

Pupil premium strategy statement 2021 2022

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 Hubert's Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ms O' Beirne
Pupil premium lead	Mr A Brown
Governor / Trustee lead	Mrs S Houghton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,435
Recovery premium funding allocation this academic year	£9860 estimate (68 x £145 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,295

Part A: Pupil premium strategy plan

Statement of intent

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

Our ultimate objectives are:

- Collected and analysed data on groups and individual pupils, and monitored this over time
 - Focused on teaching quality
 - Identified the main barriers to learning for disadvantaged children
 - Put interventions in place when progress has slowed
 - Engaged with parents and carers in the education of their child
 - Referred to existing evidence about the effectiveness of different strategies
 - Trained all classroom staff in the strategies being used in school
- Secured staff commitment to the importance of the pupil premium agenda

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 your strategy plan:

- ✚ Identifying the specific challenges faced by our disadvantages and vulnerable pupils
- ✚ Creating a strategy spending plan to address key challenges
- ✚ Using evidence to assess the merit of the activity before implementing it
- ✚ Evaluate the strategy after implementing
- ✚ Outcome will inform whether to sustain or stop an activity

Challenges

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

Challenge number	Detail of challenge
1	Less PP children achieve greater depth in core subjects combined with increased numbers of pupils with speech and language issues including EAL.

2	A number of staff across the school are recently or newly qualified – NQTs did not complete full programme of CPD due to Covid-19
3	Recent changes made to curriculum. Curriculum implemented in September 2020 but disrupted due to the impact of Covid-19). Curriculum therefore needs fully embedding.
4	Safeguarding, social and emotional barriers to learning: increased number of children and families experiencing mental health issues (also as a result of COVID-19)
5	Social and economic factors including life experiences, EAL and ability of families to support
6	Accessibility and breadth of physical, artistic and creative experiences outside of school
7	Diet/Health habits lead to lack of concentration in class

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><i>Pupils achieve speech & language milestone targets.</i></p> <p><i>Improvement seen in phonics assessment and spelling data of targeted children</i></p> <p><i>Percentage of PP children achieving GD increases (currently 51%)2019 data</i></p>	<p>Increased hours of Senior Speech and Language NHS specialist - TAs trained and supported by LA provision and Senior S&L specialist to implement SL action plans.</p> <p>Small targeted groups of maximum 10 pupils taught by highly trained staff to deliver synthetic phonics programme.</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.</p> <p>Pupil Premium action plans completed for every child by class teachers</p> <p>Staff CPD in core curriculum areas to provide more targeted support in reading, writing and maths</p> <p>Staff CPD targeted at providing support for EAL children</p>
<p><i>Staff have increased understanding of pupil premium children in their class and target effective provision with support from Phases leaders.</i></p>	<p>Staff made aware of expectations or policy and procedure regarding Pupil Premium children.</p> <p>Phase leadership embed pupil premium provision into meetings.</p>

<p>Progress of PP children above national average (2019 data)</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>Through regular pupil progress meetings, progress, provision and practice monitored to ensure effective provision in place.</p> <p>Full programme of CPD planned for targeted members of staff</p>
<p>Pupil Voice reflects children’s engagement in new curriculum – showing greater personal aspirations.</p> <p>Teachers demonstrate better understanding of pupil’s progress in all subject areas.</p> <p>Progress in all wider curriculum areas shows improving picture.</p>	<p>Embedding new curriculum, enabling relevant cross-curricular, deeper thinking curriculum encapsulating a broader curriculum delivered by staff.</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. Pupil Premium tracking systems include the barriers to learning in broader curriculum areas, interventions and progress.</p> <p>Curriculum lead, mentors subject leaders effectively.</p>
<p>Pupil/Parent Voice reflects that children are happy at school and feel safe.</p> <p>Parent Voice reflects that school staff available and approachable</p>	<p>Contracted counselling service to targeted children to ensure their continual mental health and wellbeing. Specific work on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome.</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 Safeguard for known pupils and personalised responses.</p> <p>All pupil premium children ‘RAG rated’ on individual action plans, to ensure needs are catered for.</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>From January - Continual support of Safeguarding and Inclusion Lead coordinates services for targeted children – bringing together harmonious support for targeted children which results in continually high attendance, close parental relationships and at least sustained progress across the curriculum.</p> <p>From January - Parents have daily, easy access to Safeguarding and Inclusion Lead as she is on the school</p>

