



# Pupil premium strategy statement – Our Lady’s Bishop Eton Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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	421
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	N. Metcalf
Pupil premium lead	A. Kelly
Governor / Trustee lead	P. Doyle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25155
Recovery premium funding allocation this academic year	£ 1524
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26679

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils (where appropriate).

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

### Challenges

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

Challenge number	Detail of challenge
1	Some children entering Reception have below average: <ul style="list-style-type: none"> <li>• Levels of oracy, communications and language skills and struggle to communicate in an effective manner</li> <li>• Mark making ability</li> <li>• Maths ability</li> </ul>
2	Some children do not achieve the Y1 Phonics threshold at the specified point of time. Some Y2 children are not consistently proficient in Y1 phonics
3	Some children do not achieve the Y2 end of year age related expectations at the specified point of time
4	An increase in children displaying signs of requiring additional SEMH support.
5	

## 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
All of our children leave Reception ready for Year 1	All PP children achieve end of Reception expectations *
All of our children leave Year 2 achieving Age Related Expectations in Reading, Writing & Maths ready for KS2	All PP children achieve Age Related Expectations in Reading, Writing & Maths at the end of Year 2*
All of our children leave Y6 achieving Age Related Expectations in Reading, Writing & Maths ready for their new secondary school	All PP children achieve Age Related Expectations in Reading, Writing & Maths at the end of Year 6*
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

\* Unless there is a specific SEN.

## 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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to effectively implement and embed a systematic phonics programme (Twinkl phonics) - Support pupils to develop fluent reading capabilities - Teach reading comprehension strategies through modelling and supported practice</p>	<p>The Synthetic teaching of phonics is recognised as adding up to 5 months progress to children’s reading attainment. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. <i>Phonics   EEF (educationendowmentfoundation.org.uk)</i></p>	<p>1,2,3</p>
<p>The school will continue to maintain the staffing levels necessary to deliver a comprehensive programme of interventions for 2021-2022. The programme of interventions will continue to be refined and repositioned termly to reflect assessment data, feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training.</p>	<p>Rigorous processes to plan, monitor and evaluate PP provision is embedded and driven by the school’s ethos and facilitated by the school’s financial management, routines, systems and timetables .</p> <p>The school is consistently refining and repositioning a comprehensive programme of interventions to support PP children to achieve these high expectations</p> <p>Data and SLT monitoring indicate that overall the programme of interventions for KS2 PP children is effective in terms of both impact and cost and has proven consistently impactful.</p> <p>This is in mainly due to the continuity of staff and the use of both experienced LSAs and qualified teachers as HLTAs and generic and targeted staff development which contributes to the</p>	<p>1,2,3</p>

	continuously improving provision and impact	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children will engage in enrichment clubs in English and Maths. Examples of initiatives / providers: <ul style="list-style-type: none"> <li>• Phonics intervention</li> <li>• TT Rockstars</li> <li>• IDL</li> <li>• School led tutoring</li> <li>• Reading intervention</li> <li>• Reading for pleasure</li> </ul>	Facilitate structured, collaborative learning opportunities which promote high expectations for all of our pupils, including our more-able pupils ensuring they achieve their full potential.  Research suggests that one to one and small group targeted intervention can add between 4 and 5 months progress to the children involved. One to one tuition   <i>EEF</i> ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> ) Small group tuition   <i>EEF</i> ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> )	1,2,3,4

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Intervention – First Day	Liverpool City Council Attendance Strategy – see school's strategy	1,2,3,4

<p>Response - Follow up – Medical Evidence -Parent meetings – Persistent absentees – Support, Support Challenge - - Certificates in school</p>	<p>School attendance, behaviour and welfare - Liverpool City Council</p>	
<p>Counselling / Well Being / self- esteem /outdoor adventure learning sessions for PP children. Examples of initiatives:</p> <ul style="list-style-type: none"> <li>• Additional Seedlings support</li> <li>• Yoga and mindfulness</li> <li>• Residential Trips</li> <li>• Sports Clubs</li> </ul>	<p>Social and Emotional learning toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,2,3,4</p>

**Total budgeted cost: £ 28500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to COVID-19, performance measures have not been published for 2021 to 2022, results will not be used to hold schools to account.

Although only a small group, there is evidence that the performance of disadvantaged pupils is lower than their peers in key curriculum areas. Internal teacher assessments and standardised test showed that many of our disadvantaged pupils continue to underperform in comparison to their peers. As a school, we believe that the reasons for these outcomes are directly linked to the global pandemic and the significant impact of Covid-19 on teaching and learning. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We were resolute in maintaining a high quality curriculum during the pandemic through face to face teaching and on-line learning. Those who required it were provided with devices in order to access on-line learning during periods of closure. Gaps in attendance have shown signs of improving but we are still addressing the issue of persistent absenteeism, especially amongst our disadvantaged pupils.

### Externally provided programmes

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

Programme	Provider