# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Our Lady and St Hubert’s Primary School |
| Number of pupils in school | 420 |
| Proportion (%) of pupil premium eligible pupils | 17.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2023/2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Local Governing Board |
| Pupil premium lead | Ms O’Beirne |
| Governor / Trustee lead | Mr King |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £97,485 |
| Recovery premium funding allocation this academic year | £10,005 |
| 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 | £107,490 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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. Our previous Pupil Premium strategy has now been reviewed and updated for the academic year 2023-2024. This review has allowed us to refocus on the challenges that are **now** prevalent across **our** school community and although some barriers may remain the same, it is important to ensure that we are focussing the pupil premium in the areas that are most needed by **our** pupils and their families. 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 all ‘disadvantaged’ pupils to reach their full potential and leave our school as independent and confident individuals * To engage with parents and carers in the education of their child * To refer to existing evidence about the effectiveness of different strategies * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   School have written a spending plan for this academic year which details the 7 key challenges- identified by Senior Leaders- along with success criteria and strategies towards achieving our ultimate objectives.  **Key principles of the strategy plan:**   * Identifying the specific challenges faced by **our** ‘disadvantaged’ and ‘vulnerable’ pupils * Ensuring that all stakeholders (teachers, leaders, parents..) are involved and aware of this strategy and know their role in ensuring this happens. * Ensuring that teaching and learning opportunities meet the needs of **all** 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.   Quality first teaching is fundamentally important to the attainment and progress of all of our pupils, regardless of their eligibility for the Pupil Premium. As a proven strategy for closing the disadvantage gap, focussing on **high quality teaching** is central to our approach to spending the Pupil Premium funding. This includes staff CPD and mentor support from our Senior Leaders in order to ensure that **all** children make progress. Our focus, however, is not simply on academic performance but also on supporting children with their mental health and wellbeing, while providing all of our children with access to a well-balanced curriculum, including enrichment opportunities, experiences and extra curricular activities. This will not only enhance understanding, but will strengthen and build pupils’ personal development, their emotional health and mental wellbeing as well as developing a broader cultural capital among disadvantaged children. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The amount of children, who are in receipt of Pupil Premium, who achieve **Greater Depth** is low. 2023 data: Reading 5.3%, Writing 4% and Maths 12% |
| 2 | The amount of children, who are in receipt of Pupil Premium, who are working at **Age Related Expectation** or above could be improved- particularly in **Writing.** 2023 data: Reading 60%, Writing 41.3% and Maths 58.7% |
| 3 | Quality first teaching is proven to be the most effective strategy to accelerate pupil progress. **Staff CPD-** including coaching and modelling from SLT- will ensure that staff are planning for progress of every child, supporting and challenging effectively. |
| 4 | Staff awareness of specific **SEND** 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 (**SEMH**) 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 **social and economic factors** that disadvantage children from accessing the same opportunities as their peers. |
| 7 | As a school, **attendance** last year was lower than the national average by 0.8%. 2023 statistics- 94.18% and those children in receipt of Pupil Premium was 93.05%. 27% of the ‘persistent absentees’ are children in receipt of Pupil Premium. |

