

# Our Lady of Perpetual Succour Catholic Primary School



## Pupil Premium Strategy Statement

This statement details our school's use of **pupil premium funding**, to help improve the attainment of our **disadvantaged pupils**.

It outlines our 3 year 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
<b>Our Lady of Perpetual Succour Catholic Primary School</b>	
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	2022-23: 57 children 26.8% 2023-24: 49 children 24.6% 2024-2025: 47 children 24.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023: PP Funding: £76,665. £8808 Recovery 2023/2024: PP Funding: £71,295 2024-2025: PP Funding: £65,120
Date this statement was published	01.09.24
Date on which it will be reviewed	Autumn 2025
Statement authorised by	P McGuffie
Pupil premium lead	A Heston
Governor / Trustee lead	S Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,120
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Our Lady of Perpetual Succour Catholic Primary School, it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which each individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Our highest priority is to narrow the gap between the disadvantaged and non-disadvantaged by giving our children the best possible education.

Historically by the end of Key Stage 2, school Pupil Premium pupils as a group, have consistently performed better than other pupils nationally at the expected standard. Our School target is to maintain high standards for all pupils and narrow the gap between Pupil Premium and non-Pupil Premium in school.

From EYFS Baseline in terms of tracking all pupil premium children, they make at least good progress across all year groups. (The ratio of SEND children within these groups is taken into consideration when evaluating impact and success criteria)

As a school we continue to facilitate the independent application of knowledge and skills through our creative learning environment and focus on collaborative learning in the context of and continued commitment to an ambitious and broad curriculum. Subjects are highly structured to meet the needs of children with a strong emphasis on the basic skills of reading, writing and maths but with enough time given to all subjects and areas of learning so all children enjoy a rich series of experiences.

### **Objectives**

- Pupil Premium children including those with SEND make accelerated progress from their starting points which is equal to or above Non PP in school.
- By the end of Key Stage 2 to diminish the difference between Pupil Premium children and others in school at EXS+ and GDS in reading, writing and maths.
- All children achieve their potential as evidenced in achievement of or by exceeding individual targets set.
- The social, emotional, physical health and well-being of all children ensured impacting upon readiness to learn.
- The development of cultural capital, impacting upon aspirations and self-esteem supporting the achievement of individual potential and fulfilment.

### **Rationale and evidence base for chosen approaches**

The timing of the allocation of the Pupil Premium to school and the fluidity of Free School Meals (FSM) as a group drives decisions relating to the deployment of this funding within school to ensure the most efficient and effective use of the funding.

We recognise that not all pupils who are entitled to Pupil Premium are disadvantaged or vulnerable and that there are those children not eligible for Pupil Premium who are. Strategies such as group interventions funded by the grant may be made up of Pupil Premium pupils and non-Pupil Premium pupils where needs are similar.

Sir John Dunford National Pupil Premium Champion for the Government advised that schools focus on the quality of teaching to ensure all children reach their full potential. This is integral to our Mission Statement and Catholic ethos and drives our Pupil Premium Strategy.

The Sutton Trust and Education Endowment Foundation (EEF) Learning Toolkit and other guidance including 'Moving forward, making a difference – A planning guide for schools 2022-23' and 'The EEF Guide to the Pupil Premium' (September 2023) consider a wide range of common approaches and strategies to raise achievement and analyses them in order to identify the high impact approaches. The Pupil Premium Strategy Action Plan is based on some of the higher impact strategies and on the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'. We are confident then that we are using interventions and approaches with a track record of success.

In line with our Mission Statement Pupil Premium has been and will continue to be, deployed to staffing, to CPD and also to resources and extended activities as appropriate to meet identified needs. This enables children to maximise their progress and meet their potential in an atmosphere of trust and mutual respect.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Emotional needs and lack of enrichment.</b></p> <ul style="list-style-type: none"> <li>• School observations, discussions and questionnaires with pupils and families have identified an increased number of pupils with social and emotional issues.</li> <li>• Internal assessment and observation indicate that our disadvantaged children have mental health and safeguarding concerns which impact on their behaviours.</li> <li>• Enrichment opportunities for the most disadvantaged have been restricted and we have an increased need for social and emotional support for our pupils.</li> <li>• Internal data highlights that teacher referrals for support with emotional needs have increased since the pandemic. 30 children (of whom 9 are Disadvantaged) require small group or 1:1 intervention to support with social interaction and emotional needs.</li> <li>• All of these challenges particularly affect disadvantaged pupils, including their attainment.</li> </ul>
2	<p><b>Speech and Language.</b></p> <ul style="list-style-type: none"> <li>• Assessments, observations and discussions with children indicate under-developed speech and language skills and vocabulary gaps among a large proportion of disadvantaged pupils.</li> <li>• 17% of pupil premium children have received or currently require speech and language therapy intervention.</li> <li>• Internal assessment show low levels of language and communication skills on entry at EYFS.</li> <li>• Without these fundamental skills, children are unlikely to use talk to connect ideas and explain what is happening coherently.</li> </ul>

