

Our Lady of Compassion Catholic Primary School

Pupil Premium Statement

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	215
Proportion (%) of pupil premium eligible pupils	10.2%
Academic year/years that our current pupil premium strategy plan covers	21/22, 22/23 & 23/24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anthony Houghton Headteacher
Pupil premium lead	Mr Andrew Lawson Deputy Headteacher Joanne Tomlinson Pupil Mentor
Chair of Governors	Tina Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,385
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,144
Total budget for this academic year	£39,529

Part A: Pupil premium strategy plan - Statement of intent

At Our Lady of Compassion, we recognise the need for ‘*compassion and achievement for all*’. As a result, our Pupil Premium strategy is focused on improving outcomes for our most disadvantaged pupils through a three tiered approach: high teaching for all pupils, which includes adaptive teaching; targeted interventions and wider strategies which consider the whole child and their barriers to learning. The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for Pupil Premium. We believe that parents play a crucial role in the success of pupils, so it is our aim to actively engage and support parents and families. Further to this, we feel that excellent attendance is key for all of our pupils, so we aim to continue to work relentlessly to combat barriers to good attendance, thus improving the attendance of our disadvantaged pupils. Our pupil premium strategy is shared and agreed with all staff, meaning each member of our team understands their roles and responsibilities when supporting our pupil premium children. Our disadvantaged pupils are prioritised in everything we do at Our Lady of Compassion, and the children’s barriers to learning and individual needs are considered in all professional discussions and decision making. At Our Lady’s, we want all pupils to thrive by accessing our challenging, inclusive and inspiring academic curriculum, experiencing all that life has to offer; our Pupil Premium strategy has been designed with this key aim in mind. In addition, the Recovery funding has been used to mitigate the effects of the unique disruption caused by Covid-19.

Challenges

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

Challenge number	Detail of challenge
1.	External barriers from adverse experiences
2.	Social and emotional intelligence
3.	Low self-esteem and expectations
4.	Low academic attainment on arrival.
5.	Low attendance
6.	Children’s early reading, language and communication skills may have been impacted as a result of the pandemic, which may impact on progress.
7.	An increase in children requiring additional intervention support in order to address gaps in learning.
8.	Ensuring that family/relationship issues do not affect school, progress and wellbeing of children.

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
Children overcome external barriers from adverse experiences and build positive relationships.	Children are able to discuss and understand their emotions. Through education and understanding, children are able to build positive relationships in the future.
Children working above their attainment expectations.	Pupils make progress in line with their peers and national expectations.
Children have high expectations of themselves and realise that they can achieve their hopes and dreams.	Children have self-confidence and determination and focus to achieve in life.
<p>PP children will have as wide a range of educational, sport, PE and enriching experiences as non- disadvantaged children.</p> <p>This will be measured by attendance at opportunities and pupil questionnaire.</p>	<p>Children are exposed to a wide range of educational, sport, PE and enriching experiences.</p> <p>Children are given opportunities to take part in extracurricular clubs including sports and PE</p>
No negative difference between PP and Non-PP children's attendance.	<p>PP attendance will continue to improve and reach 95%+, ensuring there is no difference between PP and non-PP attendance</p> <p>Attendance of PP children will be monitored continuously by office staff and SLT.</p> <p>Our school will work appropriately with families to address any issues that arise.</p> <p>Improved and good attendance of PP children will be celebrated and rewarded. Attendance will be kept high profile by all members of staff.</p>

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: £10,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of Lexplore package to enable detailed tracking of; reading age, attainment and progress and intervention.</i></p>	<p>Evidence from the Education Endowment Foundation (EEF) - suggests:</p> <p><i>Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</i></p> <p><i>For many pupils they need to be taught explicitly and consistently.</i></p> <p><i>It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</i></p> <p>The report also suggests that: <i>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</i></p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/reading-comprehension-strategies</p> <p>As a school, we use this termly to enable tracking of pupils and their progress. We</p>	<p>2, 6 & 7</p>