	<p>gate each morning to meet and greet. Known, established person of trust ensuring high level engagement with parents. Greater percentage of staff on playgrounds at designated times – building relationships between home and school.</p>
<p><i>Pupil voice and triangulated information shows pupils are happy at school, have access to a wide range of communication methods which ensure inclusion, access a wide range of experiences that may be beyond their family's reach.</i></p> <p><i>Parents confident in accessing school for support.</i></p> <p><i>Uptake in afterschool provision/music tuition</i></p>	<p>Target children with enrichment opportunities – visits out of school, afterschool/morning sports clubs, music tuition:</p> <p>Allowing targeted children the ability 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>Access to school trips, outings and experiences which broaden the experiences of targeted children.</p>
<p><i>Children will arrive to school on time and well prepared for the day having eaten healthily.</i></p> <p><i>Children concentrate more in lessons</i></p> <p><i>Children less likely to disregulate due to the start to the day that they have had.</i></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.</p> <p>All PP children given the opportunity to have milk at break times.</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>Implementation of healthy snacks at break times – pupil premium children to be provided with fruit/vegetables.</p> <p>Breakfast club option for all PP children</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: £33,856.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in delivering core lessons with a particular focus on reading	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	1,2,3
CPD for newly/recently qualified members of staff or new to school	Newly/recently qualified teachers or teachers new to school will have less understanding of how to target pupil premium children in school, which may not lead to the accelerated progress for PP children.	1,2,3
CPD for teachers with identified areas of weakness	Teachers with weaker practice including behaviour management will have less impact on PP children.	1,2,3
Continued development of Pedagogical approach across school (implementation of Rosenshine's Principles for learning).	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 support staff	CPD for support staff targeted at how they can better support staff and pupils in lessons.	1,2,3

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

Budgeted cost: £ 20,359.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for Year 3/4 classes</p> <p>9 out of 30 children PP in class.</p> <p>Interventions delivered by support staff.</p> <p>To improve pupil engagement in their learning and pupils knowing their next steps through targeted tuition from personalising learning and setting targets</p>	<p>Sutton Trust shows benefit of 1:1 and small group strategies</p> <p>Disadvantaged pupils and those with language needs may have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.</p>	<p>1,3</p>
<p>Targeted support for Year 6</p> <p>To improve pupil engagement in their learning and pupils knowing their next steps through targeted tuition from booster book, personalising learning and setting targets</p>	<p>Sutton Trust evidences impact of 1:1 and small group provision</p> <p>Disadvantaged pupils and those with language needs may have improved access to resources and appropriate adult support through this provision coming from school, impacting on progress and attainment.</p>	<p>1,3</p>
<p>Targeted support for Pupil Premium children led by HLTA</p>	<p>Sutton Trust evidences impact of 1:1 and small group provision</p> <p>Intervention in small groups allows for rapid progress. Delivered in line with Rosenshine pedagogy leads to children remembering more.</p>	<p>1,3</p>

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

Budgeted cost: £34,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Curriculum</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>	<p>4,5,6</p>
<p>Dietary Needs</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>	<p>7</p>
<p>From January Inclusion Lead 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 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>SIL 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>4,5</p>

<p>Cooking curriculum</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>Cooking lead to plan sessions for all children to cook once a half term. Curriculum will enable children to leave primary school with a variety of cooking skills as set out in progressive curriculum, having cooked 42 different recipes.</p> <p>Sessions will include tuition on healthy eating and balanced diets.</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>5,7</p>
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Total budgeted cost: £ 88,435

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.

Aim	Impact
CPD focus on reading. Pupil premium children achieving expected or greater standard closing the gap between other pupils	Pupil premium with identified gaps received a mixture of extra support and quality First teaching. Pupil premium pupils also received extra sessions through Covid catch up funding 40% Expected 40% Better than expected
Poor engagement with learning	Covid and various bubbles being closed this year has had a huge impact, however, during lockdown, attendance to virtual learning via Seesaw was monitored daily. Parents were required to complete a virtual register. If a child was not engaging, parents were contacted. Where children (and parents) continued to disengage, SLT were consulted. 'Wellbeing calls' home also supported this process as sometimes attendance was due to bereavements and family circumstances. These calls enabled early Help and support to be put in place as soon as possible.
Accessibility and breadth of physical, artistic and creative experiences outside of school	Although many trips were cancelled due to Covid. Some trips did happen in the summer term. Peripatetic lessons took place for pupil premium (approx. 20 pupils). New Pupil premium were encouraged to take up lessons.
To improve Y5 & Y6 pupil engagement in their learning and pupils knowing their next steps through targeted tuition from booster book, personalising learning and setting targets	Year 6 Combined: 60% Expected Progress 40% Better than expected Progress Year 5 Combined:

	100% Expected Progress
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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