3	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Assessments, observations and discussions with pupils suggests disadvantaged pupils generally have greater difficulties with phonics rather than their peers.</li> <li>• Internal assessments indicate that 10% of children on the current PP register in Y1, are in danger of not meeting exp standard by end of Y2 (2024/25)</li> </ul>
4	<p><b>Literacy skills</b></p> <ul style="list-style-type: none"> <li>• Historically on entry children are below age expectation in reading and writing. This is most significant in phonic knowledge with a lack of access to and familiarity with books. It is also significant in the standard of writing at the HS at the end of KS1 and KS2 for the disadvantaged children.</li> </ul>
5	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Internal data shows that maths attainment in KS1 and KS2 is below that of non-disadvantaged. This is a gap that needs to be addressed as these children progress through the school.</li> <li>• On entry to Reception in the last 3 years, 100% of our disadvantaged children arrive below age related expectations in both number and numerical pattern.</li> </ul>
6	<p><b>Attendance</b></p> <p><b>•2022/2023 Attendance</b>  PP: 92.6% school / 91.6% National  NPP: 95.7% school / 95.1% National</p> <p><b>Persistent Absence</b>  PP: 18.8% school / 29.3% National  NPP: 6.2% school / 10.9% National</p> <p><b>•2023/2024 Data collected from:</b>  <a href="https://viewyourdata.education.gov.uk/report/dtp-benchmarking-school">https://viewyourdata.education.gov.uk/report/dtp-benchmarking-school</a></p> <p><b>Attendance</b>  All pupils: 95%% school. School is in decile 4 (30%-40% of all schools)  PP: 93.3% school. School is in decile 3 (20%-30% of all schools)  NPP: 95.7% school. School is in decile 5 (40%-50% of all schools)</p> <p><b>Persistent Absence</b>  All pupils: 12.8% school. School is in decile 5 (40% -50% of all schools)  PP: 25.5% school. School is in decile 5 (40%-50% of all schools)  NPP: 8.3% school. School is in decile 5 (40%-50% of all schools)</p> <ul style="list-style-type: none"> <li>• Observations and assessment indicate absenteeism negatively impacts on disadvantaged pupil's progress.</li> </ul>

## 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
<p>To <b>achieve</b> and <b>maintain</b> improved wellbeing and positive behaviours for learning for all children in the school, particularly disadvantaged children.</p> <p>Pupils receive the support within school and develop personal skills to overcome personal barriers.</p>	<p>Pupil voice indicates disadvantaged children feel safe, well and happy in school and have positive and enhanced experiences in their learning.</p> <p>Staff voice indicates that the mental health policy and support provided has enabled children to overcome their emotional barriers/difficulties.</p> <p>Internal and external professionals indicate a positive impact of support provided through tiered approach.</p> <p>Quality assurance indicates trauma informed practice is evident in daily practice to support children at Our Lady's.</p> <p>An increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils.</p> <p>To provide enhanced curricular opportunities in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.</p> <p>To ensure all pupil premium children have a positive and proactive attitude towards their learning.</p> <p>Reduction in the number of referrals for emotional issues</p>
<p>Majority of children to achieve ELGs for Communication and Language (Speaking &amp; Listening)</p> <p>Improved speech and language skills and vocabulary among disadvantaged pupils</p> <p>Provision of Speech and Language support for those children who require it.</p>	<p>Assessments and observations indicate significantly improved speech and language and vocabulary skills among disadvantaged children. This is evident in the triangulation of learning walks, book looks, Welcomm and ongoing formative assessment.</p> <p>End of EYFS assessment shows an increase of those on track to achieve in Communication and Language.</p> <p>Observations, assessments and provision map evaluation indicate that individual speech, language and listening activities have a positive</p>

