

## Pupil premium strategy statement 2022 2023

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 Hubert's Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Local Governing Board
Pupil premium lead	Olga O'Beirne
Governor / Trustee lead	Bernard King

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,565
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,860

# Part A: Pupil premium strategy plan

## Statement of intent

At Our Lady and St Hubert's Primary School, we aim to use pupil premium funding to ensure all children achieve excellence and reach their full potential. The school draws from research alongside analysing individual and school group data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

### **Our ultimate objectives are:**

- To narrow the attainment gap between 'disadvantaged' and 'non-disadvantaged' pupils.
- For most 'disadvantaged' pupils to leave our school achieving ARE in reading, writing and maths.
- Identify the main barriers to learning for disadvantaged children
- To put interventions in place when progress has slowed
- To engage with parents and carers in the education of their child
- To refer to existing evidence about the effectiveness of different strategies
- To train all classroom staff in the strategies being used in school and the importance of this document
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- For all 'disadvantaged' pupils to reach their full potential and leave our school as independent and confident individuals.

School have written a spending plan for this academic year which details the challenges and success criteria and strategies towards achieving the above objectives.

### **Key principles of the strategy plan:**

- Identifying the specific challenges faced by **our** 'disadvantaged' and 'vulnerable' pupils
- Action plans put into place for each child
- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This means that not all children receiving Pupil Premium will be in receipt of **additional** support/interventions at one time- some support may be classroom based.
- Evaluate the strategy after implementing using baseline assessments, summative data and pupil voice feedback.

## Challenges

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

Challenge number	Detail of challenge
1	The amount of children, who are in receipt of Pupil Premium, who achieve <b>Greater Depth</b> is low. Reading 7%, Writing 4% and Maths 12.9%
2	The amount of children, who are in receipt of Pupil Premium, who are working at <b>Age Related Expectation</b> or above could be improved- particularly in <b>Reading, Writing and Phonics</b> . Reading 62%, Writing 54.2% and Phonics 58.3%
3	Quality first teaching is proven to be the most effective strategy to accelerate pupil progress. <b>Staff CPD</b> will focus on Rosenshine's pedagogy, Reading (including vocabulary and phonics) and differentiation.
4	Staff awareness of specific <b>SEND</b> needs can impact on a child's progress over time. Many of our children, who are in receipt of Pupil Premium funding, also have other learning and/or physical needs, which require extra support from class teachers and/or support staff.
5	A child's social, emotional and mental health ( <b>SEMH</b> ) can impact on a child's progress and attainment. Some of our children, who are in receipt of Pupil Premium funding, have needs which can affect their wellbeing and therefore hinder their progress.
6	As a school, we need to be aware of- and address- any <b>social and economic factors</b> that disadvantage children from accessing the same opportunities as their peers.
7	As a school, <b>attendance</b> last year was the low. Whole school 21-22- 93.79%, compare to Pupil Premium children which was 93.65%

## 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><b>I</b></p> <p>More children being targeted for Greater Depth in core areas</p> <p><b>Current:</b></p> <p><b>Reading 7%, Writing 4% and Maths 12.9%</b></p>	<p><b>Target:</b></p> <p><b>Reading 12%, Writing 8% and Maths 16%</b></p> <p>Pupil Premium action plans completed for every child by class teachers outlining their barriers to further progress.</p> <p>Pupil progress meetings carried out termly to identify any children who could be targeted to achieve GD.</p> <p>Staff have increased understanding of pupil premium children in their class and target effective provision – particularly through use of staff, with plans targeting children to achieve greater depth. Children have been identified who show GD potential.</p>

