

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 George's Catholic Primary School
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	22/12/22
Date on which it will be reviewed	November 2023
Statement authorised by	Rosie McGlynn
Pupil premium lead	Rosie McGlynn
Governor / Trustee lead	Rebecca Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,810
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£162,470</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We are committed to supporting improved outcomes for our disadvantaged pupils at OLSG. In order to help our disadvantaged pupils overcome any barriers to learning and to be happy and successful at school and in their future lives, we are guided by the following principles:

- All adults at Our Lady and St George's Primary School have a commitment to the education and well being of all our children. We see our school as an inclusive community with an ethos of high **aspiration and attainment for all pupils** especially our most disadvantaged.
- The development of the whole child is at the heart of our mission as a Catholic school community and we have **high expectations for everyone from everyone**. We avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.
- The spiritual journey our children and adults travel, brings with it the responsibility of **using our gifts to the full**, living side by side with each other as Christ would expect us to, with an understanding of truth, justice and peace.
- There is **an ethos of challenge and a sense of purpose** in children's learning coming from high expectations in the learning and teaching throughout the school.
- We welcome a broad and enriching curriculum, and we prepare our children for their role as citizens of the future, guiding them to become **resilient, resourceful and responsible learners**.
- We believe in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone. We achieve this by ensuring children develop the skills and attitudes to **engender a love of learning** and a desire to continually progress by providing a strong grounding in English and mathematics and a broad base of skills and knowledge.
- Through our teaching we equip children with the skills, knowledge and understanding to be able **to make informed choices** about the important things in their lives.
- We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We **utilise evidence** (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming barriers to learning.
- We have systems in place which carefully monitor, manage and **support good behaviour and attendance** for all our pupils. If poor attendance is an issue, this is addressed as a priority.

- Our teachers and leaders **collect, analyse and use data** to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.
- Every effort is made to **engage and empower parents and carers** in the education and progress of their child.
- We believe in **creating opportunities** for our Disadvantaged children through extra-curricular activities, residentials and additional classroom or school-wide roles and responsibilities to enrich their learning experience.

Our current pupil premium strategy is focussing on the following three key areas:

### **1. High quality teaching and learning**

Ensuring all teaching is at least good

Prioritising ECT provision, coaching and addressing any gaps in provision where identified.

Embedding a supportive monitoring system and ensuring high quality induction for all new staff.

Review of behaviour policy and ensuring low level disruption does not impact on learning.

### **2. Targeted Academic Support**

Diagnostic assessments by teachers to identify appropriate interventions, catch up and 1:1 or 1:3 support where required.

Adapting teaching to meet the varying needs of pupils

Ensuring effective deployment of other support staff and outside tuition providers to maximise addressing gaps in learning.

Providing high quality staff CPD especially for Teaching Assistants and ECTs on identifying learning needs and how to address them.

### **3. Wider Strategies**

Whole school focuses on improved attendance making excellent attendance a part of the culture of the school community.

Adequate social and emotional support is in place and a senior mental health lead champions wellbeing for both staff and pupils.

Behaviour policy is shared and known by all and is working effectively to ensure high standards of behaviour across the school.

Access to wider curriculum opportunities is in place for all children such as residential, theatre trips, music lessons, chess, after school clubs and positions of responsibility ensuring cost is not a prohibitive factor.

#### **Key Principles going forward**

- to develop, implement and monitor an evidence-informed approach based on EEF research on using your pupil premium funding effectively and DFE guidance for school leaders.
- Ensure effective diagnostic assessment is in place and understood by all teachers to understand the specific challenges faced by disadvantaged children.
- Ensure all staff including admin support staff understand non-academic challenges that disadvantaged pupils may be facing such as access to technology and wider curriculum opportunities.
- Parental Engagement - to support parents to understand how to help their children learn particularly in EYFS (EEF Research)
- Ensure that pupils receiving targeted support do not miss out on core curriculum content.
- Ensure all staff support and promote the principles and ethos of our pupil premium strategy ensuring we have high expectations for everyone from everyone.

## Challenges

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

Challenge number	Detail of challenge
1	Writing across the school at expected and at greater depth. Gaps between peers at Key Stage 1 and 2 particularly at Greater depth in reading and maths. Gap with peers for Good Level of Development at end of Reception.
2	Speech, Language and Communication and correlation between pupils with identified SEND who are also disadvantaged.
3	Attendance and Punctuality - A small number of children in every year group with attendance below 90% and/or frequent lateness.
4	Access to wider opportunities particularly extra curricular activities such as after school clubs.
5	SEMH - increasing number of children being supported by social care.
6	Engagement with home learning particularly online learning platforms such as Mathletics and Accelerated Reader.

## 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
Improved attainment in Writing across Key Stage 1 and Key Stage 2	End of year teacher assessment in Year 2 and Year 6.
Improved attendance for small number of persistent absentees and all pupils in general	Attendance at the end of year is at least 95%
Engagement with home learning including online platforms as well as general homework	Usage of online platforms increases. Regular completion of homework is monitored and parents encouraged to ensure completion. Attainment comes into line with peers.
Targeted use of tuition ensures gaps in learning are addressed.	Attainment of pupil premium pupils remains at least in line with National averages but is also in line with LA averages. In line or above Local and National averages. Achievement in phonics is maintained and pupil premium pupils continue to outperform their peers.
Improved early literacy and parental engagement	Parents are equipped to help their child learn especially in EYFS All staff are confident in delivery of phonics.

