

Pupil premium strategy statement - Our Lady of Grace RCP

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2023 to 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Pupil premium lead	Mr T Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36375
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£40000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

The below table details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Data Analysis highlights attendance as a key challenge for this group.

2	Assessments, observations, and discussions with pupils suggest that disadvantaged children at Our Lady of Grace benefit most from specific and personalised action plans when their attainment/progress has been identified as an area of concern.
3	Internal assessments indicate that this group of children are disproportionately likely to have an Individual Education Plan.
4	Analysis indicates that this group of children are less likely to be involved in sports teams or experience days out (both recreational and educational) at weekends/during holidays.
5	Conversations with classteachers, designated safeguarding lead, Headteacher and Art Therapist confirm that children in this group at Our Lady of Grace are much more likely to suffer from social and emotional issues which 1:1 specialist therapy would support than their peers.

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
Attendance Improves for this group.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. The percentage of all pupils in this group who are persistently absent is below National Average.
Attainment/progress gaps for this group of children are identified and addressed quickly and successfully through carefully compiled personalised individual education plan.	Assessments show how children have benefited from accelerated progress while targeted.
Disadvantaged children with Additional Needs (including medical issues) receive high quality support.	Individual Education Plans and Care Plans are constructed carefully and follow the school procedures closely. Impact is measured accurately and reported on regularly. Any interventions are effective.
Disadvantaged children at Our Lady of Grace enjoy a full school life and have high quality recreational and educational experiences outside of the classroom.	When planning extra curricular activities and experiences off site. Disadvantaged children are supported by school to access and enjoy these fully. Pupil Premium reports outline how this has been achieved each year.
Disadvantaged children with social & emotional issues are	Therapist reports show that children at Our Lady of Grace with social and emotional issues are

<p>accurately and quickly identified. They have immediate access to a 1:1 dedicated professional therapist each week to support them in the best way possible to cope with whatever may be happening in their lives.</p> <p>Communication between the Therapist, Senior Leadership Team and Family is effective.</p>	<p>benefiting from the sessions. Making progress for example in increasing their understanding and ability to deal effectively with their feelings.</p>
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Activity in this academic year

This details the areas which we intend to share our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Key Obj.
<p><u>Senior Leadership Team</u></p> <p>The Senior Leadership Team has the capacity to plan, implement and review the required identification, intervention, monitoring and evaluation activities/systems required to ensure that all of our disadvantaged children are reaching their full potential in all areas of the curriculum.</p> <p>This includes:</p> <p>Effective Assessments (e.g. White Rose)</p> <p>Staff Training (e.g. Teach First),</p> <p>Staff appraisal (e.g. Pupil Progress Meetings)</p> <p>Effective Reporting and Scrutiny (e.g. Data Booklets & QEP, LA, Governor, Diocesan accountability)</p>	<p>School leaders have a major impact on achievement & schoolwide improvement. Excellent results require a team effort. High-functioning leadership teams are built intentionally & are, on average, five times more productive (Keller, 2017).</p> <p>Even when leaders recognise the importance of a team, most need capacity to deepen their skills in developing & support. This is true not only in education: A study by the Centre for Creative Leadership (Cahill, 2020) found that only 18% of senior leaders rated their teams as very effective, even though 97% agreed that increasing the leadership teams' effectiveness would improve results. The need to develop leadership teams is especially important in education, considering the current context of high turnover among school leaders. They can serve to increase the collective efficacy of the district & school community, improving both the results & everyone's sense of belonging.</p>	1