<p><b>2</b></p> <p>More children who are in receipt of Pupil Premium funding achieving ARE- particularly in Writing and Reading</p> <p><b>Current:</b></p> <p><b>Reading 62%, Writing 54.2% and Phonics 58.3%</b></p> <p>Staff to be more confident in how to support children who are not on track to make expected progress.</p> <p>More PP children pass phonics screening check and Year 2 resits</p> <p>School led tutoring and Recovery Funding used to target children with gaps in their knowledge in core areas</p>	<p>Pupil premium documentation completed by all staff members and new teachers guided by phase leaders on how to complete and what provision to plan for.</p> <p>Pupil progress meetings carried out termly to identify any children who are struggling to make expected progress. Through these meetings, progress, provision and practice monitored to ensure effective provision in place.</p> <p>Phase leadership embed pupil premium provision into meetings.</p> <p>Children’s reading diaries show more reading at home, which will impact on reading progress over time. PP children to be heard read throughout the week by a staff member.</p> <p>Staff CPD in core curriculum areas to provide more targeted support in reading, writing and maths. This will be through use of support staff, differentiation, scaffolding and targeted interventions.</p> <p>Core subject leaders to monitor and support staff through coaching and modelling.</p> <p>More staff deployed to run phonics groups so that the number of children in each group can be as low as possible. Further phonics training for all staff to be carried out in the Autumn term.</p> <p>Separate funding stream used for this.</p>
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<p><b>3</b></p> <p>Staff to be more confident in how to support children who are not on track to make expected progress.</p> <p>Children engaged in their learning and having high aspirations</p> <p>New curriculum being led and monitored effectively by subject leaders- ensuring all children have access to a broad and balanced curriculum.</p> <p>Subject leaders to support class teachers with assessment to ensure that all children can be supported and challenged when needed.</p>	<p><b>Target: At ARE or above- Reading 75%, Writing 60% and Phonics 65%</b></p> <p>Staff CPD in core curriculum areas to provide more targeted support in reading, writing and maths. This will be through use of support staff, differentiation, scaffolding and targeted interventions.</p> <p>Core subject leaders to monitor and support staff through coaching and modelling.</p> <p>Pupil voice carried out regularly regarding new curriculum- staff must ask at least 1 PP child per group.</p> <p>Embedding new curriculum, enabling relevant cross-curricular, deeper thinking curriculum encapsulating a broader curriculum delivered by staff.</p> <p>Pupil voice to be carried out regularly to gather children’s feedback on different subject areas.</p> <p>Teacher appraisal defines clear responsibility of subject leaders to monitor, analyse and report to Governors on the progress of targeted children in broader curriculum areas.</p> <p>Curriculum lead mentors subject leaders effectively.</p>
<p><b>4</b></p> <p>Staff fully aware of children’s SEND needs- whether this be physical, mental or emotional.</p> <p>Interventions carried out through the whole school to support the needs of the children.</p> <p>Speech and language support for children who have been identified as having a need.</p>	<p><b>Target: more children with SEND achieving ARE or higher</b></p> <p>Support from SENDCo in order to support children more effectively and ensure needs are being met. More children receiving SEND support should meet ARE in core areas.</p> <p>Staff have increased understanding of pupil premium children in their class and target effective provision – particularly through use of staff, with plans targeting children to fill gaps in their learning.</p> <p>Whole school intervention map produced</p> <p>Targeted support from S&amp;L advisor regularly in school</p> <p>Staff trained and guided by S&amp;L therapist in order to deliver sessions effectively.</p>

<p>5</p> <p>Children’s Social, Emotional and Mental Health is supported, nurtured and improved while at OLSH.</p> <p>Referrals made to outside agencies where necessary</p> <p>Staff ‘more present’ at significant times of the school day.</p>	<p>Contracted counselling service to targeted children to ensure their continual mental health and wellbeing is of a high priority. Specific work on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome.</p> <p>Monitoring of the PSHE scheme taught in classes to ensure that it is having an impact on the most vulnerable children and covers all of the aspects that they may be facing- in and out of school.</p> <p>Forest school sessions provided for children in EYFS and KSI to promote improvement in mental health and wellbeing and provide experiences that children may not have necessarily had.</p> <p>Close tracking of self-esteem and confidence, plus improved behaviours for lunch time and gauge emotional states of individuals most in need of designated adults. Includes tracking of <b>Safeguard</b> for known pupils.</p> <p>Parents have daily, easy access to Safeguarding and Inclusion Lead as she is on the school gate each morning to meet and greet. Will build relationships with parents and children as a person of trust. Greater percentage of staff on playgrounds at designated times – building relationships between home and school. This includes mornings and after school.</p>
<p>6</p> <p>Children in receipt of Pupil Premium funding will have access to all activities, enrichment and opportunities to ensure that they have a well rounded curriculum.</p> <p>All children will have encouraged and supported with a healthy nutritious diet while at school.</p> <p>Healthy cooking recipes and cooking life skills to be developed and then applied at home.</p>	<p>Parents financially supported so that children can take part in enrichment opportunities – visits out of school, afterschool/morning sports clubs, music tuition, residential... Access to school trips/experiences helps children to build a schema which links their learning to real life experiences- this helps them to remember more.</p> <p>Children encouraged to learn to play a tuned musical instrument for a year, learning to read music, focus and concentration improvements and develop a love of music.</p> <p>Healthy initiatives ensure children are healthy and well in their early years through enhanced provision such as sports coaching, food provision and extra-curricular activities.</p> <p>All PP children provided with a hot meal. Implementation of healthy snacks at break times – in KS2 pupil premium children to be provided with fruit/vegetables and milk.</p> <p>Cooking curriculum implemented across school; pupil premium children to be provided with ingredients. Sessions will cover aspects of healthy eating/living, including the life skills of learning a variety of cooking techniques across all year groups.</p>

