Pupil premium strategy statement – Our Lady & St Kenelm Catholic Primary School

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	Our Lady and St Kenelm
Proportion (%) of pupil premium eligible pupils	207 on roll YR – Y6 (16 in pre school)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	8%
Date this statement was published	3 years 24-27
Date on which it will be reviewed	Sept 2024
Statement authorised by HT/Governors	March 2024 & June 2025/Sept 25
Pupil premium lead	L.G.B

Governor / Trustee lead	C. Finnegan (Headteacher)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,260
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*	£37,260 for 2024-25

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady and St Kenelm it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the core subjects which provide them with a passport to the next stage of their education.

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.

Our approach recognises the wider pastoral care required by disadvantaged pupils and the necessity for a team of staff who can provide bespoke levels of pastoral support.

Our strategy is also integral to wider school plans for education support, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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***
- ***work with parents to engage them in school life***
- ***wider opportunities for all***

Challenges

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

Challenge number	Detail of challenge

1	The impact of increasing safeguarding issues, particularly DV, on teaching and learning
2	The impact of mental health and anxiety – social, emotional and parental on children.
3	Underperformance from KS1 to KS2
4	Greater difficulty in accessing phonics than peers in both KS
5	Well below expected level of ARE for children entering Reception as identified in Baseline
6	Not all children attend our pre school- therefore have not received T & L in our Pre- School – this is a barrier to learning for some- not school ready
7	Lack of parental support – children are disengaged in school because of lack of parent engagement
8	Co – parenting- victims of their home environment – very erratic/ lack of routine and structures
9	

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
Improve oral language skills and vocabulary for Pupil Premium	***Assessments and observations indicate significantly improved oral language skills***
Improve phonics and Early Reading	***RWI assessment will give evidence that all children are making rapid progress through key skills and ensure that phonics knowledge is embedded by the end of Y1.*** ***Phonics screening will show that at least 90% of children pass the check at the end of Y1.***
Improve reading attainment in KS2	***Reading outcomes for children in all KS2 classes will show rapid progress with gaps closed from previous year group.*** ***At least 90% of PP children will reach expected standard or above by the end of their academic year.***
Improve maths attainment in KS2	***Maths outcomes will show rapid progress for all children in KS2 with***

	gaps closed from previous year group. ***At least 90% of PP children will reach expected standard or above by the end of their academic year.***
To achieve and sustain improved well-being for all pupils, especially PP in school	***Sustained high levels of well-being demonstrated through:*** • ***pupil voice*** • ***parent's views*** • ***Y6 exit interviews*** ***Discussion with Mental Health Team and external agencies***

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD provided for RWI training for staff	***High quality teaching and learning only happens after high quality CPD and training.*** ***All TAs across the school and all KS1 class teachers will receive 2-day training in RWI Phonics scheme to ensure that small group, high quality teaching will take place.***	3, 4 & 5
CPD provided to staff for Mental Health First Aiders – skills to support pupils within and outside of school	***Training through the BCPP which will give Mental Health and Nurture champions in school, structured approaches to support students with particular social or emotional needs.***	1, 2 & 6
Improve quality of SEL and embed into routine educations	***All staff have access to the statutory training for PREVENT and ACES.*** ***Additional CPD is available when a specific need is identified e.g. bereavement***	1, 2 & 6

CPD for EYFS team to ensure high quality pedagogy and understanding of early childhood development including changes to the EYFS profile	***Training through BCPP and Dudley EYFS team ensure that support is put in place for all teaching staff in EYFS. Solid starts***	5
Release of subject leaders and specialists to aid and support the teaching and learning of teachers across the school	***Development of small step learning within subjects to help diminish the gap between lower and higher attaining children whilst also enabling faster progress.***	3 & 5
Add or delete rows as needed.		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
Enhance reading provision across the school	***An enhanced reading scheme has been implemented for EYFS and KS1 which links with RWI groups, ensuring that all home reading books are phonetically decodable and accessible to lower readers in particular.*** ***Y6 continue with the Read into Writing scheme to support their reading and prepare them for the challenges of Literacy in High School***	3 & 4
Ensure high quality S & L strategies are in place particularly for those children in Pre School and EYFS	***S & L skills are essential for children to be able to access the full curriculum and therefore, make at least expected progress.*** ***Our S & L champion has been training in the Dudley recommended scheme 'Get Talking' and delivers this through 1:1***	4 & 5

	sessions as well as intervention groups to children in Pre School and across KS1.	
National Tutoring Programme – School Led	***4 members of staff have completed the training to be National Tutors using the NTP within school and deliver 1:1 sessions to targeted children particularly PP.***	3 & 6
High quality first wave teaching and learning delivered daily	***To ensure that all children make expected progress or more at the end of the academic year, high quality first wave teaching essential. As well as CPD is imperative that resources are excellent as well. Resources, both online and concrete books and programmes, have been bought to ensure outstanding teaching and learning can be accessed by all pupils.***	3, 4 & 5
High quality interventions	***All classes have full time TAs to support T & L in class. As well as this, TAs take out small intervention groups or 1:1 to target children with specific needs. They use programmes such ad CPG and RWI Fresh Start to ensure that the intervention is high quality and delivers excellent outcomes for all learners.***	3, 4 & 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Higher Level Teaching Assistant TA responsible for Nurture	***To support pupils in T & L across the school and cover PPA*** ***Her role is to support targeted children in T & L as well as offer emotional and pastoral support when needed.*** ***We also have a Mentor Dog which has been through the official training to ensure H&S guidelines are met.***	1, 2, 3, 4, 5 & 6

Inclusion Manager	***She is in school 5x per week to support children with SEND, attendance issues, anxiety, mental health etc.***	
Opportunities to access the wider curriculum including trips and visits	***All children have the opportunity to attend trips and visits as part of their curriculum throughout the year.*** ***The school will always offer provision to those families who need financial support to access these opportunities.***	

Total budgeted cost: £37,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

KS1 outcomes:

Pupil Premium (6 children)

	END OF YEAR	
Reading	Pre KS	33.3%
	WTS	66.6%
	EXP +	16.6%
	GDS	0%
Writing	Pre KS	66.6%
	WTS	16.6%
	EXP +	16.6%
	GDS	0%
Maths	Pre KS	66.6%
	WTS	16.6%
	EXP +	16.6%
	GDS	0%

KS2 Outcomes:

Pupil Premium – 7 children (1 child = 14.2%)

	END OF YEAR	
Reading	WTS	0%
	EXP +	100%
	GDS	28.5%
Writing	WTS	14.2%
	EXP +	85.8%
	GDS	14.2%
Maths	WTS	28.5%
	EXP +	71.5%
	GDS	28.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics	RWI Phonics
Small Group Literacy Interventions	RWI Fresh Start
Provision of reading	Active Learn Independent
Challenge and enhance the Y6 Literacy provision and prepare for High School	Read Into Writing – Rising Stars