

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 Immaculate Catholic Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	6.4% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£17,030
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L. Roche
Pupil premium lead	M. Baker
Governor / Trustee lead	Catherine Shuttlewood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,030
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,473.36
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	£29,503.36

Part A: Pupil premium strategy plan

Statement of intent

‘With God all things are possible’ (Matthew 19:26)

At Our Lady Immaculate, we will inspire our children to achieve personal excellence for themselves and for the glory of God.

At Our Lady Immaculate School, all members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils. We are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment, with Christ as our teacher and Mary as our model. We hope that each child will develop a love for learning, acquiring the skills and abilities to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Some children eligible for pupil premium do not meet age related expectations in Reading, Writing and Maths.
2.	At least 20% of children joining Our Lady Immaculate in Reception have difficulties with Speech and Language. At least 20% of children in Year 1, also have difficulties with Speech and Language. 31% of pupils attending Our Lady Immaculate have EAL.
3	Some children eligible for pupil premium are affected by social & emotional issues.
4	Some children eligible for pupil premium are disadvantaged in life experiences.

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
A higher percentage of pupil premium children will achieve age related expectations in Reading, Writing and Maths.	Pupils eligible for pupil premium make as much progress as all pupils, across Key Stage 1 and 2 in Reading, Writing and Maths. Measured in all year groups by

Off track pupils to make more than expected progress, especially in Reading compared to Non-pupil premium.	teacher assessments and successful moderation practices established across the school. Ensure pupil premium children are targeted for before school booster/catch-up sessions in English and Maths.
The families and pupils will be better equipped and have raised self-esteem through therapeutic services and enrichment activities during and after school.	Pupils have the pastoral support they need to enable them to achieve their potential and to improve resilience. Monitored by class teachers and SLT, through monitoring of their behaviour, attendance and social and emotional thinking. Improved academic performance as a result of family and pupil support.
Ensure pupil premium children have access to a rich curriculum and take up opportunities for enrichment.	Closely monitor pupil premium take-up of clubs and further community enrichment opportunities. Pupils have access to sports' clubs and music lessons that they would not usually have access to outside of school.

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read, Write Inc. CPD</i>	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound/letter relationships for spelling. Ensuring all staff have the necessary pedagogical skills and content knowledge to teach phonics in both Key Stage 1 and Key Stage 2, will support those children struggling with this aspect of literacy. (EEF)	1

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

Budgeted cost: £6,000 (including 1:1 difference in school-led tutoring grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Interventions (NELI)</i>	Identifying children's language needs early and providing them with targeted language support helps to ensure they have the fundamental foundations needed for good language and social and emotional development, as well as later literacy and numeracy skills. Research has found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills.	2
<i>Targeted intervention/Booster groups</i>	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of our effective Pupil Premium strategy. (EEF) The smaller group sizes will benefit the children with more intensive support and in depth learning in core subjects.	1
<i>Dyslexia Gold and Dyslexia Numeracy. Times Tables Rockstars, Edshed and Spelling Shed Targeted Intervention Read Theory</i>	Dyslexia Gold goes beyond phonics to address underlying problems. We address vision problems like convergence insufficiency and poor tracking as well as auditory problems, like the phonological deficit to build all the skills needed to read.	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Care £5,000</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. (EEF)	3

	Research has also shown that strong pastoral care can not only increase student positive involvement, motivation and engagement with school life generally, but also in lessons with their teachers (Bryk, A. S., Lee, v. and Holland, P. B, 1993 ; Freiberg et al., 2009).	
<i>Brentwood Catholic Children's Service</i> £3,043.95	School-based provision is well-suited to offering the type of lower-level intervention that can be hard to access through formal CAMHS, but which can prevent problems subsequently becoming more serious" (Young Minds) BCCS holistic approach recognises the importance of the family and looks to care for children within the family unit where possible.	3
<i>Trips, Educational Visits and Enrichment activities.</i> £6,000	The importance of trips, educational visits and enrichment activities can support the wider learning of pupil premium children, removing barriers to understanding the wider curriculum and improving outcomes. Student engagement is increased by contextualising the curriculum with real life examples. Thus students can broaden their cultural knowledge and comprehension of the curriculum.	4
<i>Food Vouchers, Uniform for vulnerable children</i> £226		3

Total budgeted cost: £22,500

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.

By the end of Key Stage 2, 88% of pupils reached working at or above in Reading, 91% of pupils reached working at or above in Writing and 91% of pupils reached working at or above in Maths. 81% of pupils reached working at or above in combined Reading, Writing and Maths, compared to 59% nationally.

79% of children passed the Year 1 Phonics test

88% of children passed the Year 4 Times Tables test

The impact of the Nuffield Early Language Intervention programme has been extremely positive, with all children involved in the programme making good progress.

Pastorally, pupils have been very well supported by Pastoral Lead and BCCS.

Through pupil premium funding, pupils have been able to take part in a range of activities including violin, piano, art, multi-sport and swimming lessons, as well as educational trips and experiences, thereby helping to further diminish gaps in cultural capital.

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
Dyslexia Gold	Dyslexia Gold
Times Tables Rockstars	
IDL Maths	
Toe by Toe	
Socially Speaking	
Time to Talk	
Read Theory	

