



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year 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 Good Help Catholic Primary School |
| Number of pupils in school | 130 |
| Proportion (%) of pupil premium eligible pupils | 46.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 to 2023-24 (Last updated October 2022) |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Mr. Mark McQuiston (Head Teacher) |
| Pupil premium lead | Mr. Mark McQuiston |
| Governor / Trustee lead | Mrs. Sue Devereux (Chair of Governors) |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £91,565 |
| Recovery premium funding allocation this academic year | £6,416.25 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year (22-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £97,981.25 |

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Good Help, we have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. We are focused to deliver the best possible outcomes for all of our pupils which are at least in line with national expectations, regardless of socio-economic background, by providing a carefully sequenced, effective, broad and balanced curriculum. As a Catholic school, we ensure that all children are provided with the love, care, support and attention needed to grow both socially and emotionally as well as academically. Further attention is given to those children who require additional support due to adverse childhood experiences to ensure those children make at least the same progress as their peers and are given the same opportunities within and outside of the national curriculum. As such, we prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy. All three of these plans echo each other and lie at the heart of our provision.

In developing our strategy, we have been guided by evidence-based research from highly-regarded sources such as the Education Endowment Foundation (EEF) and Ofsted's curriculum subject reviews. We seek to implement strategies that have high impact, from a wide evidence base and are extremely cost effective. We aim to develop a team of experts amongst our teaching team that support the children in our care through high-quality teaching in the first instance as this is known to have the greatest impact on all children. We focus CPD for staff on the strategies which are viewed as having the highest impact: high-quality phonics teaching, 1:1 tuition, effective feedback, metacognition and self-regulation to empower our pupils and a mastery mathematics curriculum as well as other schemes which promote recall of prior knowledge and retrieval practice. Reading skills are taught through repeated reading to develop fluency and a focus on key reading comprehension skills such as inference.

In addition to high-quality teaching, we work closely as a team to quickly identify when intervention support is needed and act swiftly to put this into action. We use nationally recognised standardised assessments alongside teacher expertise and assessment to monitor attainment and progress so that we can assess the impact of our actions.

Our Pupil Premium Strategy addresses pupil's individual academic and pastoral needs. Academically, the strategy focuses on reading, to ensure progress in all areas of the curriculum including writing and mathematics and reducing the gap to the expected National Standard. Pastorally, we support and encourage disadvantaged pupils to be good attenders and have used Pupil Premium funding to support focused and whole-school attendance initiatives. Following the enforced school lockdowns due to the Covid-19 pandemic, we have directed the funding to support the development of children's mental health and well-being, specifically targeted support using outside agencies to deliver known programmes.

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 through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Observations, baselines for interventions and assessments carried out at the beginning of the academic year have shown lower starting points for our disadvantaged pupils in 2022-23 academic year; this is in part due to the disruption to learning caused by the pandemic. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to the end of KS2 in general, and are more prevalent among our disadvantaged pupils than their peers. This trend has continued for our 2022-23 Reception intake. |
| 2 | In 2021-22, observations and assessments have shown that just 21% of our children left EYFS stage on track in Read, Write Inc. assessments. Of this cohort, 2/8 (25%) non-pupil premium children were on track in RWI whereas 1/6 (19.7%) pupil premium children were on track in RWI. However, Year 1 PSC data for 2021-22 showed that OLGH children had made excellent progress achieving 78%, compared to 76% nationally. 71.4% of Pupil premium children achieved the phonics standard compared to 83.3% of non-disadvantaged pupils. |
| 3 | We have a significant % of SEND pupils compared to nationally (24%). This is a growing register. |
| 4 | Our assessments (including wellbeing surveys for pupils and parents), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attendance at school. Teacher referrals for support have markedly increased during the pandemic. |
| 5 | Our disadvantaged children can often lack life experiences and the opportunity to develop new skills outside of school. They do not attend extra-curricular clubs in school or outside of school in the same way as non-pupil premium children. |
| 6 | Last year, whole-school attendance was 92.9%. Pupil premium attendance was significantly lower than non-pupil premium (91.83% and 94.06%). |

