

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady of Fatima Catholic Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	13.09.23
Date on which it will be reviewed	13.09.24
Statement authorised by	Local Governing Body
Pupil premium lead	Mr Leese
Governor / Trustee lead	Mr Higgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745
Recovery premium funding allocation this academic year	£0
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	£56,745

Part A: Pupil premium strategy plan

Statement of intent

Every child with his/her individual needs and gifts is a unique gift from God. At Our Lady of Fatima Catholic Primary School, we want to ensure that teaching and learning opportunities meet the needs of all of the pupils. All members of Staff and the Local Governing Body accept the responsibility for our Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment.

As with every child in our care, a child who belongs to vulnerable groups is valued and respected and is entitled to develop his/her full potential, irrespective of need. We ensure that appropriate provision is made for pupils who belong to such groups and we ensure these pupils are adequately assessed and addressed.

Pupil Premium funding will continue to be allocated following a needs analysis of which will identify propriety classes, groups and/or individuals.

The key principles of our strategy are as follows:

- To ensure the gap between PP and Non-PP diminishes within Reading, Writing and Maths.
- To promote and prioritise teaching and learning across the school with specific focus on Reading, Writing and Maths.
- To improve awareness of mental health and well-being across to encourage and promote a positive school ethos.
- To enhance the curriculum further for all learners to ensure they are exposed to enriching experiences.
- To support EYFS children to achieve their social and emotional targets.
- To develop communication and language across the school with specific focus on Early Years and KS1.

Challenges

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

Challenge number	Detail of challenge
1	<i>Impact of previous years has affected the social and emotional skills within EYFS and across the school, for some also this impact in seen in their communication and language</i>
2	<i>Heightened awareness of mental health and wellbeing issues across the school particularly linked to anxiety.</i>
3	<i>Punctuality and Attendance of PP pupils</i>

4	<i>Engagement with homework and engagement in wider curriculum activities</i>
5	<i>Gap in 'basic' building blocks within Reading, Writing and Maths of PP pupils.</i>

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
<i>Increase of attendance and punctuality - pupils who have a greater attendance at school have better opportunities to access the required learning to have high attainment.</i>	Pupils attendance increases across the year and they become more punctual – monitored using Arbor.
<i>Most Pupil Premium pupils to achieve the same, if not better progress within Maths, Writing and Reading compared to non PP pupils</i>	Progress measures on Arbor indicate same or better progress seen in PP children
<i>Most Pupil Premium pupils to achieve the same, if not better attainment within Maths, Writing and Reading compared to non PP pupils</i>	Attainment measures on Arbor indicate same or better attainment seen in PP children
<i>EYFS shows PP pupils to achieve the same attainment as non PP pupils in their social and emotional targets</i>	Teacher Assessment shown from baseline scores to end of year assessments
<i>To enhance the curriculum further to ensure that all children are exposed to enriching activities which will promote their love of learning.</i>	Continuous monitoring and development of the curriculum by subject leaders through monitoring, analyse and implementation of new ideas/initiatives.
<i>Improved awareness and knowledge of mental wellbeing for PP children – pupils have the skills to manage social and economic factors outside of school</i>	Provision Map to show good progress within Wellbeing intervention groups. Use of Pupil voice to showcase confidence and understanding

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: £ 32,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of Wellcomm and Talk Boost in EYFS and wider school to identify and enable support to be put into place for PP pupils</i></p>	<p>Communication and Language approaches are highly effective at very low cost (+6 EEF).</p> <p>Wellcomm Primary & Talk Boost interventions scheme will also provide CPD opportunities for staff.</p>	<p>1, 2, 5</p>
<p><i>Release of subject leaders and specialists to aid and support the teaching and learning of teachers across the school to enhance curriculum.</i></p>	<p>Development of small step learning within subjects (mastery, +5, EEF) to help diminish the gap between lower and higher attaining children whilst also enabling faster progress.</p>	<p>4, 5</p>
<p><i>Embedding of CPD for teachers and support staff in which they are focused on support, consistent approach to teaching and learning, developing next steps as a team.</i></p> <p><i>Shared plan of CPD, monitoring and phase meetings to provide CPD and to support staff.</i></p>	<p>WalkThrus & Rosenshine's Principles: questioning and retrieval. Particular focus on Oral language (+5, EEF) develop through questioning to develop reading.</p> <p>Spoken vocabulary and therefore, developing more confident writers.</p>	<p>1, 4, 5</p>

<p><i>Further embedding of instructional coaching across the school supplemented by WalkThrus guides.</i></p> <p><i>Focus to be on teaching and learning to enhance the learning experience of the children and to challenge the children further across the curriculum.</i></p>	<p>EEF - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1, 4, 5</p>
<p><i>CPD provided to staff for Mental Health First Aiders – skills to support pupils within and outside of school</i></p> <p><i>Additional nurture and social groups to support the children wellbeing and mental health.</i></p>	<p>More specialised programmes which are targeted at students with particular social or emotional needs e.g. Rainbows, MyHappyMind</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 16,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions in place to support the progress of reading and writing across the school where identified. Support through a mixture of teacher led support groups, additional interventions or 1:1 where needed.</i></p>	<p>Oral language interventions work undertaken to support T4W within English lesson alongside colourful semantics, Talkboost, and additional phonics sessions (+4, EEF).</p> <p>Guided writing helps to develop spoken vocabulary and contextual meaning.</p>	<p>4, 5</p>

