social disparity some children faced.
- Not had much strong opportunity to work on children's social skills due to the impact of class bubbles and COVID restrictions. However, this is a key aspect in our future planning.

Target	Result	Evidence
1. further developing our interventions with our Teaching Assistants	Due to COVID, this target was not achieved. Meeting the needs of last year with class bubbles, varying staff levels and class closures meant intervention support was not possible. There was also a larger need for social and emotional support. All members of staff supported on this.	n/a

2. ensuring high quality first teaching and learning	Observations were not possible last year due to the impact of COVID. However, through individual support, meaning high quality first teaching and learning was partially achieved.	Pupil progress meetings showed pupils making good or excellent progress.
3. further developing our behaviour system to ensure that children are ready to learn	Restorative justice was used consistently throughout the school, which supported pupil's abilities to solve problems independently and voice their feelings to their colleagues.	When issues were logged on the behaviour system restorative was frequently mentioned. Pupils also were more open with emotions and feelings.
4. continue to raise aspirations with regular visitors for Careers Day and planning trips and experiences which broaden and enhance the children's understanding of the world	Due to COVID-19 this was not possible as external agencies were not allowed in.	n/a
5. supporting targeted families by offering free wrap around care (Breakfast Clubs and After School Clubs) once restarted.	(The wrap around care was open partially through the year) This was offered to key families and had an impact on pupil's social, emotional and mental health, and progress.	n/a This is identifiable data, so is not included in the report.

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
Lexia	5 Core
Accelerated Reader	Renaissance Learning
Learning Village	AX cultures

Bug Club	Pearson
Times Table Rockstars / Numbots	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.