	<p>use this in conjunction with their intervention program to help children get individual intervention packages to help 'plug' the gaps in learning and aid progress and attainment.</p> <p>We use this alongside our Pathways to Read scheme of work.</p>	
<i>Individualised instruction via digital technologies</i>	<p><i>Digital technologies can be used effectively to provide individual instruction. This can enable a personalised and inclusive approach to fill gaps in learning or to practise key skills. Technology apps enable immediate feedback and can be motivating for home learning too.</i></p> <p><i>Reference:</i> https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/digital</p>	3, 5 & 6

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based</i></p>	<p>The EEF advises the following: Teaching and whole school strategies:</p> <ul style="list-style-type: none"> ● Supporting great teaching ● Pupil assessment and feedback ● Transition support Targeted approaches ● One to one and small group tuition ● Intervention programmes ● Extended school time Wider strategies ● Supporting parent and carers ● Access to technology 	3, 5, 6 & 7

<p><i>approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</i></p>		
<p><i>Develop a structure for small group intervention for each class with a Teaching Assistant who is able to increase children's progress. Teaching assistants to assess, find gaps and feedback to teachers. Trail from January 2022 and implement from September 2023</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 	<p>3, 5, 6 & 7</p>

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

Budgeted cost: £ 24,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Using an external company that works with children to promote their emotional wellbeing and given them the tools to deal with problems and regulating emotions - Achieve 360 - and therefore increase the chances of those children improving their attainment.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pri-mary-sel</p> <p>Evidence from the Education Endowment Foundation (EEF) - suggests:</p> <p><i>Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).</i></p>	<p>1, 2 & 7</p>
<p><i>Restructuring responsibilities of the Office administration staff and Family Learning Mentor to impact attendance and support family well being/engagement.</i></p>	<p><i>Poor school attendance is a significant problem nationwide and is linked to poor attainment across all key stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes</i></p> <p>Reference:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-fu-ll-attendance-actions-for-schools-and-local-authorities</p>	<p>3, 4 & 7</p>
<p><i>Supporting PP families with utilising the enrichment opportunities and extra curricular offers from the school. PP families will be supported with weekly sport coaching sessions that will be purchased to support the physical and mental well being of children at lunchtime and after school.</i></p>	<p><i>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.</i></p> <p><i>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</i></p>	<p>2, 3, 4, 5 & 7</p>

	<p><i>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p>Reference: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/physical-activity</p>	
<p><i>Providing wider opportunities for children to flourish, such as residential school trips and supporting parents by ensuring that parents do not have the financial burden of this.</i></p>	<p><i>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</i></p> <p><i>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</i></p> <p>Closing the gap:</p> <p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p>	

Total budgeted cost: £39,529

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

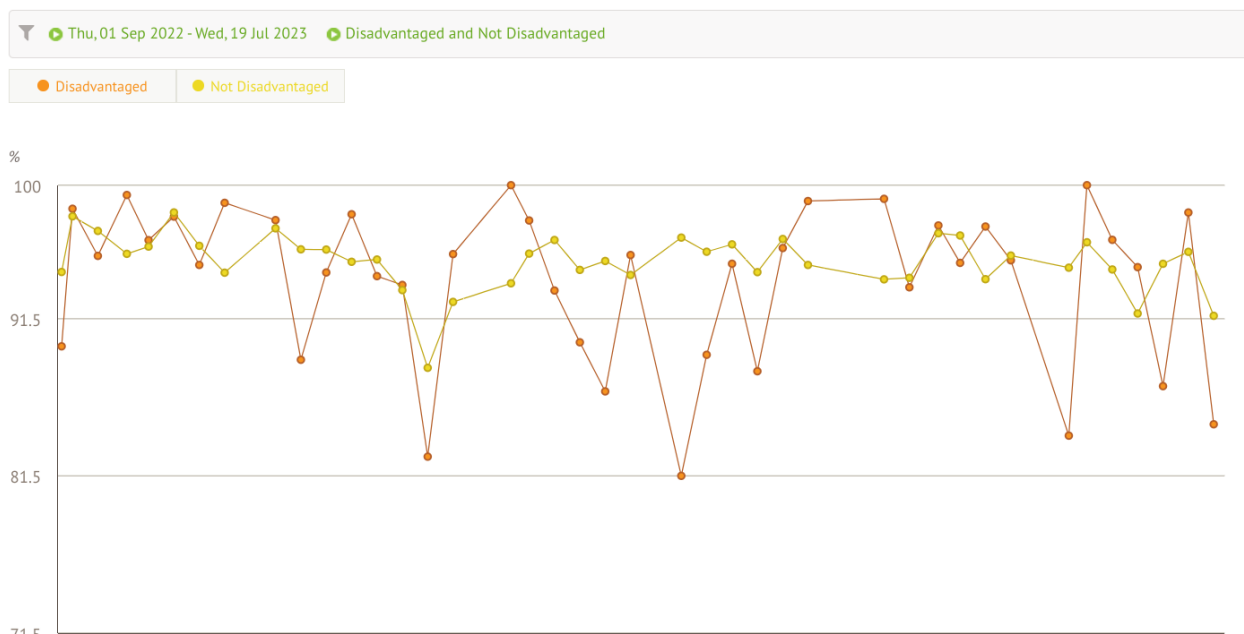
At Our Lady of Compassion, we feel that our pupil premium money has been effectively used to provide a range of additional support for our children and the interventions we have implemented have had a significant impact on children's attainment and progress.

