

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Fatima Catholic Primary School |
| Number of pupils in school  | 214  |
| Proportion (%) of pupil premium eligible pupils   | 18.9%                                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3  |
| Date this statement was published   | 13.09.21                                   |
| Date on which it will be reviewed   | 13.09.22                                   |
| Statement authorised by   | LGB  |
| Pupil premium lead  | Mr Leese                                   |
| Governor / Trustee lead   | Dr Cemm                                    |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £52,765 |
| Recovery premium funding allocation this academic year  | £5,800  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £58,565 |

# 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 support EYFS children to achieve their social and emotional targets post COVID.
- 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>COVID – 19 has had an impact on social and emotional skills within EYFS, for some also this impact is seen in their communication and language</i> |
| 2                | <i>Impact of the pandemic on the mental health and wellbeing of these pupils</i>  |
| 3                | <i>Punctuality and Attendance of PP pupils</i>  |

|   |   |
|---|---|
| 4 | <i>Engagement with home learning, completing homework and engagement in wider curriculum activities</i> |
| 5 | <i>Gap in 'basic' building blocks within Maths and Writing 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 SIMS and now 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 TT 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 TT 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>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: £ 33,674

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Use of Wellcomm in EYFS and wider school to identify and enable support to be put into place for PP pupils</i>   | Communication and Language approaches are highly effective at very low cost (+6 EEF). Wellcomm Primary scheme with also provide CPD opportunities for staff.  | 1, 2, 5                       |
| <i>Release of subject leaders and specialists to aid and support the teaching and learning of teachers across the school</i>  | 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.                                    | 4, 5                          |
| <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. Shared plan of CPD, monitoring and Phase meetings to provide CPD and support staff.</i> | Rosenshine's Principles: questioning and retrieval. Particular focus on Oral language (+5, EEF) develop through questioning to develop reading. Spoken vocabulary and therefore, developing more confident writers. | 1, 4, 5                       |
| <i>CPD provided to staff for Mental Health First Aiders – skills to support pupils within and outside of school</i>   | More specialised programmes which are targeted at students with particular social or emotional needs e.g. Rainbows  | 1, 2, 3                       |

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

Budgeted cost: £ 16,836

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Interventions in place to support the progress of writing across the school where identified. Support through a mixture of teacher led support groups, additional interventions or 1:1 where needed.</i> | Oral language interventions work undertaken to support T4W within English lesson (+4, EEF). Guided writing helps to develop spoken vocabulary and contextual meaning. | 4, 5                          |
| <i>Interventions in place to support the progress of maths across the school where identified. Support through a mixture of teacher led support groups, additional interventions or 1:1 where needed.</i>   | Mastery teaching strategies support by the Maths hub (+5, EEF).   | 4,5                           |
| <i>Boosters in place to help address the gaps in knowledge Identified though Pupil Progress meetings. Small group and 1:1 support implemented across the school for PP pupils</i>                           | Smaller class/group sizes (+3, EEF) will provide more opportunities for teachers to develop new skills and approaches to better support learners.                     | 5                             |

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

Budgeted cost: £ 7,600

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

|  |   |            |
|--|---|------------|
| <i>Introduction of PCSO scheme across the school – target life skills of those affected by the pandemic and provide them with skills to support wider school life</i>                              | Mentoring by Y4 and 5 PCSO children to help develop and raise aspirations of others by being good role model whilst helping to instil resilience and character. | 1, 2, 3    |
| <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 – pupil voice 2020 – 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: £ 58,565**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes (2020 – 2021)**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

Progress breakdown of children who are making 6 or more steps progress over the course of the year (July 21):

|         | PP         | Non-PP      |
|---------|------------|-------------|
| Reading | 86% (37)   | 92.8% (128) |
| Writing | 86% (37)   | 89.9% (124) |
| Maths   | 88.4% (38) | 92.8% (128) |

*Taken from Target Tracker*

When comparing the outcomes in **interventions** between Pupil Premium children with non-PP, it looks very similar. PP children = 0.94 compared with non-PP at 0.77 outcomes. This means that on average, children are making 'good' progress).

**Attendance and punctuality monitoring**

Covid and various bubbles being closed this year has had a huge impact, however, during lockdown, attendance to virtual learning was monitored. If a child was not engaging, parents were contacted. Where children (and parents) continued to disengage, outside agencies were consulted.