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| **1**  The amount of children, who are in receipt of Pupil Premium, who achieve **Greater Depth** is low.  2023 data: Reading 5.3%, Writing 4% and Maths 12% | **Target: Reading 7%, Writing 6% and Maths 16%**  Staff have increased understanding of pupil premium children in their class and target effective provision – particularly through use of staff and opportunities for intervention groups.  Pupil progress meetings carried out termly to identify any children who could be targeted to achieve GD. Any child identified as PP must have actions and barriers completed.  Aspirational targets set for all PP children (in consultation with class teacher) so that they can be targeted to make accelerated progress. |
| **2**  The amount of children, who are in receipt of Pupil Premium, who are working at **Age Related Expectation** or above could be improved- particularly in **Writing.**  2023 data: Reading 60%, Writing 41.3% and Maths 58.7%  (Phonics not a concern at 92%)  Staff to be more confident in how to support children who are not on track to make expected progress.  School led tutoring and Recovery Funding used to target children with gaps in their knowledge in core areas | **Target: Reading 66%, Writing 50% and Maths 64%**  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.  Phase leadership embed pupil premium provision into meetings.  Aspirational targets set for all PP children (in consultation with class teacher) so that they can be targeted to make accelerated progress.  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.  Core subject leaders to monitor and support staff through coaching and modelling.  Children identified through end of year data and targets identified through baseline assessments and through termly Pupil Progress meetings.  Separate funding stream used for this.  Children’s reading diaries will be monitored to ensure more reading at home, which will impact on reading progress over time. PP children to be heard read aloud regularly. |
| **3**  Quality first teaching is proven to be the most effective strategy to accelerate pupil progress. **Staff CPD-** including coaching and modelling from SLT- will ensure that staff are planning for progress of every child, supporting and challenging effectively.  Children engaged in their learning and having high aspirations  Curriculum areas to be led and monitored effectively by subject leaders- ensuring all children have access to a broad and balanced curriculum.  Subject leaders to support class teachers with assessment to ensure that all children can be supported and challenged when needed. | 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.  Core subject leaders to monitor and support staff through coaching and modelling.  VP to model lessons to teachers regularly, particularly to our newer teachers.  Pupil voice carried out regularly regarding new curriculum- staff must ask at least 1 PP child per group.  Embedding new curriculum, enabling relevant cross-curricular, deeper thinking curriculum encapsulating a broader curriculum delivered by staff.  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.  Subject leaders to analyse data regularly and be proactive with support for staff and the needs of the children.  Curriculum lead to mentor subject leaders effectively. |
| 4  Staff awareness of specific **SEND** 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.  Interventions carried out through the whole school to support the needs of the children.  Speech and language support for children who have been identified as having a need. | **Target: more children with SEND achieving ARE or higher**  Staff voice will show where people need the support in order to help children with SEND to progress in their learning.  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.  Staff have increased understanding of pupil premium children, who also have SEND, in their class and target effective provision – particularly through use of staff, with plans targeting children to fill gaps in their learning.  Whole school intervention map produced and- where possible- staff deployed to the needs of the whole school, not just classes/phases  Wellcomm Primary will be purchased and used to identify and prioritise S&L need of children. 22% of PP children have a S&L need.  Targeted support from Enhanced Speech and Language therapist who attends school weekly  Staff trained and guided by S&L therapist in order to deliver sessions effectively. |
| 5  Children’s Social, Emotional and Mental Health is supported, nurtured and improved while at OLSH.  Referrals made to outside agencies where necessary  Staff ‘more present’ at significant times of the school day. | My Happy Minds scheme introduced to teach children about mental health and help them to understand, acknowledge and deal with their emotions and feelings. This will be a whole school project and will include support for parents.  New contracted wellbeing service to target 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.  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.  Forest school sessions will continue to provide ‘other opportunities’ for children in school. Success away from academia can promote improvements in mental health and wellbeing.  Initial concern forms will be more established so that SENDCo and Pastoral lead can support any children who are raising concerns regarding mental health. Includes tracking of ***Safeguard*** for known pupils.  Parents have daily access to members of SLT, who are on the gate at the end of each day. Pastoral Lead is on the school gate each morning to meet and greet. This helps to strengthen relationships with parents and children. |
| 6  As a school, we need to be aware of- and address- any **social and economic factors** that disadvantage children from accessing the same opportunities as their peers.  All children will have encouraged and supported with a healthy nutritious diet while at school.  Healthy cooking recipes and cooking life skills to be developed and then applied at home. | Parents financially supported so that children can take part in enrichment opportunities – visits out of school, afterschool/morning sports clubs, music tuition, residentials... 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.  Children encouraged to learn to play a tuned musical instrument. Studies show that learning to play an instrument and read music can improve children's focus and concentration.  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.  All PP children provided with the option of a free hot meal.  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. |
| 7  As a school, **attendance** last year was lower than the national average by 0.8%.  2023 statistics- 94.18% and those children in receipt of Pupil Premium was 93.05%.  27% of the ‘persistent absentees’ are children in receipt of Pupil Premium. | **Target for school- 96% (National 95%)**  Pastoral lead, along with new impartial attendance advisors, will track and monitor attendance, communicating with parents/carers where this is an issue. Attendance officers to continue to chase parents and make home visits where necessary  Incentives introduced to aim to raise children's attendance.  In the academic year 22-23, 19 PP children have an attendance below 90%. This figure must improve. |

## 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: £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole school reading training- ‘The Art and Science of teaching Reading’ Christopher Such | [General pedagogy – Primary Colour (home.blog)](https://primarycolour.home.blog/category/general-pedagogy/) | 1, 2, 3 |
| Senior leaders to model core lessons to support teachers’ development | Mentoring and coaching can be an important source of support, particularly for early career teachers. [EEF recommended support list](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833)  There is evidence that mentoring can have positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacherstudent interactions, and an improved classroom environment. However, further research is needed. [National Institute of Teaching case study](https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf) | 1, 2, 3 |
| CPD to ensure quality first teaching has an impact on **all** children | Systematically and strategically implementing staff CPD improves the pedagogy and rates of attainment for learners.  [EEF link](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics) | 1, 2, 3, 4 |
| Specific SEND/SEMH CDP for all staff to ensure that the curriculum is adapted to enable all children to access the curriculum and make progress. | ‘Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.’  ‘Across all schools, the number of pupils with SEND has risen for the third consecutive year. Pupils with SEND are more likely to be eligible for free school meals (28% compared to 13% of pupils without SEND),7 and may have lower levels of wellbeing.’  [EEF SEND guidance](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1700212816) | 4, 5 |