<p>7</p> <p>Attendance figures will improve this year- particularly that of the children in receipt of Pupil Premium funding.</p> <p><b>21-22 whole school- 93.79% attendance (PP children 93.65%)</b></p>	<p><b>Target for school- 97% (National 96%)</b></p> <p>New pastoral lead will track and monitor attendance, communicating with parents/carers where this is an issue.</p> <p>Incentives introduced to aim to raise children's attendance</p> <p>Attendance officers to continue to chase parents and make home visits where necessary.</p>
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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: 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of Pedagogical approach across school (implementation of Rosenshine's Principles for learning). AB	EEF "Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence."  Evidence shows that teaching, following the pedagogical model (Rosenshine's Principles) enables children to know and remember more. A greater understanding for all staff across school in what each part of the principles looks like and how they can be implemented in lessons is needed.  CPD and practice across school has started on this journey, but requires further embedding.	1, 2, 3
Training for all staff- SEND S&L (13%) Attachment and trauma ASD ADHD Social and Emotional Learning (SEL)	EEF "Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology"  EEF "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1, 2, 3, 4, 5
CPD for all staff in delivering core lessons with a particular focus on reading and phonics  Staff meetings Modelling/coaching SLT	EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."  EEF "A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers."	1, 2, 3
CPD inked to foundation subjects and specific learning behaviours.	EEF "Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice."	1, 2, 3



Training for all staff on new assessment system	New assessment system will identify a specific year group (and where abouts within that year group) that children are working at. This will ensure that lessons/tasks are targeted more accurately and will also help leaders track progress.	1, 2, 3, 4
Training for support staff	EEF “Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions”  EEF “One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact.”	1, 2, 3, 4
ACEs training <b>for key staff</b>	Numerous global reports have concluded that Adverse Childhood Experiences (ACEs) impact on many areas of childhood and adult life. The NHS found, in a 2014 UK study on ACEs, 47% of people experienced at least one ACE with 9% of the population having 4+ ACEs (Bellis et al, 2014). Toxic stress from ACEs can negatively affect children’s brain development, immune systems, and stress-response systems. These changes can affect children’s attention, decision-making, and learning. Here are just some areas in which they impact directly on the person experiencing ACEs as a child. There is also a huge cost to society in NHS costs, social services, police and justice resources, housing, cost to the economy etc. <ul style="list-style-type: none"> <li>• Depression, and other mental health problems</li> <li>• Cognitive Development</li> <li>• Sleep Disruption</li> <li>• Lower Mental Well-being</li> <li>• Increases Criminality and Imprisonment</li> <li>• Lower life Aspirations and Lower Life Satisfaction</li> <li>• Educational failings</li> </ul>	5, 6
Growth mindset training/support NED’s mindset mission or similar.	The EEF are currently running trial groups to investigate the impact of changing children’s mindsets. Pupils who received the growth mindset workshops made an average of two additional months’ progress in both English and maths compared to those in the control group. This can be build into, and developed within, our 6Cs.	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: 46,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted support for key areas that can hinder learning and progress:</b></p> <p><b>Bespoke based on specific needs at OLSH across KS1 and KS2</b></p> <ul style="list-style-type: none"> <li>-Nurture</li> <li>-Language and Communication</li> <li>-Maths basic skills</li> <li>-Reading fluency</li> <li>-Speech and Language</li> <li>-Spellings</li> </ul> <p>Targeted support for Year 6 - HLTA</p> <p>Targeted support for Year 5</p> <p>Targeted support for Year 3 and 4</p> <p>Greater Depth writing support Year 6</p>	<p>Intervention in small groups allows for rapid progress. Delivered in line with Rosenshine pedagogy leads to children remembering more. Pre tutoring allows children the time to recap knowledge properly and build their schema effectively.</p> <p>EEF “Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</p> <p>EEF “Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p> <p>EEF “Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</p>	<p>1, 2, 4, 5, 6, 7</p>
<p><b>Use of external programs</b></p> <p>Wellcomm</p>	<p>EEF – “...there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity.”</p> <p>WellComm is a complete speech and language toolkit that operates in partnership with parents. It provides a means of tracking the progress of all children, regardless of ability. It also provides the opportunity to identify areas of concern in language, communication and interaction development, in order to ensure targeted early intervention.</p>	<p>2, 4, 6</p>
<p><b>Use of external programs</b></p>	<p>EEF – “The NELI programme is designed to improve the language skills of reception pupils with relatively poor spoken language, through</p>	<p>2, 4, 6</p>

