



Pupil premium strategy statement

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 of Lourdes Catholic Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	15.2% (27)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (year 2 of 3)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr D O'Connor
Pupil premium lead	Mr D O'Connor
Governor / Trustee lead	Mr C Rose

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£3,770
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	£41,165



Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Lourdes we have high aspirations and ambitions for our children through our curriculum 'Guided by the Light' and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to be the best they can.

Through our faith in Jesus we endeavour to treat all children as individuals, with their own strengths and areas to develop. As a result, many of the reasons listed below may not apply to children in receipt of the PPG, however, these are just some of the barriers to achievements these children may encounter:

- Low attendance
- Punctuality
- A special educational need – learning, speech and language, sensory etc.
- A behaviour, emotional or social need
- Outside challenges i.e. family break down or bereavement
- Financial issues which result in the family being unable to contribute full amounts to residential or school trips

As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted activities and additional sessions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the Pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Our Lady of Lourdes is a one form primary school on the Western fringe of Witney and covers the Parishes of Eynsham and Witney. Like most schools in the town, the demography is constantly changing as more houses are built and the town expands. Originally, the school was built to serve Catholic children from the Parishes of Eynsham and Witney covering a vast area



of West Oxfordshire. Since the buses were withdrawn over ten years ago, the percentage of Catholic pupils has steadily declined and is now 45%.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to make more than expected progress in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision the Governing Body consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- Wellbeing and nurture groups led by qualified HLTAs
- Additional teaching and learning opportunities provided through external agencies
- NumSkills 1:4 tuition for targeted pupils across the school
- Reading and Book Quest 1:1 and 1:2 tuition across the school

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations with additional support provided for:

- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning activities beyond what is done through class teaching daily.
- Help with paying/Pay for all activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children in Year 3, 4 and 5 to learn a musical instrument and KS2 the opportunity to sing in a choir.
- Promote positive behaviour and nurture through the use of updated Key Stage 1 and 2 reward schemes and in line with the school mission statement.
- Home School Link worker to provide support and services

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.



Challenges

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

Challenge number	Detail of challenge
1	Impact of attendance/ punctuality due to COVID and other factors
2	Early phonics and reading at home
3	Home School Link Worker / Social services involvement
4	Weak language and communication skills
5	Low attainment on entry into EYFS

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
Pupils to achieve the national expectations in progress and attainment in Reading at KS2 and phonics in KS1.	Achieve at or above national average progress and attainment scores in KS2 Reading (0) and phonics attainment in KS1.
Pupils in EYFS are ready to learn in Year 1 in the next academic year.	All PP children achieve ELG and are ready for Year 1 by the end of this academic year.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Children to have access to wider opportunities.	Pupils will take part in enrichment experiences, including MAC events, music lessons, experience school trips/residential experiences, extracurricular activities. Measured through pupil voice, surveys and observations.
To ensure that attendance of disadvantaged pupils is in line or above the national average.	<p>Persistence absence rate for disadvantaged pupils will be in line or lower than national average.</p> <p>Disadvantaged pupils will achieve or exceed attendance percentages in line with national averages.</p>



	Attendance rigorously tracked so that any trends are identified quickly and addressed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils



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: £11,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching assistant to deliver the Nuffield Early language Intervention (£500)</i>	<p>The Reception Nuffield Early Language Intervention Programme (NELI) is a 20-week programme designed to improve the oral language skills of children aged 4-5 in need of additional targeted support to develop their language. The programme is usually delivered by a trained teaching assistant (TA), or early years educator, through small group and one-to-one sessions of between 3-6 pupils.</p> <p>Reception Baseline data and other children in Key Stage 1 with identified needs would support the requirement for this programme.</p>	4,5
<i>EYFS advisory support and resources (£1500)</i>	In 2022, the percentage of pupils achieving a Good Level of Development was 72% which compares to 65.2% nationally (2022). For disadvantaged pupils, this was much lower at 50%. The latest OCC advisory support visit in Autumn 2022 identifies clear next steps for EYFS development.	5
SENCO additional day (£8,000)	28% of disadvantaged pupils also have SEN including some with high levels of need. One day is not sufficient to meet the needs of pupils.	1,4,5
Staff Continuous professional development (£1,000)	One new class teacher. SEN monitoring identifies a training requirement for SENCO, teachers and TAs based around our most prevalent needs in the school. This includes Precision Teaching, use of Provision Map and visual support training.	1,2,4,5
Whole school approach to spelling and grammar using RWI. (£300)	A consistent approach that follows through from Key Stage 1 will build on the	2,4



	foundations of the RWI synthetic phonics programme.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 15,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National tutoring programme - Quest for Learning</i></p> <p><i>Book Quest and Reading Quest</i></p> <p>(£11,452)</p>	<p>In 2021-2022 internal data identified that in reading, 69.6% of disadvantaged pupils across the school were on track for age related expectations or higher. This compares to 80.6% for all pupils.</p> <p>In addition, in KS1 2022 SATs, 50% of pupil premium pupils were at the expected standard or higher compared to 62% of all pupils and in KS2, 50% of pupil premium pupils were at the expected standard while 69% of pupils overall met the standard.</p>	1,2,4
<p>Fresh Start Tutoring</p> <p>(£4,000)</p>	<p>Fresh Start is a systematic and rigorous approach to phonics. It ensures that pupils are at an appropriate level to join the mainstream group after completion of the intervention programme. A number of disadvantaged pupils are working below age related expectations in reading.</p>	2,4