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

Budgeted cost: £50,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Wellcomm Primary- assessments and targeted intervention groups | EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches typically have a very high impact and increase young children’s learning by seven months. They involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.  [EEF language approaches](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches) | 2, 4, 5, 6 |
| Lego therapy sessions to promote more understanding of social language | 2, 4, 5, 6 |
| SULP- social understanding of language programme | 2, 4, 5, 6 |
| Targeted speech and language intervention  1:1 or small group | 2, 4, 5, 6 |
| ACE’s training for all staff | Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice.  [EEF review SEL](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 1, 2, 4, 5, 7 |
| Pastoral lead dedicated time for bespoke Mental Health and Wellbeing sessions with children | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income  There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:  • Improved social and emotional skills;  • improved academic performance  • improved attitudes, behaviour and relationships with peers;  • reduced emotional distress (student depression, anxiety, stress and social withdrawal);  • reduced levels of bullying;  • reduced conduct problems; and  • improved school connection  [EEF SEL in practise](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1700199672) | 1, 2, 4, 5, 6, 7 |
| My Happy Mind scheme- whole school approach | 1, 2, 4, 5, 6, 7 |
| School Based Tutoring/Recover funding  1:1 and small group core tuition | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  One to one tuition | EEF (educationendowmentfoundation.org.uk)  Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF | 1, 2, 4, 6 |

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

Budgeted cost: £36,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance support for children and families  -Pastoral lead dedicated time  -Out sourced Attendance Officer | Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.  EEF  All schools have a continuing responsibility to proactively manage and improve attendance across their school community. As set out in section 1, attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone’s responsibility in school.  The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.  [DfE attendance review](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf) | 1, 2, 4, 5, 7 |
| Wider opportunities-  Music lessons, trips, residentials, computer after school club… | Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. EEF  Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: [Research findings- wider experiences](https://www.researchgate.net/publication/354502967_Enrichment_Theory_Research_and_Practice)  All pupils have the opportunity to attend at least 3 school trips each year. Evidence shows that participating in some of these activities raises aspirations and build schema which adds information to children’s long term memory. Participation in activities such as music lessons impacts on children’s concentration and can impact positively on attainment. | 1, 2, 5, 6 |
| Food and nutrition- daily milk and fruit, daily hot meal | Research shows that pupils benefit if they are hydrated and nourished and have the things they need for school. Pupils from disadvantaged backgrounds may not have these benefits as standard.  Add evidence/link | 6, 7 |
| Cooking curriculum | Research shows that pupils from disadvantaged backgrounds are more likely to be obese, therefore putting long term health at risk.  *‘Disadvantaged children born at the start of the 21st century weighed up to 5kg more in their childhood and early teenage years than those from more privileged backgrounds’.* [University College London](https://www.ucl.ac.uk/ioe/news/2018/mar/children-lower-social-classes-5kg-heavier-their-more-advantaged-peers-study-finds#:~:text=peers%2C%20study%20finds-,Children%20from%20lower%20social%20classes%20up%20to%205kg%20heavier,more%20advantaged%20peers%2C%20study%20finds&text=Disadvantaged%20children%20born%20at%20the,those%20from%20more%20privileged%20backgrounds.)  Better education within this area will provide children greater opportunity to make better choices when it comes to cooking and healthy eating. | 5, 6 |
| Wellbeing Crew  -Pupil ambassadors  -1:1 therapy sessions | ‘Without the experience of happiness and a sense of wellbeing in our lives, it is difficult to thrive and to become the best we can. Our research has shown that a significant number of children in the UK have low levels of wellbeing, this has great impact on their childhood and life chances.‘ <https://thewellbeingcrew.co.uk/>  1 in 6 children and young people have a diagnosable mental health problem.  1 in 5 children aged 10-17 in the UK have reported being unhappy with their lives  76% of children, aged between 5-15 years suffer with depression  1 in 10 boys aged 5-19 with a mental health condition are excluded in some form from school | 1, 2, 4, 5, 7 |
| Edwards trust- Rainbows training course | Some of our children, who are in receipt of Pupil Premium, have experienced the bereavement of a parent. We wanted to explore how we can best support these children with their own wellbeing. We know how this loss can impact on a child’s mental health and confidence in character. | 1, 2, 5, 7 |
| Competitions/incentives  -Writing  -Spelling  -Attendance  -Reading raffle | 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 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.  Classes become very competitive when it comes to attendance awards, and this can encourage children to come to school to earn points/trophies etc.. | 1, 2, 6, 7 |

Total budgeted cost: £115,000

## 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*

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| Programme | Provider |
| My Happy Minds | My Happy Mind (NHS backed) |
| BRP | Education works |
| Wellcomm Primary | GL Assessment |