	<p>impact on improving speech and language skills for those taking part.</p>
<p>Increased attainment for disadvantaged children across the school.</p>	<p>Whilst the percentage of disadvantaged pupils achieving ARE or above in Reading, Writing and Maths is historically above National at the EOKS1 and EOKS2, they are not inline or above that of their peers. Therefore, schools aims to narrow the difference between themselves and their peers.</p> <p>To address any cohort led differences in attainment between pupil premium and other children.</p> <p>Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.</p>
<p>Improve attendance and punctuality of disadvantaged pupils.</p>	<p>Improve overall attendance in 2024/2025 from previous year, with a specific focus on the persistent absentees.</p> <p><b>•2023/2024</b> Data collected from:  <a href="https://viewyourdata.education.gov.uk/report/dtp-benchmarking-school">https://viewyourdata.education.gov.uk/report/dtp-benchmarking-school</a></p> <p><b>Attendance</b>  All pupils: 95%% school. School is in decile 4 (30%-40% of all schools)  PP: 93.3% school. School is in decile 3 (20%-30% of all schools)  NPP: 95.7% school. School is in decile 5 (40%-50% of all schools)</p> <p><b>Persistent Absence</b>  All pupils: 12.8% school. School is in decile 5 (40% -50% of all schools)  PP: 25.5% school. School is in decile 5 (40%-50% of all schools)  NPP: 8.3% school. School is in decile 5 (40%-50% of all schools)</p> <p><b>2022/2023 Attendance</b>  PP: 92.6% school / 91.6% National  NPP: 95.7% school / 95.1% National</p> <p><b>Persistent Absence</b>  PP: 18.8% school / 29.3% National  NPP: 6.2% school / 10.9% National</p>

## 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: £47,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to cover PPA. £39,900	<ul style="list-style-type: none"> <li>• The best available evidence indicates that quality first teaching is the most important lever schools have to improve outcomes for their pupils. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></li> <li>• Evidence suggests that TAs should be used to add value to what teachers do and not to replace them.</li> <li>• The most effective use of TAs is to deliver high quality one-to-one and small group support using structured interventions.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1, 2, 3, 4, 5,6
Speech and Language Interventions. £3000 Provision of specific SALT support for identified children.	<ul style="list-style-type: none"> <li>• Evidence suggests that oral language approaches have a high impact on pupil's vocabulary, reading and oral skills. (6 months additional progress).</li> <li>• Focus on speaking and listening activities to meet particular needs.</li> <li>• Evidence also suggests that approaches that are delivered 1:1 have a high impact.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2



<p>CPD. £5,000 Teacher and Teaching Assistant CPD to support high quality teaching and learning. Investment in a whole school CPD plan which includes Lesson Study for TAs and Coaching/lesson study for teachers.</p>	<p>High quality staff CPD is essential to ensure high quality teaching and learning as indicated by EEF research.</p> <ul style="list-style-type: none"> <li>• Implementation of a CPD programme which focuses on the engagement of pupils and collaborative learning approaches as evidenced as having a positive impact on attainment as evidenced by EEF.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches</a></p>	<p>3,4,5</p>
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**Targeted academic support** (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants deliver focused interventions. £10,000</p>	<ul style="list-style-type: none"> <li>• Evidence suggests that TAs should be used to add value to what teachers do and not to replace them.</li> <li>• The most effective use of TAs is to deliver high quality one-to-one and small group support using structured interventions.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,2,3,4,5</p>
<p>Maths resources and training to support EYFS staff to deliver the mastery of number. £1000</p>	<p>EEF research suggests that the teaching of Early Number in EYFS has +7 months impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p>	<p>5</p>
<p>Phonics Interventions £1000</p>	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in the</p>	<p>4</p>



<p>Implementation of additional targeted phonics interventions led by staff to improve standards in phonics.</p>	<p>development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> <li>• Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</li> <li>• Targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced these barriers to learning.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>	
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**Wider strategies** (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,220