NELI	scripted small-group sessions delivered by a trained teaching assistant or early years practitioner. The independent evaluation of this project in 193 schools found positive impacts on children's language, equivalent to about +3 months of additional progress for children receiving the 20-week intervention in reception."	
<b>Use of external programs</b>  Sandwell Writing Intervention  Year 5 and 6	This intervention has been run many times before at school and we have several trained staff. The sessions provide opportunities to 'catch up' and secure the basics of writing in clear, targeted sessions.	2, 4
<b>Use of external programs</b>  BRP  Years 4, 5, 6	Boostingreading@primary is a proven good practice intervention. On average, pupils make gains of over four times the expected rate of progress. On average pupils make Reading Age gains of over 12 months during the 10 week period of intervention.	2, 4, 6
<b>Use of School Led Tutoring and Recovery Funding</b> to support PP children to close gaps in learning due to COVID pandemic.  Year 1 and 2 – Monday and Tuesday Year 3 and 5 – Wednesday and Thursday Year 4- Friday  <b>Includes small groups and 1:1 work</b>	<b>Separate funding stream</b>  EEf Evidence: Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.  EEF 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas'	1, 2, 4
<b>Other strategies being considered:</b>  New vocabulary sessions  Spelling attainment- purchase subscription for something?  1:1 phonics groups in the afternoon  PP readers	Vocabulary has been highlighted by SLT as a weakness in recent years, when it comes to SATs and in other year group's assessments. Research by the VP has identified the need to teach 'Tier 2' vocabulary- which is not subject specific vocabulary and not high frequency words.  Spelling attainment could be improved throughout the school- a software package	2, 4, 6

	<p>(along the lines of TTRS) could help to engage the children at home and build on knowledge.</p> <p>Extra phonics groups in the afternoon will support PP children who are currently working below ARE- this will prepare them for the phonics screening check.</p> <p>Daily reading will help children to build up their sight vocabulary and improve their fluency.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 35,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wider Curriculum</b></p> <p>Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking) e.g. theatre, residentials, swimming, music lessons, clubs</p> <p>Target uptake of music lessons</p>	<p>Links between barriers to learning, paucity of language and SEMH.</p> <p>All pupils have the opportunity to attend a school trip each year.</p> <p>Evidence shows that participating in some of these activities raises aspiration.</p> <p>Participation in activities such as music lessons impacts on attainment.</p>	5, 6, 7
<p><b>Diet</b></p> <p>Hot meals provided at lunch times</p> <p>Provision of milk/fruit/toast/other items where pupils are in need.</p>	<p>Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school.</p> <p>Pupils from disadvantaged backgrounds may not have these benefits as standard.</p>	2, 5, 6
<p><b>New Pastoral Lead</b> to enable coordinated services for children encapsulating SEMH and family support, attendance and wellbeing.</p> <p>Inclusion Lead to be on gate daily, speaking with parents, monitoring punctuality and following up absence with first day calling – easily accessible</p>	<p>EEF “Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully”</p>	5, 6, 7