<p><u>Attendance Support</u></p> <p>Resources are available to ensure that the identified key issue facing our disadvantaged children at Our Lady of Grace (attendance) is addressed.</p> <p>Local Authority Support is utilised fully and training for all school staff involved is comprehensive.</p> <p>The attendance of this vulnerable group is monitored closely, reported on regularly and interventions reflect current best practice and what has worked in similar settings.</p> <p>Effective Reporting and Scrutiny (e.g. Data Booklets & QEP, LA, Governor, Diocesan accountability)</p>	<p>Key reasons why securing good attendance for disadvantaged pupils is crucial - sourced from</p> <p>https://www.educationconferencesuk.co.uk (2023)</p> <ol style="list-style-type: none"> 1. Academic success: Regular attendance helps pupils stay engaged in their learning and ensures they don't miss out on important lessons. There is no substitute for being present in class when content is first taught. 2. Curriculum continuity: Most subject disciplines are accumulative; they build layer upon layer of knowledge. New knowledge is learned within the context of prior knowledge; and connections are made that form ever more complex schema in long-term memory. 3. Interactions and participation: Classroom interactions contribute to a deeper understanding of subject matter. Pupils who attend regularly have more opportunities to ask questions. 4. Development of social skills: School is not just about acquiring knowledge, of course; it also provides an environment where pupils can learn important social skills. 5. Routines and discipline: Regular attendance establishes a routine. 6. Assessment and feedback: Pupils who attend regularly are better prepared for these assessments and make faster progress. 7. Preparation for life: Good attendance habits in school can translate into good attendance habits in the workplace. 8. Reduced risk: Pupils with poor attendance are more likely to fall behind and become disengaged from their studies, increasing the risk of future failure. 	2
<p><u>Educational Visits and Extra Curricular Activities</u></p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. (Extra Curricular Activities, Soft Skills & Mobility DFE)</p>	2, 4
<p>Art Therapy (Resident Therapist)</p>	<p>Counselling sessions at school have significant benefits for students' mental health and emotional wellbeing. Talking</p>	5

	<p>therapy is incredibly effective when life events get in the way. In fact during the pandemic, demand for school counselling services increased and has continued to rise since restrictions were lifted. Students say access to counselling leaves them more able to cope with the pressures of daily life.</p> <p>www.familywelfare.co.uk</p>	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there is a lot to celebrate for this group of disadvantaged children.

Some Key Points from Analysis of data from 2022/2023

Pupil Premium children in all KS2 cohorts achieved results broadly in line with the results they obtained in Y2.

Y6 Catch up interventions enabled one child to both achieve the expected standard in writing (below in Y2) and the greater depth standard in Maths (expected in Y2). Two Y6 children did not achieve the targets set from Y2. Both these children had been flagged for low attendance/safeguarding and were subject to interventions from the Attendance Team. National figure for PP eligible pupils achieving R/W/M combined at end of KS2 was 44% (Our Lady of Grace 50%).

The overall absence figure for Our Lady of Grace was slightly higher than previous years at 4.6%.

This remains below the National Average 5%.

All Year Groups in school enjoy strong attendance of pupils (over 95%).

Since the last report several meetings have been held with the Education Welfare Officer to confirm that strong systems are in place to tackle low attendance at Our Lady of Grace and are in line with Government/Local Authority procedures/documents.

Class-teachers of historically persistently absent pupil premium children have been instructed to approach parents of children whose attendance is low and explain the negative impact non-attendance can have on a child's progress and to arrange for 'catch up' materials to be sent home.

Office team informed of identified children for medical evidence and first day phone call procedure September 2023.

At the beginning of academic year 22-23. 66% of Y6 PP eligible children were classed as persistently absent. Following interventions this figure dropped to 33% by the end of 22-23.

At the end of 22-23 we had 14 children classed as persistently absent for that academic year. Of that figure 6 children were eligible for Pupil Premium Funding.

Based on all the information above, the performance of our disadvantaged pupils *met* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25.

Our evaluation of the approaches delivered last academic year indicates that all aspects of our strategy have contributed well to this success.

The SEND Lead conducted a full review of all Individual Education Plans and Care Plans at the end of 22/23 and reported that all were both 'SMART' and contained strong evidence that the children had made good progress towards their targets.

The Resident Art Therapist compiles regular detailed reports on the sessions undertaken. These are reviewed by key members of the Senior Leadership Team who have noted several success stories throughout the year. Where the need for 1:1 therapy to continue has been identified, resources have been made available for this to continue.

School has not taken any monies for the wealth of both extra curricular activities and educational visits offered from the families of children in this group (including Y6 residential). Pupil Premium funded children have enjoyed all the activities and visits they have taken part in and are represented well in after school/lunch time clubs.

Conclusion

This group of children continue to be a priority for both classteachers (through pupil progress and appraisal procedures) and the Senior Leadership Team (through data booklets, QEP meetings, Governor meetings). School to continue with all measures.

Further information on this strategy can be obtained from Mr. Collins Deputy Headteacher. Please contact Mr. Collins through the School Office.