



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 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	132
Proportion (%) of pupil premium eligible pupils	46.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2024-25 (Last updated December 2023)
Date this statement was published	December 2023
Date on which it will be reviewed	December 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	£84,390
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (23-24) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,800

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. We direct a portion of the funding to support the development of children's mental health and well-being; we use specifically targeted support from outside agencies to deliver known programmes, such as YPAS (Seedlings) and EMHP as well as running a broad selection of enrichment clubs after school. Through the analysis of our pupils' responses to the Oxwell Survey carried out in 2023 and our own survey, we have highlighted loneliness and sleep as areas of concern. To tackle this, we created a sanctuary garden within our grounds which is maintained by our 'Wellbeing Warriors' group who support their peers at lunch times to enjoy games in the garden as an alternative to the busy main playground. We also set up a Padlet accessed through our school website to provide parents with a range of information to help them support their children's mental health.

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 since the pandemic.

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 this academic year have shown lower starting points for our disadvantaged pupils. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from across each cohort but are more prevalent among our disadvantaged pupils than their peers and in younger year groups.
2	In 2022-23, assessments have shown that just 38% of our children left the EYFS stage on track in Read, Write Inc. however this has increased from the previous year (21%). Children start our school significantly behind their peers nationally in phonics (0% on track) and we work extremely hard from the start to close the gaps as quickly as possible, implementing 1:1 tutoring for phonics and engaging children in the intervention Talk Boost.
3	We have a significant % of SEND pupils (29.5%) compared to the national average (17.3%). This has risen significantly since the pandemic.
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. School referrals for support have markedly increased since the pandemic.
5	Our disadvantaged children can often lack life experiences and the opportunity to develop new skills outside of school. They often do not attend extra-curricular clubs in school or outside of school in the same way as non-pupil premium children. In autumn term 2023, 60% of all children in Y1-Y6 attended an after school club however only 51% of children classed as pupil premium accessed this provision - 70% non-pupil premium attended.
6	Last year, whole-school attendance was 94.4%. Pupil premium attendance was 93.1%.
7	Low pupil numbers and a transient population.

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.	Sustained high attendance from 2023-24 demonstrated by: <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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when looked at with other sources of evidence: <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 ● 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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 and TA training and release time.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Following the completion of the Liverpool Project for the DfE validated Read Write Inc Phonics Programme, we will continue to work with Read, Write Inc. and Childer Thornton English hub to support the development of phonics teaching and learning.</p>	<p>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.</p> <p>Education Endowment Foundation: Evidence for teaching phonics</p>	<p>1 and 2</p>
<p>Ongoing teaching of reading CPD for KS2 staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p>
<p>Fund teacher release time to embed key elements of Read, Write Inc. – coaching, planning CPD for staff for peer practice & regular assessment of progress.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1 and 2</p>
<p>Teacher release to coach colleagues in reading, writing and maths teaching delivery.</p>	<p>https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf</p>	<p>1, 2 and 3</p>

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

Budgeted cost: **£30,000**

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 to lead interventions, overseen by the Reading Leader and the SENCO.	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
A range of interventions, such as IDL and RWI virtual classroom, implemented for a number of disadvantaged children and other children with SEN. These are in addition to a range of interventions such as Lego Therapy, precision teaching and sensory circuits that we use regularly.	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: **£22,800**

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	6

	https://d2tic4wvo1iusb.cloudfront.net/document/s/pages/Attendance-REA-report.pdf?v=1647348064	
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/document/s/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
Employment of additional adults to support our most vulnerable SEND children who are also pupil premium.	School has children with an EHCP who require significant support on a 1:1 basis. We have had to employ additional members of staff in order to provide this level of support.	

Total budgeted cost: £ 92,800

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 2022 to 2023 academic year.

Phonics

In the Y1 PSC, outcomes for 2021-22 were above national at 78%. This fell last year to 68%.

A number of factors were attributed to this: the number of non-English speaking arrivals in spring term, lower number of pupils meaning each child was worth more and high % of SEND. However, the children made accelerated progress given that only 21% of the cohort were on track at the end of the EYFS stage for Read, Write Inc.

Attendance

Our overall whole-school attendance was 92.9% for 2021-22. Persistent absence was 23.7%.

In 2022-23, overall whole-school attendance was 94.4% and PA was 18.4%. Pupil premium attendance was 93.1%, an increase of 3% on the previous year.

Mental Health

84% of our children report that they are happy at school with a further 12% unsure - sometimes. This data has enabled us to target individual children and families for additional support. A significant amount of work has gone into supporting our most vulnerable. We have used Seedlings, EMHP, play therapists and led our own internal interventions alongside setting up our Wellbeing Warriors team and our Good Helper Programme.

KS1 Outcomes

Improvements in reading attainment can be seen in the current 2022-23 data which shows 58% of Y2 children achieved the expected standard in reading and maths in KS1 SATs. This figure rose to 61.5% for pupil premium children. Although 10% (2 children) below the national average, there is a clear trend that shows our pupils' progress increases to the national averages and beyond as they move into KS2.

KS2 Outcomes

KS2 Attainment Data 2022-23						
Subject	School		Liverpool		National	
	Expected Standard +	Greater Depth	Expected Standard +	Greater Depth	Expected Standard +	Greater Depth
Reading	72.7%	31.8%	68%	25.3%	72.7%	29%
Writing	68.2%	13.6%	68%	12.9%	71.6%	13.4%
Maths	86.4%	36.4%	67%	19.9%	73%	23.9%
SPAG	81.8%	31.8%	67.3%	25.3%	72.4%	30.2%
RWM Combined	63.6%	13.6%	54.6%	7.1%	59.5%	8%

Outcomes for the end of KS2 demonstrated that children at OLGH are achieving in line with the national average for reading (73%), writing (68% - less than 1 child) and maths (86%) - combined 63.6% (national 59%). 82% of pupils achieved the expected standard in GPS, 10% higher than national. Progress is above the national average across all core subjects - +0.59 reading, +0.77 writing and +2.04 maths. This continues the positive trend from 2021-22 in which the cohort's progress was significantly above average. Analysis of our data shows that 64.3% of our pupil premium children achieved the expected standard - higher than overall national.

Pupil Premium children in individual subjects (all above national):

Reading - 78%

Writing - 71%

Maths - 78%

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
Kapow Primary Art, DT, Music and PSHE	Kapow Primary
HEP Science (KS2)	Haringey Council
White rose Science (KS1)	White Rose
Opening Worlds - Geography and History	Haringey Council

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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 and competitions 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;
- The sourcing of additional funding to continue to create an environment for our children, both inside and outside, that is conducive to good mental health and wellbeing;
- Additional LSAs to support our most vulnerable children.

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.