<p><i>Interventions in place to support the progress of maths across the school where identified.</i></p> <p><i>Support through a mixture of teacher led support groups, additional interventions or 1:1 (where needed).</i></p>	<p>Mastery teaching strategies support by the Maths hub (+5, EEF).</p> <p>Mastering Number session for EYFS & KS1 to develop better fluency skills</p>	4,5
<p><i>KS1 and KS2 boosters in place to help address the gaps in knowledge Identified though Pupil Progress meetings.</i></p> <p><i>Small group and 1:1 support implemented across the school for PP pupils</i></p>	<p>Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.</p>	5
<p><i>Additional support and resources for SEN pupils who are PP with 1:1 e.g. SCLN, sensory resources, staff CPD</i></p>	<p>Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.</p>	2,4,5

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

Budgeted cost: £ 8,000

Activity	Evidence supports that this approach	Challenge number(s) addressed
<p><i>Wellbeing Interventions set up across the school to address effect on social skills seen through the pandemic.</i></p> <p><i>Embedding skills in pupils to help manage social and economic impact within their home setting – combination of Wellbeing groups and Rainbows</i></p>	<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. (+4, EEF)</p>	1, 2, 3

<i>Release time for Forest School leader to support the development of the children's self-esteem, resilience, confidence and teamwork across the school.</i>	Training for two members of staff to monitor and embed the effective practice of leading and delivering Forest Schools for the children.	1, 2
<i>Investment in wider rewards to encourage higher attendance across school, termly and end of year rewards</i>	Children intrinsically motivated to be in school with new awards – school council request.	3
<i>Support in ensuring PP children are able to engage in school trips and after school trips. Providing support where needed to improve attendance in these activities across the school year.</i>	Enriching PP children academic and life experiences.	3, 4
<i>Continued support provision from Malachi – supporting PP children within school and families impacted by wider social and economic factors</i>	Specialised support which targets the social and emotional needs of families who need additional support (+4, EEF)	1, 2, 3, 4

Total budgeted cost: £ 63, 970

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2022 – 2023)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Closing the gap between Pupil Premium and Non-Pupil Premium children by ensuring both quality-first teaching in classes and focused intervention.

Comparison of the pupil premium children to non-pupil premium children in the last academic year in reading, writing and maths.

	PP	Non-PP
Reading	90.3%	96.2%
Writing	90.32%	93.5%
Maths	96.77%	88.31%

Taken from Arbor (Not including Reception PP children)

When comparing the outcomes in **interventions** between Pupil Premium children with non-PP, it looks very similar. PP children = 0.89 (33 pupils) compared with non-PP at 0.90 (95 pupils) outcomes. This means that on average, children are making 'good' progress).

Alongside this, the Vice Principal and a level 3 TA supported Year 2 and 6 SATs to ensure that the children were best prepared for their national tests. The extra support ensured that the children had a higher adult to child ratio meaning they had more dedicated teaching time.

Curriculum Development – middle leaders

Continuation of middle leaders development has been central to the improvement of teaching and learning across the school as they have been given additional subject leader time to assess, plan, monitor and implement new teaching and learning strategies within their subjects. This has included additionally time working with SLT to develop leaders with their subject action plans, knowledge of their action plans and to further enhance the embedding curriculum across the school. These development have been evident with subject leaders having a greater impact on the monitoring and CPD of their peers. Middle leaders are now confident and competent in leading their subjects, but this will be an ongoing target so that middle leaders become more autonomous in their role, therefore, building capacity within the school.

Attendance and punctuality monitoring

PP children's attendance for the 22/23 academic year was 94.1% compared to non PP children whose is at 96.7% meaning that both are well above the national average. Fast Track to Education is still used within the school to support and increase attendance of pupils and this has been used when needed and attendance is monitored daily and within SLT meetings.

Social, emotional and mental health update

- Principal has undertaken Senior Mental Health Lead course to further embed in the next academic year alongside his project in Raising Attainment through Wellbeing (RAW).
- Forest School has been utilised across the school to develop and support the wellbeing of children who are struggling with anxiety, behaviour etc.
- MyHappyMind has been introduced for all pupils and shared with parent
- Rainbows and social skills groups for focus children
- Malachi support service – being used with more families than ever before impacted 10 families so far this year.
- Transition groups (when moving to a different year group/secondary school).

A further intervention, Rainbows, was planned for and implemented in the Summer term. This was a bereavement programme for children who have lost something e.g. grief, family breakdown, separation, illness etc, and has continued to support children who need it most.

Provision Map indicates that overall, interventions which relate to Social, Emotional and Mental Health have a +0.80 outcome and Speech, language and communication interventions have a + 1.75. This means that on average, children who have participated in this intervention have made good progress (+2 would be classed as "significant" progress).