'Wellbeing calls' home also supported this process as sometimes attendance was due to bereavements and family circumstances. These calls enabled early Help and support to be put in place as soon as possible. Fast Track to Education was brought into the school to support and increase attendance of pupils

**Social and emotional Wellbeing support which will be greatly needed this year following a turbulent 2019/2020 academic year (covid-19).**

- BLURT project for all children
- Nurture groups for focus children
- Social skills groups for focus children
- Malachi support service

Transition groups (when moving to high school)

Overall monitoring of BLURT project in December '20' indicated a positive impact for all children in Years R-4. Juniors continually feedback on their wellbeing through whole class sessions and smaller groups (as evidenced on Provision Map

A further intervention, Rainbows, was planned for and implemented in the Summer term following staff training. This was a bereavement programme for children who have lost something e.g. grief, family breakdown, separation, illness etc.

Provision Map indicates that overall, interventions which relate to Social, Emotional and Mental Health have a +0.67 outcome and Speech, language and communication interventions have a + 0.80 (22 pupils impacted).

### **Speech, Language and Communication support but screening using the Wellcomm pack in Reception and Year 1.**

100% of the children have passed the Wellcomm screening pack following an implementation and review time.

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, residential and/or class trips**

Funding was allocated for use on the 3-day residential trip to Alton Castle for Year 6 (May 2021).

## **Pupil premium strategy outcomes (2021 – 2022)**

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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

Progress breakdown of children who are making 6 or more steps progress over the course of the year (up to Spring 22 – awaiting last data drop for Summer):



|         | PP         | Non-PP      |
|---------|------------|-------------|
| Reading | 72.5% (40) | 86.5% (170) |
| Writing | 62.5% (40) | 80.7% (170) |
| Maths   | 70% (40)   | 83.5% (170) |

*Taken from Target Tracker (Not including 3 Reception PP children)*

When comparing the outcomes in **interventions** between Pupil Premium children with non-PP, it looks very similar. PP children = 0.73 (35 pupils) compared with non-PP at 0.77 (109 pupils) outcomes. This means that on average, children are making 'good' progress).

Alongside this, an additional teacher plus the Vice Principal support Year 2 and 6 SATs to ensure that the children were best prepared for their national tests. It also helped to support the Year 6 teacher who was new to the class in January due to the previous Year 6 teacher being seconded to a fellow MAC school.

### **Curriculum Development – middle leaders**

All middle leaders have been given additional subject leader time to assess, plan, monitor and implement new teaching and learning strategies within their subjects. This has been extremely beneficial in regards to staff workload and wellbeing whilst also being a crucial driver in the continuous professional development of staff. This has been evidenced within the monitoring cycle and the middle leadership folders for each subject. 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. There have been advancements and CPD in a range of areas e.g. T4W, RWInc (phonics), Maths lesson structure and language.

### **Attendance and punctuality monitoring**

Covid at Christmas time has had a significant impact on the school's attendance. Currently (26/6/22), PP children's attendance is at 94.3% compared to non PP children whose is at 95.6%. Considering the impact at Christmas and throughout the year, the school is still above the national attendance figures. Fast Track to Education was brought into 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 and emotional Wellbeing support which was still needed following a turbulent few years due to COVID19.**

- Principal has undertaken Senior Mental Health Lead course to further embed in the next academic year.
- Nurture groups for focus children
- PCSO course for targeted children
- Inspired choices scheme to build self esteem and teamwork with targeted Year 4 PP children.

- Reintroduction of forest school for the whole school to help with wellbeing
- Mental Health and Wellbeing week within school
- 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 +1.06 outcome and Speech, language and communication interventions have a + 1.21. 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 but screening using the Wellcomm pack in Reception and Year 1.

91% 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, Cadbury World, Conkers, Cannock Chase.

Awards this year have been updated with the newly introduced House points cards and system – this has also meant there was an introduction of the Platinum award which enables children to be entered into a raffle.

## **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*

| <b>Programme</b>            | <b>Provider</b>  |
|-----------------------------|--|
| Maths Catch up Intervention | Third Space Learning   |
| Inspired Choices            | Multi-agencies from across Birmingham led by West Midlands police service. |