Our key objective in using the Pupil Premium Grant is to narrow the gap between the Pupil Premium group and those not eligible for FSM. As a school we have a track record of ensuring that pupils make good or better progress.

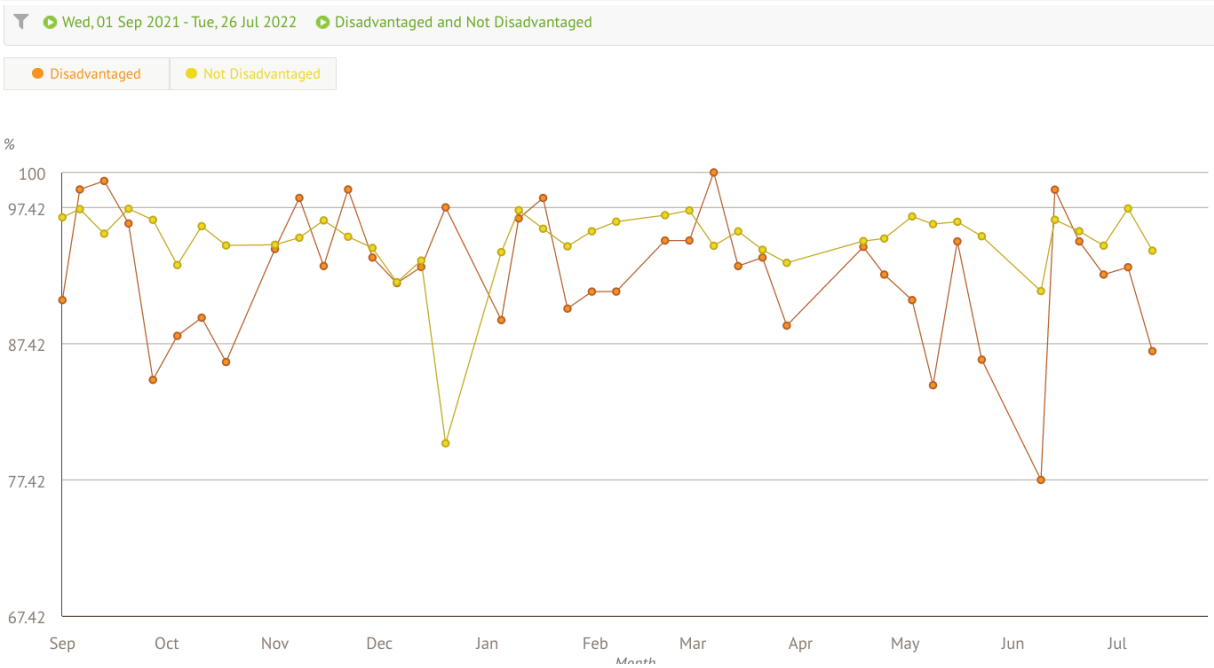
Our children are supported emotionally and socially throughout their time at Our Lady of Compassion using the external play therapist. We feel that this also has a strong impact on the whole child, including progress and attainment. We have a school mentor, who takes the time to understand and help the children from when they enter the school to when they leave us. We collaborate with all staff that are directly involved in each of the children and we tailor to their needs.