Speech, Language and Communication support alongside using Wellcomm and Talkboost to screen the children in Reception (and Year 1 where needed) to support their communication and interaction.

96% of the children have passed the Wellcomm screening pack following an implementation and review time. The children who have currently not passed have complex needs and have already engaged in support from the multi-agencies that support the school.

Where certain children may have had difficulty with specific concepts, further input was given within the classroom setting. This also informed any Speech and Language referrals to be made at the earliest opportunity.

Enrichment activities, rewards, and/or class trips

Funding was allocated for use on numerous class trips across the school e.g. Alton Towers, Think Tank, Martineau Garden, Cadbury World, Cannock Chase.

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
Maths Catch up Intervention	Third Space Learning for Year 4/5/6

Pupil premium strategy outcomes (2023 – 2024)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Closing the gap between Pupil Premium and Non-Pupil Premium children by ensuring both quality-first teaching in classes and focused intervention.

Comparison of the pupil premium children to non-pupil premium children in the last academic year in reading, writing and maths.

	PP	Non-PP
Reading	78%	89%
Writing	75%	85%
Maths	79%	89%

Taken from Arbor (Not including Reception PP children)

The above data is incorporating numerous children who are working at pre-key stage levels, which has therefore meant that the average for the PP children is lower than in previous year. However, this has been identified and relevant interventions have been put into place.

When comparing the outcomes in **interventions** between Pupil Premium children with non-PP it shows that PP children have been very responsive to the interventions they have taken part in. **PP children = 1.14 (30 pupils)** compared with **non-PP at 0.85 (91)** pupils) outcomes who took part in interventions throughout the year. This means that on average, children are making 'good' progress when they have been involved in additional interventions.

Alongside this, the Vice Principal and a Level 3 TA supported Year 6 SATs to ensure that the children were best prepared for their national tests. In addition to this, the Level 3 TA has also supported the multiplication check in Year 4 to ensure they were fully prepared. The extra support ensured that the children had a higher adult to child ratio meaning they had more dedicated teaching time.

Curriculum Development

Throughout the year, the SLT have continued to develop middle leaders and the foundation subjects (Art & Design, DT, Geography, History, Music) to ensure that the curriculum is progressive, sequential and enriching for the children. Not only has there been an improvement in teaching and learning across the school but they have been able to implement the new curriculum and pre- and post- assessment to enable the school to have more rigorous assessments of where the children are. This has included additionally time working with SLT to develop leaders their schemes of learning (SOL), pedagogy and to ensure that teachers are being precise and accurate with what they are teaching.

Attendance and punctuality monitoring

PP children's attendance for the 23/24 academic year was 95.3% compared to non PP children whose is at 93% meaning that both are well above the national average. Fast Track to Education is still used within the school to support and increase attendance of pupils and this has been used when needed and attendance is monitored daily and within SLT meetings. Alongside this, the school now has access to an Attendance Officer who works closely with the school to support those who are persistently absent from school.

Social, emotional and mental health update

- Raising Attainment through Wellbeing (RAW) gold award accredited to the school.
- Forest School has continued to be utilised across the school to develop and support the wellbeing of children who are struggling with anxiety, behaviour, poor self-esteem whilst also building confidence.
- MyHappyMind has been embedded and consistently used for all pupils and shared with parent. In addition to this, the children have been acknowledged for actively using the skills they have learnt in celebration assemblies.
- Release time for HLTA to be able to run Rainbows and social skills groups for focus children.
- Malachi support service – being used with more families than ever before impacted more than 10 families this year.
- Transition groups (when moving to a different year group/secondary school).

Provision Map indicates that overall, interventions which relate to Social, Emotional and Mental Health have a +1.43 outcome and Speech, language and communication interventions have a + 1.38. This means that on average, children who have participated in this intervention have made good progress (+2 would be classed as "significant" progress).

Speech, Language and Communication support alongside using Wellcomm and Talkboost to screen the children in Reception (and Year 1 where needed) to support their communication and interaction.

96% of the children have passed the Wellcomm screening pack following an implementation and review time. The children who have currently not passed will continue to be supported via intervention and external support, if needed.

Where certain children may have had difficulty with specific concepts, further input was given within the classroom setting. This also informed any Speech and Language referrals to be made at the earliest opportunity.

SEND PP children targeted support

Due to there being a majority of PP children with complex needs we have had to support the children and the staff with resources and training to support their roles. This has encapsulated purchasing sensory equipment, developing a 'hub' which has sensory lights and tuff trays for messy play opportunities. All of the resources have been essential to support the children's progress.

Enrichment activities, rewards, and/or class trips

Funding was allocated for use on numerous class trips across the school e.g. Alton Castle, Think Tank, Wroxter Roman City, Cadbury World, Tanglewoods at Cannock Chase, Sarehole Mill.

In addition to this, we have supported some families with clubs to enable their families to take up new jobs whilst enriching the children's experiences with their peers.

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
n/a	n/a