## 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: £ £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revised monitoring programme in place with key teachers identified for coaching and mentoring	High Quality Teaching across the school and effective team teaching in place where required.	1 +2
CPD	High quality support for ECTs and a rigorous induction process in place Pupil Premium Champions in place in phase groups  Mental Health training (EP service) , Speech Language and Communication training (SALT service), Whole School Reading (in house and RWI online portal), Maths training (NE Hub/WRM), ELSA training, ECt Induction programme. RSE training	1,2 +5

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition programme in place from NTP for pupils in Year 2,5 and 6.	Evidence consistently shows the positive impact that targeted academic support can have, including on those	1,2 +6

NELI programme in place for Reception Structured Interventions and pre teaching in Maths and English delivered by TAs and teachers in school	who are not making good progress. (EEF)	
After School booster sessions for targeted groups in Year 2 and 6		1,2 +6
After school phonics clubs		1 + 2

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

Budgeted cost: £ 35,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
SLA with EWS team to target persistent absentees and those on the cusp. School Counsellor and other Mental Health Workers including the Mental Health Lead teacher time allocation. ELSA trained staff in place	The most significant non-academic challenges to success in school include attendance, behaviour, and social and emotional support which can negatively impact on academic attainment.	3,4 +5
Saturday homework club to be set up.	Extended school time	1,2 +6
Children attending school childcare have timetabled homework sessions		6
Access to wider curriculum areas	Increased cultural capital	4

**Total budgeted cost: £ 165,000**

## 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 2021 to 2022 academic year.

<b>End of Year Attainment KS2 for 2022</b>			
<b>Key Stage 2 Expected</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
All Children	73.0%	66.7%	77.8%
Pupil Premium	66.7%	46.7%	86.7%
<b>End of Year Progress for 2022</b>			
<b>Key Stage 2 Greater Depth</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
All Children	30.2%	7.9%	30.2%
Pupil Premium	20.0%	0.0%	20.0%
<b>Key Stage 2 Progress</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
All Children	<b>0.5</b>	<b>-0.4</b>	<b>2.1</b>
Pupil Premium	<b>1.6</b>	<b>-1.8</b>	<b>3.2</b>

At the end of Key Stage 2 our pupil premium pupils' attainment and progress in maths was higher than their peers at expected standard as was progress in reading. A key ongoing focus will be on writing and those children achieving greater depth.



**End of Year Attainment KS1 for 2022**

<b>Key Stage 1 Expected</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
All Children	73.3%	61.7%	75.0%
Pupil Premium	72.7%	45.4%	68.2%

<b>Key Stage 1 Greater Depth</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
All Children	13.3%	5.0%	15.0%
Pupil Premium	4.5%	0.0%	9.1%

At the end of Key Stage 1 attainment in reading was broadly in line for pupil premium pupils at expected standard. Like Key Stage 2, a key ongoing focus will be on writing and those children achieving greater depth at the end of Key Stage 1.

<b>Year Group 1 Phonics</b>	<b>Overall</b>
All Children	85.4%
Pupil Premium	93.35

Pupil premium children have achieved very well in phonics and above that of all children.

<b>Year Group Reception GLD</b>	<b>Overall</b>
All Children	75.7%
Pupil Premium	66.7%

Pupil premium children have not achieved as highly as their peers at the end of Reception for Good level of Development. Three of the pupils have significant special educational needs who are part of this pupil premium cohort.

Our percentage of pupils eligible for pupil premium funding continues to remain high and remains at over 30%. Along with the ongoing challenges of cost of living increases and general housing issues, our strategy has become more wide reaching to ensure that barriers to learning can be mitigated wherever possible for all our pupils. Due to this our focus for pupil premium children has shifted to ensuring the following:

- ensuring that all teaching is at least good and good quality support is in place especially for ECTs.
- access to online learning platforms such as Accelerated Reader and Mathletics is prioritised and devices provided where needed.
- access to counselling services and other outside mental health support agencies is extended to meet growing needs.
- interventions such as NELI, phonics booster extended to pupil premium children as reinforcement and consolidation.
- Engagement with home learning, homework and access to online learning platforms is carefully monitored and opportunities given to catch up through extending the school day.
- catch up interventions are carefully targeted to ensure access to the main curriculum is not jeopardised.
- ensure access to wider curriculum opportunities such as after school clubs, musical instrument lessons, trips including residential where cost may be a prohibitive factor.

Given the challenges of the year and the return to normality post pandemic, intended outcomes were still met to a large extent as the progress shows. Reviewing last year and taking into account the ongoing challenges of the current time has really helped us prioritise our ongoing strategy for 2022-2023 and the two years thereafter.

## Externally provided programmes

Programme	Provider
Accelerated Reading/myON	Renaissance Learning
Phonics training Portal	Ruth Miskin RWI
Maths Programme	White Rose maths/NE London Maths Hub/Mathletics
Counselling	Brentwood Catholic Children's Services
Mental Health Support	NELFT NHS Waltham Forest CAMHS
Speech and Language	NELFT NHS Waltham Forest