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

Budgeted cost: £ 14,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Home School Link Worker</i></p> <p>(£9,938)</p>	<p>The positive safeguarding audit in 2021 highlighted the impact of the home school link worker.</p> <p>There has been an increase in the number of pupils and parents accessing the home school link worker since Coronavirus. The</p>	3



	<p>parent survey in 2022 revealed that overall, there are very positive relationships between school and home.</p> <p>There is a nurture group run on a weekly basis to support identified emotional behaviours.</p> <p>A number of families actively request support.</p>	
<p><i>Attendance team (£975). Member of staff to compile weekly attendance spreadsheet for SLT team.</i></p>	<p>Early intervention allows us to identify any concerns relating to attendance and support parents where necessary.</p>	1
<p><i>Breakfast Club (£500)</i></p>	<p>Previous experience shows that breakfast club improves attendance, punctuality and alertness in lessons.</p>	1,3
<p><i>Trips (including residential trips) (£500)</i></p>	<p>Every year, year 6 are given the opportunity to go on a residential trip.</p>	1,3
<p><i>Music Lessons (£1000)</i></p>	<p>To provide all children the opportunity to learn an instrument.</p>	1,3
<p><i>Social skills groups (£1200)</i></p>	<p>SLT monitoring has identified children who require additional support with social and emotional skills. A number of requests have been made by staff.</p>	3, 4
<p><i>Rainbows bereavement programme (£300)</i></p>	<p>Rainbows is a proven bereavement programme for Christian schools. 4 members of staff have previously been trained to run Rainbows sessions and they will run throughout the year for pupils who have suffered multiple types of loss.</p>	1,3

Total budgeted cost: £ 41,165



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.

Year 1 of 3 year strategy plan.

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The table below shows outcomes for disadvantaged pupils meeting aged related expectations.

	School overall %	School PP	School Other	Change on previous year
GLD	76	50	78	
Phonics	83	75	84	No change but gap has narrowed by 6%
Yr2 phonics	86	60	94	
KS1 R	81	60	88	
KS1 W	71	40	81	
KS1 M	81	60	88	



KS2 R	67	50	70	
KS2 W	78	75	78	↑42.0%
KS2 M	74	50	78	
KS2 Comb	67	50	70	
KS2 GPS	67	50	70	
Attendance	94	91.7	94.3	

GLD – 33% in 2021 so increase of 17% for disadvantaged pupils on the previous year.

KS2 Writing saw a big increase from 33% to 75% on track for disadvantaged pupils.

Impact of Early Reading interventions

KS1 2019 SATs		KS1 2022 SATs	
<i>All</i>	<i>Disadvantaged</i>	<i>All</i>	<i>Disadvantaged</i>
62.0%	33.0%	62.0%	50.0% ↑17.0%

KS2 2019 SATs		KS2 2022 SATs	
<i>All</i>	<i>Disadvantaged</i>	<i>All</i>	<i>Disadvantaged</i>
77.0%	50.0%	69.0%	50.0% Gap has narrowed by 8.0%

Whole School Reading (Y1-6) (Using ARE summative tests)

Summer 2021 (On track)		Summer 2022 (On track)	
<i>All</i>	<i>Disadvantaged</i>	<i>All</i>	<i>Disadvantaged</i>
76.8%	57.7%	80.6% ↑3.8%	69.6% ↑11.9%



GAP in Summer 2021 - 19.1%

GAP in Summer 2022 – 11.0%

The GAP is narrowing as a result of intensive reading interventions used by catch up funding across the school.

Data from tests and assessments suggest that, despite some strong individual performances, including in Key Stage 2 writing, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we have started to see the impact of targeted interventions and support – particularly in early reading and phonics where the gap has narrowed between disadvantaged pupils and non-disadvantaged pupils. We have also identified some other approaches that we are putting into place for the 2022-2023 academic year.

Immediately after the COvid-19 pandemic there was evidence through formative assessment that the attainment gap between our disadvantaged pupils and non-disadvantaged pupils had grown. However, there is now sufficient evidence that this gap is narrowing across the school and particularly in core subject areas where pupil premium funding is being used to target any identified gaps that may be hindering further progress.

Absence among disadvantaged pupils was 5.5% higher than their peers in 2021/22 and persistent absence 27.5% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and the school is investing heavily in pupil support.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
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Numskills	Quest for Learning