<p>to parents and professionals on designated phone number.</p> <p>Inclusion Lead role now includes close liaison with Designated Teacher for LAC and attendance at LAC/PEP events.</p>	<p>Services for targeted children are coordinated and provide a holistic perspective on progress and well-being.</p> <p>PL is easily accessible to children, parents and professionals ensuring rapid response to issues and proactive support which has a positive impact at the time of need.</p> <p>Attendance and punctuality is rigorously tracked, with punctuality issues known – services to improve coordinated and relationships with families harnessed to bring about better outcomes for children.</p> <p>LAC children receive coordinated care with professionals working in partnership to provide targeted and networked support.</p> <p>Groups created based on needs e.g. Nurture group</p>	
<p>Murray Hall Trust</p>	<p>More and more children in school are struggling with their emotions and mental health which can often result in poor behaviour choices and emotional outbursts- both at home and at school. Murray Hall Trust are a therapeutic service who work with children-identified by school- who need some support or guidance with their feelings, worries or behaviour. Most children are referred by teachers/school staff, but some can be referred by parents. We have seen an increase in children suffering with anxiety since COVID, so this is one of the reasons that all spaces each half term have been taken.</p>	<p>5, 6</p>
<p>Parent sessions 1 per half term Targeted initially at PP parents</p>	<p>EEF “Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	<p>6, 7</p>
<p><b>Cooking curriculum</b></p> <p>Children taught cooking skills from reception to Year 6, gaining the knowledge of a range of skills, recipes and the importance of healthy eating.</p> <p>Ingredients provided for pupil premium children across the year.</p>	<p>Research shows that pupils from disadvantaged backgrounds are more likely to be obese, therefore putting long term health at risk.</p> <p>Better education within this area will provide children greater opportunity to make better choices when it comes to cooking and healthy eating.</p>	<p>6</p>
<p><b>Engagement in school</b></p> <p><b>Reading and writing</b></p>	<p>Incentives have proven to help to engage children in their learning- especially when it comes to learning at home. Children will read more at home and have more willingness to work at home if there are</p>	<p>1, 2, 4, 5</p>

<p>Prizes for termly writing competitions (incl Book binding)</p> <p>Reading raffle prizes</p> <p><b>Attendance</b></p> <p>Class prizes</p>	<p>competitions to work towards. Reading regularly at home will improve children's fluency and also promotes parental involvement. The reading raffle will also ensure that staff are signing reading diaries regularly.</p> <p>Classes become very competitive when it comes to attendance awards, and this can encourage children to come to school to earn points/trophies etc..</p>	<p>7</p>
<p><b>Suggested strategies to target SEMH of PP children at OLSH</b></p> <p>Bereavement support</p> <p>Happy minds scheme</p> <p>Peer mediation scheme- quaker project</p> <p>Quo Vadis- Catholic mental health intervention</p> <p><u>Other:</u> Access to devices- homework/communication</p> <p>Magazine subscriptions</p> <p>After school tech/code club funded</p> <p>iRock music club</p>	<p>There are lots of PP children (and non PP children) who are struggling with an aspect of SEMH. There are lots of strategies available that can support children in this area, and in turn, support them with their learning. We have a number of children in school who have lots a parent.</p> <p>Short interventions (that can be whole class) to provide opportunities to talk about feelings and to learn about the brain. (To be trialled with a group of KS2 PP children)</p> <p>Targeted at Year 5, children are trained to be mediators and to solve peer disputes fairly.</p> <p>Weekly sessions looking to the Saints for guidance and providing opportunities to talk about hopes, fears and worries.</p> <p>Ensuring all children have access to devices to support with learning. This could be on a loan basis.</p> <p>Ensuring children are 'kept in touch' with the 'real world' and current events.</p> <p>To engage the children (predominantly PP) in skills for life- coding, programming etc...</p>	<p>2, 4, 5, 6, 7</p>

**Total budgeted cost: 106,108**



# 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.

### OLSH Pupil Premium Outcomes 21-22

#### Quality of teaching, Learning and CPD

Individual Pupil Premium Plans were completed for **each child** by class teachers at the start of **each term**. These plans outlined the child's strengths and weaknesses and detailed how the child would be supported both academically and emotionally. These plans are reviewed at the end of each term and new targets set for the next term. Quality first teaching is at the heart of these plans and staff must always be aware of who the PP children are in their class and use relevant approaches, resources, pedagogies learnt and guidance from leaders in order to ensure that these children progress.

<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
62% ARE or higher	54.2% ARE or higher	67.3% ARE or higher

Reading:

Reading books were rebranded in order to match children's fluency and comprehension abilities more accurately, which will in turn aid further progression. All KS2 children completed an assessment to give a Lexical score, so that book bands were assigned more accurately. KS1 'book bag books' purchased so that phonic knowledge matches with home reading books, this reinforces phonics sounds learnt in school and will aid progression. CPD completed on how to teach reading ensuring planning is clearer and incorporates teaching, modelling and a variation of tasks/outcomes. This has been evident in monitoring throughout the school, but needs further embedding. End of KS2: 80% of PP children working at ARE or above. KS1 reading will be an area of significant support next year, which includes Phonics.