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 |
|---|---|
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>To narrow the gap in attendance between the most disadvantaged and their peers in 2022-23 to <2%.</p> <p>Sustained high attendance from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 3%; ● the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%; ● the percentage of all pupils who are persistently absent being below 8%; |
| Improved oral language skills and vocabulary among disadvantaged pupils. | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when looked at with other sources of evidence:</p> <ul style="list-style-type: none"> ● lessons; ● book scrutiny; ● ongoing formative and summative assessment. |
| To ensure disadvantaged children make accelerated progress in phonics and early reading. | <ul style="list-style-type: none"> ● Pupil premium children to achieve in line with their peers; ● Continue to implement 1:1 phonics tuition; ● To achieve 90%+ attainment in the Phonics Screening Check consistently (all children); ● End of KS1 outcomes in reading increase year on year. |
| Increase the % of pupil premium children to reach 'Age-Related Expectations' in reading, writing & maths by the end of KS2. | <ul style="list-style-type: none"> ● Above average national standards % of attainment in End of KS2 reading outcomes; ● KS2 maths outcomes show that 85%+ of disadvantaged pupils met the expected standard; ● KS2 combined attainment levels for reading, writing and maths of 65%+. |
| Increase confidence and self-esteem with pupils who are identified as pupil premium | <ul style="list-style-type: none"> ● Increase in extra-curricular attendance; ● Pupil voice indicates that children are happy at school; ● Children highlighted for mental health support complete interventions; ● Higher levels of engagement in lessons; ● Attendance % increase for disadvantaged children. |
| Parental Engagement | <ul style="list-style-type: none"> ● Targeted work with parents to enable them to support their children more effectively at home |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Improved experiences of school for parents ● Positive attitudes towards school from parents translated to children ● Improved communication |
|--|---|

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: **£50,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 |
| Involvement in the Liverpool Project for the DfE validated Read Write Inc Phonics Programme. | Purchase of additional resources and materials to ensure reading scheme aligns with RWI programme of learning. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Education Endowment Foundation: Evidence for teaching phonics | 1 and 2 |
| Ongoing teaching of reading CPD | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2 |
| Fund teacher release time to embed key elements of Read, Write Inc. – coaching, planning CPD for staff for | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring | 1 and 2 |

| | | |
|--|---|------------|
| peer practice & regular assessment of progress. | | |
| Teacher release to coach colleagues in reading, writing and maths teaching delivery. | https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf | 1, 2 and 3 |

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

Budgeted cost: **£40,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 phonics tuition and small group sessions of the bottom 30% of each cohort. Teaching Assistants and a qualified teacher to lead interventions. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535 Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. | 2 |
| Employment of an academic mentor to work with UKS2 to improve End of KS2 outcomes for disadvantaged children in particular. | Recommended by the DfE as a tool for recovery from the effects of the pandemic on children's attainment. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/graduate-coaching-programme | 1 and 3 |
| IDL implemented for a number of disadvantaged children and other children with SEN. | https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1635355216 | 1, 2, 3 and 4 |

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

Budgeted cost: **£12,760**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064 | 6 |
| Staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1635355216 | 4 |
| Implementing a range of extra-curricular clubs – sporting, creative arts, music, reading, gardening etc – as well as actively seeking support for those children most at risk from SEMH issues. | https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064 | 4, 5 and 6 |
| Supporting children who are looked after | Using strategies and advice from Liverpool Virtual School, PEPs and LAC reviews. | 4, 5 and 6 |
| Breakfast and After School Club Provision for disadvantaged children. Providing transport to enable some children to get to school on time and have breakfast before they start their day. | https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064 | 4, 5 and 6 |

Total budgeted cost: £ 102,760

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.

Due to the implementation of Read, Write Inc. in September 2020, as part of the Liverpool Reading Project, 85% of children in Year 2 (Autumn 2021) achieved the expected level is the Phonics Screening Check – 80 % of pupil premium children compared to 88.9% of non-pupil premium children. This improvement continued so that by the end of 2021-22, 86.4% of Year 2 pupils had achieved the expected standard in phonics. 91% of pupil premium pupils achieved the expected standard. Year 1 outcomes for 2021-22 were above national at 78%

As reading in particular was given such emphasis, especially with the deployment of support staff to provide 1:1 tutoring in phonics to enable children who were falling behind to close the gap, progress has been good from very low starting points.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, White Rose Maths and other schemes that we use in school, including teacher instruction videos to aid understanding.

Our whole-school attendance was 92.9% for 2021-22 (0.4% below the primary average). Persistent absence was 23.7%, 1.2% greater than the national average, and largely affected by covid absence.. These figures explain our strategic focus on attendance in our current pupil premium plan as we aim to return attendance back to pre-pandemic levels and beyond. Our target for 2022-23 is PA of less than 10% and overall attendance of 96%.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted over the last couple of years, primarily due to the impact of COVID-19. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have appointed a Pastoral & Mental Health Lead who works closely with our allocated Mental Health Practitioner, Seedlings Therapist, a Play Therapist and leads social and emotional interventions themselves. We have provided support for all children identified as requiring additional support for mental health. This will continue to be a priority in the future.

Outcomes for the end of KS2 demonstrated that children at OLGH are largely achieving in line with the national average for reading (74%), writing (63%) and maths (79%) - combined 58% (national 59%). Progress is significantly above the national average across all core subjects - +3 reading, +3.3 writing and +4.7 maths. GPS was 84%, 12% higher than national.

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising a DfE grant to train a Senior Mental Health Lead: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents;
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation and Evaluation

Development of the pupil premium strategy is based on ongoing review and self-evaluation on school performance against the last plan. We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.