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Education Welfare Officer. £1500</p> <p>Increase Attendance and Punctuality of children across the school including disadvantaged pupils through embedding the principles of Improving School Attendance.</p>	<p>Attendance and punctuality data for Pupil Premium pupils is strong due to current strategies in place and the aim is to maintain this by:</p> <ul style="list-style-type: none"> <li>• Communicating clear and consistent expectations about attendance to families</li> <li>• Identify pupils who are at risk of disengagement and develop plans to support their regular attendance including meetings, home visits and external agency support.</li> </ul> <p><a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</a></p>	6
<p>Enrichment and Physical Activity £3720</p>	<p>The provision of physical activities at a subsidised rate gives pupils access to benefits</p>	1,3

<p>Provision of access to extracurricular activities and visits including:</p> <ul style="list-style-type: none"> <li>• Access to before and after School Clubs which include physical activity and sport.</li> <li>• Support Residential Visits and other School Visits</li> </ul>	<p>and opportunities that might not otherwise be available to them.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity</a></p> <p>Off Site and residential visits are essential for children’s wellbeing and experience and provide memorable and inspirational learning opportunities.</p>	
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**Total budgeted cost: £65,120**

## Part B: Review of outcomes in the previous academic year

READING TA 2024 All Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (21) 22 in July	0	0%	18	82%	+18
Year 1 (29) 30 in July	18	62%	23	77%	+5
Year 2 (25) 26 in July	13	52%	19	73%	+6
Year 3 (29)	19	66%	19	66%	-
Year 4 (30)	17	57%	21	70%	+4
Year 5 (31)	18	58%	22	71%	+4
Year 6 (30)	19	63%	25	83%	+6
Total 195 (198)	104		147		+43
READING TA 2024 Pupil Premium Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (4)	0	0%	4	80%	+4
Year 1 (6) 7 in July	3	50%	4	57%	+1
Year 2 (4) 5 in July	1	25%	1	20%	-
Year 3 (9)	5	56%	5	56%	-
Year 4 (9)	3	33%	6	67%	+3
Year 5 (9)	3	33%	3	33%	-
Year 6 (7)	4	57%	6	86%	+2
Total 48 (50)	19		19		+10

WRITING TA 2024 All Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (21) 22 in July	0	0%	17	77%	+17
Year 1 (29) 30 in July	17	59	21	70%	+4
Year 2 (25) 26 in July	10	40%	15	58%	+5
Year 3 (29)	19	66%	19	66%	-
Year 4 (30)	13	43%	19	63%	+6
Year 5 (31)	9	29%	19	61%	+10
Year 6 (30)	17	57%	23	77%	+10
Total 195 (198)	85		133		+48
WRITING TA 2024 Pupil Premium Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (4)	0	0%	4	80%	+4
Year 1 (6) 7 in July	3	50%	4	57%	+1
Year 2 (4) 5 in July	1	25%	1	20%	-
Year 3 (9)	5	56%	5	56%	-
Year 4 (9)	3	33%	5	56%	+2
Year 5 (9)	0	0%	3	33%	+3
Year 6 (7)	3	33%	6	86%	+3
Total 48 (50)	15		28		+13

MATHS TA 2024 All Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (21) 22 in July	0	0%	17	77%	+17
Year 1 (29) 30 in July	23	79%	25	83%	+2
Year 2 (25) 26 in July	17	68%	20	77%	+3
Year 3 (29)	20	69%	21	72%	+1
Year 4 (30)	18	60%	21	70%	+3
Year 5 (31)	16	52%	19	61%	+3
Year 6 (30)	17	57%	21	70%	+4
Total 195 (198)	111		144		+33
MATHS TA 2024 Pupil Premium Pupils working at ARE+					
	Autumn Term		End of Summer Term		
	Pupils	Percentage	Pupils	Percentage	+/- Pupils
Reception (4)	0	0%	4	80%	+4
Year 1 (6) 7 in July	4	67%	5	71%	+1
Year 2 (4) 5 in July	1	25%	1	20%	-
Year 3 (9)	5	56%	5	56%	-

Year 4 (9)	4	44%	5	56%	+1
Year 5 (9)	2	22%	3	33%	+1
Year 6 (7)	4	44%	5	71%	+1
Total 48 (50)	20		28		+8

We will continue to evaluate the impact on each pupil at the end of each term through rigorous Pupil Progress Meetings.

Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions and 'extra' programmes which aim to raise progress.

Robust fortnightly attendance monitoring will be completed, together with weekly monitoring of those pupils who are deemed to be persistent absentees in order to try and diminish the gap between PP pupils and their peers.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A