Pedagogical approach:

CPD has focused on Rosenshine's Principals and ensures staff feel more confident with the following areas: Building knowledge (Managing cognitive load and revisiting prior learning); Developing teaching techniques (Instruction, Modelling, Monitoring and feedback); Embedding practice (Providing prompts and cues, Prompting action planning, Encouraging monitoring and Prompting context specific repetition). This way of teaching ensures teachers recap and review prior learning, helping children to know more and remember more. Teaching staff- both teachers and LSA's- were given support from the SENDCo to develop strategies to enhance children's outcomes in the classroom. 9 PP children receive support for various SEND with 29% of PP children working below ARE in core areas. This support will continue to be a focus next year.

#### Targeted academic support:

Targeted support:

Through small group interventions, PP children were targeted across the main core areas using a mixture of Pupil Premium funding and Government catch up funding. Baselines were carried out at the start of the period and then revisited to see progress. Progress was seen across all core areas, although the percentage of PP children working at ARE or higher continues to be a focus. Reading 60.4% (Autumn 21) 62.4% (Summer 22), Writing 49% (Autumn 21) 54.2% (Summer 22), Maths 64% (Autumn 21) 67.3% (Summer 22). In some small groups, basic skills were targeted which allowed children to fill gaps in



their learning, possibly an impact of COVID lockdowns. Although some children did not make it to ARE, data from baseline assessments showed good progress had been made. Example statistics:

Child A - R ↑53%, W ↑83%    Child B- R ↑37%, W ↑17%, M ↑64%    Child C- W ↑45%, M ↑67%

Other support:

This year, we increased the hours of our Senior Speech and Language NHS specialist. 8 PP children require extra support receive regular S&L support. Support staff have been supported by SENDCo and Senior S&L specialist to implement actions and interventions.

### **Wider curriculum**

Trips:

All year groups went on visits to various locations to help enhance their learning in a particular subject area. Funding was used to ensure that all children in receipt of Pupil Premium attended these trips- which included residential. These visits are imperative in building life skills and experiences, which not only help the children to link learning together and build a more stable schema, but also promote and put into practise our 6Cs.

Diet:

Children who receive Pupil Premium funding also receive a free nutritious meal each day. They also have the option of milk and a fruit snack continuing through KS2. Children in each year group- both Pupil Premium eligible and those who aren't- cook healthy recipes 6 times per year. These recipes have been carefully planned in order to teach a progressive set of skills that children can apply at home.

SEMH:

Continued to use outside agency, Murray Hall Trust, to support with children's SEMH needs. These sessions, although open to all children, have been prioritized for use of PP children. This year 7 out of the 18 children seen were PP and these therapy sessions lasted for half a term. Parents were asked for feedback in terms of how the sessions helped their child's mental health and wellbeing in general. Example of feedback: 'He smiles and laughs again and is much more relaxed about 'everything' including his attitude towards school and learning.'

Children also had access to a Pastoral Lead who carried out regular drop ins when necessary. Sometimes these were planned sessions, but others were not planned and reacted to an immediate issue which was stopping a child from learning. Children knew that they had someone who they could talk to and who was available, which meant that they could return to their learning as quickly as possible. One child commented, 'sometimes I would find it hard to concentrate if I had worries on my mind and there were times in the past when I didn't want to come to school. Now I know that I can talk about my worry straight away and someone will help me to understand my emotions- then I can focus better on my learning.'

Targeted group focusing on anxiety and resilience, lead by the Mental Health Lead, supported children with understanding the triggers of anxiety and spotting signs that they were feeling anxious. The children then explored ways/strategies to deal with their feelings themselves. Once child said, 'I really enjoyed going out to complete the sessions. I could tell that I had improved in managing my anxiety as I wasn't worried about coming to school as much anymore.'

Parent support:

Parents were consulted on how we can better support them with their child's emotional needs. We held a parent workshop, led by an experienced parent support worker, which aimed to help parents understand how they can support their child with their worries and anxieties and how sometimes parents can make small changes to their parenting to prevent these things

happening in the future. One example of feedback from a PP child: I feel re-energised in my connection to \*\*\* and ready to make some major changes just in time for the school holidays! Thank you so so much for everything you have done to support myself and \*\*\*! I'm seeing more and more of my happy, sassy girl and I love it!

## 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
NELI	Nuffield Foundation Education