Attendance:

2022/23:



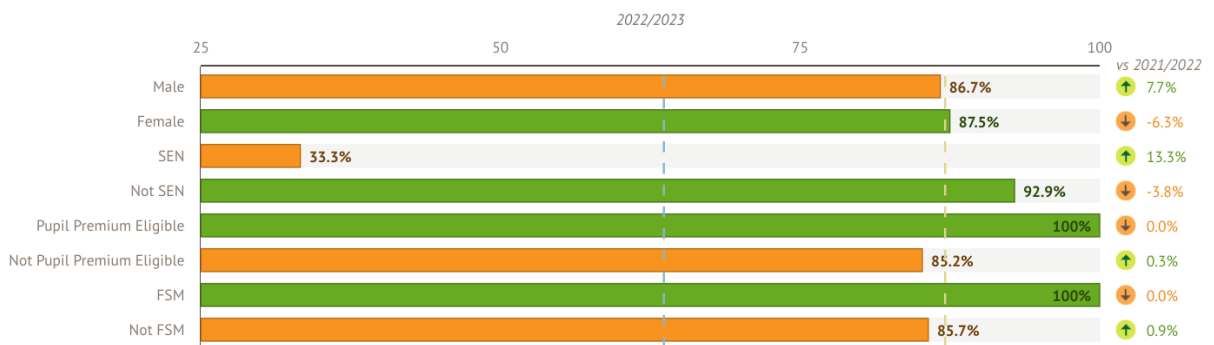
2021/22



Impact of PPG Data 2022/2023

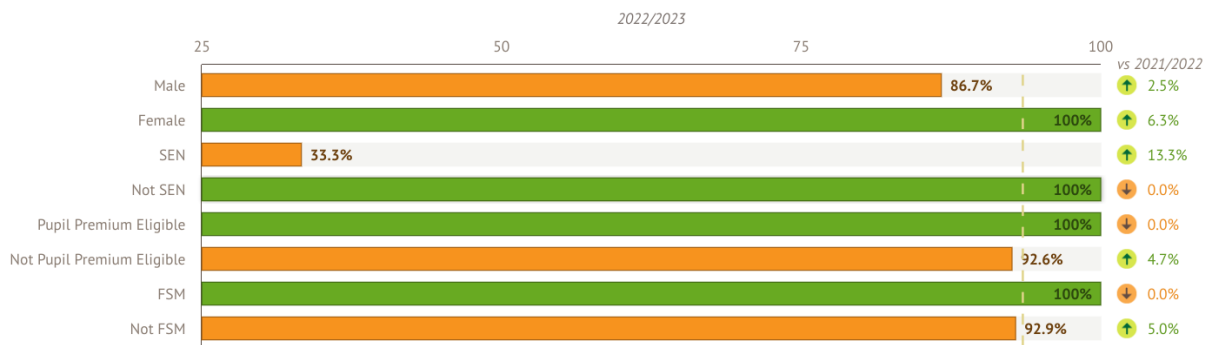
We are delighted with our KS2 results, which show that the school is progressing strongly. The results reflect the hard work of staff, excellent partnership working with parents and a determination to ensure that EVERY child succeeds. We feel that using the external therapist has helped develop children's social, emotional and emotional intelligence during their time at OLOC.

