



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

Detail	Data
School name	Our Lady of Lourdes Catholic Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	14.5% (28)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (year 3 of 3)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£39,285
Recovery premium funding allocation this academic year	£1,620
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	£40,905



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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 (£8,200)	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 foundations of the RWI synthetic phonics programme.	2,4

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

Budgeted cost: £ 11,648

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>National tutoring programme - Quest for Learning</i></p> <p><i>Reading Quest</i></p> <p><i>(£5,848)</i></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.</p>	<p>1,2,4</p>
<p>Fresh Start Tutoring</p> <p><i>(£4,000)</i></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>	<p>2,4</p>
<p><i>Small group catch-up 'Read Write Inc' Sessions</i></p> <p><i>(£1800)</i></p>	<p>Read, Write Inc. is the schools' phonics programme and is embedded in day to day practice. Termly assessments show the positive impact that booster sessions have on pupils at risk of falling behind.</p>	<p>4,5</p>

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

Budgeted cost: £ 18,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Home School Link Worker</i></p> <p><i>(£13,282)</i></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 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>3</p>
<p><i>Attendance team (£975).</i></p> <p><i>Member of staff to compile weekly</i></p>	<p>Early intervention allows us to identify any concerns relating to attendance and support parents where necessary.</p>	<p>1</p>



<i>attendance spreadsheet for SLT team.</i>		
<i>Breakfast Club (£500)</i>	Previous experience shows that breakfast club improves attendance, punctuality and alertness in lessons.	1,3
<i>Trips (including residential trips) (£500)</i>	Every year, year 6 are given the opportunity to go on a residential trip.	1,3
<i>Music Lessons (£1500)</i>	To provide all children the opportunity to learn an instrument.	1,3
<i>Social skills groups (£1200)</i>	SLT monitoring has identified children who require additional support with social and emotional skills. A number of requests have been made by staff.	3, 4
<i>Rainbows bereavement programme (£300)</i>	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.	1,3

Total budgeted cost: £ 40,905



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 2022 to 2023 academic year.

Year 2 of 3 year strategy plan.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our Lady of Lourdes has published 2023 end of key stage results on the website. This data can be used to interpret the impact of teaching strategies and help to plan for the year ahead.

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. We also looked at these comparisons using pre-pandemic scores for 2022, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The table below shows outcomes for disadvantaged pupils (PP) meeting aged related expectations compared to 2022.

2022	School overall %	School PP	School Other	2023	School overall %	School PP %	School Other (non PP)
GLD	76	50	78	GLD	88	100	87
Phonics	83	75	84	Phonics	73	100	70
Yr2 phonics	86	60	94	Yr2 phonics	85	75	86
KS1 R	81	60	88	KS1 R	86	75	88
KS1 W	71	40	81	KS1 W	79	50	83
KS1 M	81	60	88	KS1 M	89	75	92
KS2 R	67	50	70	KS2 R	81	50	88
KS2 W	78	75	78	KS2 W	81	50	88
KS2 M	74	50	78	KS2 M	81	50	88
KS2 Comb	67	50	70	KS2 Comb	74	33	84
KS2 GPS	67	50	70	KS2 GPS	81	50	88
Attendance	94	91.7	94.3	Attendance	95	93	95

R – Reading W – Writing M – Maths Comb – Combined RWM GLD – Early Years Good level of development



GLD – There has been a hugely significant improvement for outcomes in Early Years. In 2021, 33% of disadvantaged pupils achieved GLD. Last year this was 50% and this year it was 100%.

Phonics and Key Stage 1 results all show a significant increase in attainment compared to last year as well as the year before. This is pleasing to see the impact of targeted interventions.

KS2 Writing saw a big increase from 33% to 75% on track for disadvantaged pupils in 2022 and although down to 50% this year, given the relatively small number of disadvantaged pupils, there is still sustained improvement.

Whole School Reading (Years 1-6) (Using NFER summative tests)

<i>Summer 2021 (On track)</i>		<i>Summer 2022 (On track)</i>		<i>Summer 2023 (On track)</i>	
<i>All</i>	<i>Disadvantaged</i>	<i>All</i>	<i>Disadvantaged</i>	<i>All</i>	<i>Disadvantaged</i>
76.8%	57.7%	80.6% ↑3.8%	69.6% ↑11.9%	85.3% ↑4.7%	77.8% ↑8.2%

GAP in Summer 2021 - 19.1%

GAP in Summer 2022 – 11.0%

GAP in Summer 2023 – 7.5%

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

Data from tests and assessments suggest that there is a broad improvement in attainment for disadvantaged learners across EYFS and Key Stage 1 in all subject areas. Despite some strong individual performances in Key Stage 2 in some areas the attainment for disadvantaged pupils was below our expectations. Our analysis suggests that the reason for this is primarily in-year admissions where pupils are new to English or start the school in Key Stage 2 with low prior attainment. However, it is overall pleasing to see the positive impact of decisions taken last year in order to improve the gap between disadvantaged pupils.

Immediately after the Covid-19 pandemic in 2021 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 each year 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 2% in 2022/2023 which shows the positive impact of interventions. As a school, we recognise the importance of improving attendance to narrow the gap.

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
Numskills	Quest for Learning