

# Pupil Premium strategy statement

## Our Lady of Lourdes Catholic Primary School

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs R Gowers
Pupil premium lead	Mrs R Gowers
Governor / Trustee lead	Mr C Rose

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£44,740

# Part A: Pupil premium strategy plan

## Statement of intent

At Our Lady of Lourdes Catholic primary school, we have high aspirations and expectations for all our children. It is our intention that there is little or no gap between the attainment and progress of disadvantaged children and all other children. Our curriculum prepares our pupils for life in an ever-changing world and our pupil premium funding will provide the support needed to enable disadvantaged pupils to gain the knowledge and skills they need in order to achieve the best possible outcomes.

The pupil premium strategy will:

- Improve children's skills in reading, writing and maths to narrow the gap between them and non-pupil premium children
- Improve quality first teaching in all subject areas
- Provide enriched experiences for pupils to improve levels of engagement and raise aspirations
- Improve attendance
- Provide support to vulnerable families in order to support pupil well-being

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing and maths between pupil premium and non-pupil premium
2	Low levels of attendance in a significant proportion of pupil premium children
3	Families experiencing vulnerabilities which impact how well pupils are able to engage in learning and make progress
4	Low attainment on-entry into EYFS
5	A significant proportion of pupils have multiple identified barriers to learning

## 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
The gap in attainment between PP and non-PP children narrows in reading, writing and maths	Assessment outcomes show an increase in the number of pupils achieving the expected standard in reading, writing and maths. This increases year on year.
Improved rates of progress for PP children in reading, writing and maths	All PP children make at least expected progress (from their starting points) in reading, writing and maths)
Sustained improvement in attendance rates and a significant decrease in the number of persistent absenteeism	Improved levels of attendance for PP children which is sustained over time  Year on year the number of persistent absences decreases
All PP children demonstrate positive attitudes towards their learning and have aspirations as to what they can achieve	Pupil voice and pupil and parent surveys and teacher observations identify positive attitudes and well-being Teacher observations identify strong pupil engagement
Children to have access to wider opportunities which raise aspirations and develop wider knowledge and skills which support learning	Pupils engage well in enrichment activities. Teacher observations identify strong pupil engagement in lessons

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to the teaching of writing – Resources to support this  £1500	<u>EEF Improving literacy at KS1 and KS2</u>	1
Staff Continuous Professional	Evidence shows that effective professional development is important to	1, 5, 4

Development in Quality First Teaching,  £3000	develop the practice of teachers and has a significant impact on pupil outcomes  <u>EEF Effective Professional Development</u>  Evidence shows that high quality teaching is the most important lever to improving pupil attainment  <u>EEF Great Teaching Toolkit</u>	
Release time for teachers to embed key elements of our whole school approach to the teaching of writing, Quality First Teaching and Assessment  £2000	<u>EEF Effective Professional Development</u>  <u>EEF Great Teaching Toolkit</u>  <u>EEF Implementing Change</u>	1, 4, 5

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

Budgeted cost: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions in maths  £1000	<u>EEF Improving mathematics in KS1 and KS2</u>  <u>EEF Toolkit</u>	1, 4, 5
Fresh Start intervention  £1000	<u>EEF Toolkit</u>	1, 4, 5
Additional Teaching Assistant support to lead interventions in reading, writing and maths  £6000	<u>EEF Making the Best Use of Teaching Assistants</u>	1, 4, 5
Phonics interventions  £1800	<u>EEF Toolkit</u>	1, 4, 5

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

Budgeted cost: £28,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker  £16,720	Feedback from families and teachers is that HSLW support enables parents to engage with school and provide support for their children's learning.	2, 3, 5
Play Therapy  £1920	EEF Guidance on Improving social and emotional learning in primary schools. Some pupils have needs which require specialist support and therapy. This supports their emotional well-being and mental health which in turn supports improved engagement in learning.	2, 3, 5
Breakfast Club Lead  £4000	Attendance at Breakfast Club ensures children have a good start to the day. They have a healthy breakfast and they learn social skills which supports their wellbeing and learning.	2, 3, 5
Measures to support and improve pupil attendance  £300	EEF supporting school attendance resources	2, 3, 5
Music lessons (violin)  £1500	Learning to play a musical instrument supports children's capital. It develops confidence and improves concentration levels which can be applied to other areas of learning.	5
Provision of nurture group  £1200	Previous experience demonstrates that nurture provision supports pupils' well-being and engagement in learning.	2, 3, 5
Zones of Regulation  £500	EEF Guidance on Improving social and emotional learning in primary schools  Evidence from LA Communication and Interaction Team.	3, 5
Rainbows Bereavement Programme  £300	Rainbows is a bereavement programme for use in Christian schools. Previous experience demonstrates that this supports pupils' emotional well-being.	3, 5
Educational visits/extra-curricular activities	Pupils accessing educational visits is a vital part of their curriculum learning. It broadens their experience of cultural	5

£2,000	capital and provides experiences which further enhance learning.	
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**Total budgeted cost: £44,740**

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>