Key Stage 2: Achieving Expected Standard Reading, Writing (TA), Maths

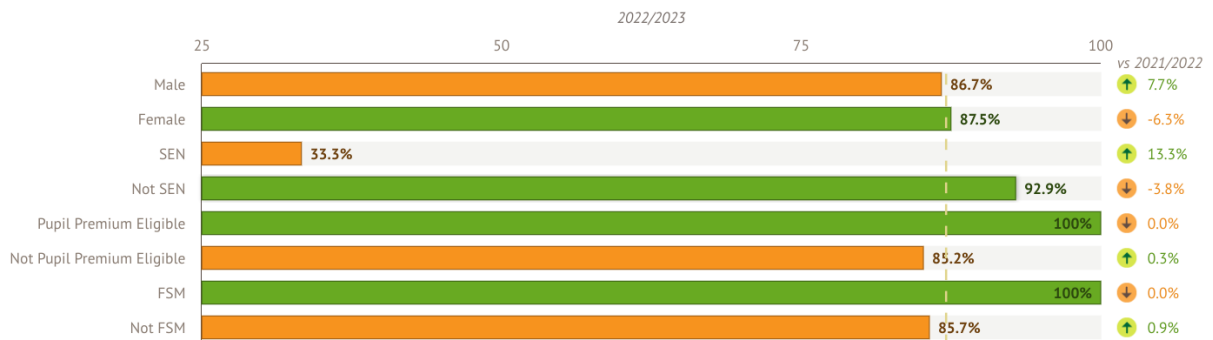


At Our Lady of compassion, we celebrate the results of our PP children's achievements.

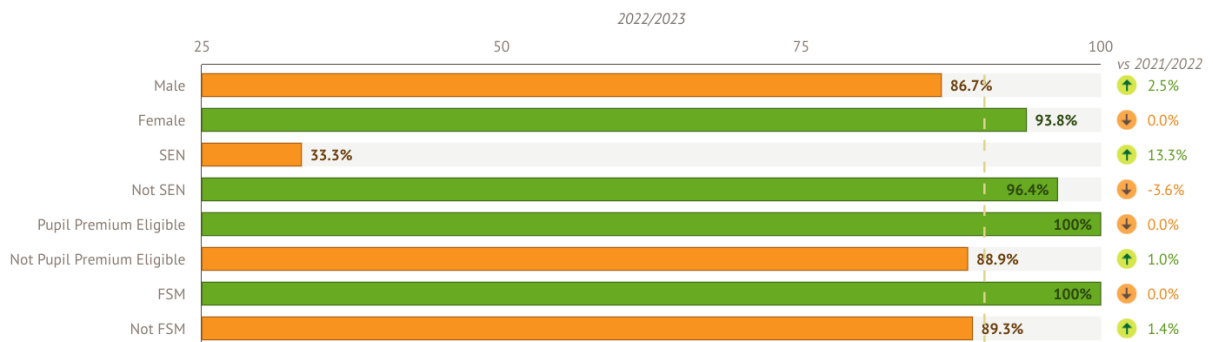
Key Stage 2: Achieved Expected Standard Maths



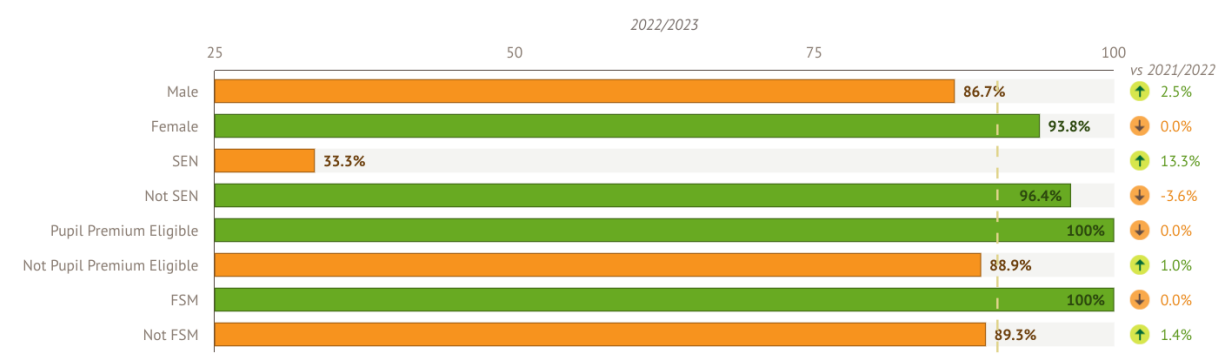
Key Stage 2: Achieved Expected Standard Reading



Key Stage 2: Achieved Expected Standard Writing



Key Stage 2: Achieved the Expected Standard SPAG



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
Play Therapy	Achieve 360
Music Lessons (Piano)	Sefton Music Centre