



**OUR LADY STAR OF THE SEA
PRIMARY SCHOOL**

Review July 2022

The Purpose of the Pupil Premium Grant 2021/22:

The Pupil Premium is grant funding, additional to the School's Delegated Budget. It is allocated to children from low-income families, who are eligible for free school meals or have been eligible for free school meals during the previous six years. It is also allocated to children who have been looked after continuously for more than six months.

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted toward those pupils most in need.

It is for the school to decide how the Pupil Premium is spent. Each school is responsible for monitoring both the use of the funding and the impact it is having upon FSM pupils. New measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium.

**PUPIL
PREMIUM**





OUR LADY STAR OF THE SEA PRIMARY SCHOOL

Review of 2021-22 Our Lady Star of the Sea RCVA Primary.

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 Star of the Sea RCVA Primary
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	50.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C & S Committee
Pupil premium lead	Miss J. Jones Headteacher
Governor lead	Mr D. Dunleavy, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665.00
Recovery premium funding allocation this academic year	£ 3,500.00
Previously Looked After Children	£ 7,035.00
Looked After Children	£ 1,700.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 87,200.00

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 use high-quality teaching, support and resources to provide good quality learning experiences. As well as providing good quality first hand experiences and opportunities to engage and motivate pupils across the school.

We will use 'Gem Powers' to support learning opportunities and behaviour issues – enhancing children's independence and resilience.

Pupil voice and emotional well-being will be a high priority so that children develop the necessary skills to allow them to engage effectively in their learning both in school and at home – providing skills which will support; independent learning, resilience, confidence and good citizenship.

Our approach will reflect the common challenges and individual needs of pupils within our school. In this way targeted support should address barriers to learning and effectively narrow the gap between those children classed as Pupil Premium and those who are not Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	A significant number (27.8% (2021)) of children join the school with speech, language and communication skills which are well below the expected levels for their age. In general, this is more prevalent among our disadvantaged pupils than their peers.
2	Assessments (Internal), observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. Y2 December 2021 – 66.7% achieved the expected standard in Phonics. 57% of FSM children achieved the standard. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Literacy and Mathematics.
4	Enriching opportunities and experiences are limited.
5	Children's social skills are poor due to limited quality interactions prior to attending school and for those affected by school closures during 2019-20 and 2020-21.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Children have limited resources at home to complete Homework assignments.
8	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.54 – 3.6% lower than for non-disadvantaged pupils. 3.3 – 35.8% of disadvantaged pupils have been 'persistently absent' compared to 0 – 16.9% of their peers during that period. (NB. 2019-20 figures were particularly poor due to the COVID19 Pandemic and mobility (Children missing from Education)). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Improved range and understanding of vocabulary – improving quality of speech.</p> <p>To improve children’s reading comprehension skills.</p>	<p>In EY – NELI programme data shows a significant number of targeted pupils have improved their language skills.</p> <p>KS1 and KS2 – improved % of children achieving the Year group standard in Reading.</p> <p>Children’s speech has improved and there is evidence of children being able to provide clear, detailed explanations using appropriate vocabulary.</p> <p>A wider range of vocabulary is evident in children’s writing.</p>
Improved performance of pupils in Phonics	Children who did not meet the ARE in Phonics in the Autumn term – achieved the standard in the Summer term or at least improved their score by 10 points.
Improved motivation and engagement in Literacy lessons.	<p>The % of disadvantaged children achieving the ARE in Reading and Writing has improved.</p> <p>Children are able to talk more confidently about their reading choices.</p> <p>Quality and quantity of Writing has improved.</p>
Improved motivation and engagement in maths lessons.	The % of disadvantaged children achieving the ARE in mathematics has improved.
A wide range of opportunities have been provided to broaden children’s knowledge and experiences.	<p>Children have been provided with a wide range of enrichment opportunities eg. Water sports and outdoor activities, cultural experiences – theatre and museum trips, visiting authors, workshops ... etc.</p> <p>They are able to talk about their new experiences and draw upon these within lessons.</p>
<p>Children’s social skills have improved and they are able to work both independently and collaboratively.</p> <p>There is improved motivation and engagement.</p>	<p>Children engage well in their learning and focus on tasks appropriately both at home and at school.</p> <p>Children are positive about their work and are able to work independently and show resilience when work is challenging.</p>
Improved independence and resilience.	<p>The number of disadvantaged pupils who require 1:1 counselling support has reduced.</p> <p>Children are able to use strategies to develop their independence and resilience.</p>
<p>All children complete Homework tasks and meet deadlines.</p> <p>Parents understand the importance of Homework and ensure that it has priority.</p>	<p>Homework is completed to a high standard and children take appropriate responsibility for making sure work is returned to school on time.</p> <p>Parents regularly listen to their children read and encourage completion of homework to a high standard.</p>
Attendance data for disadvantaged pupils has improved.	<p>The % of disadvantaged children achieving 95+% attendance has increased.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 3%.</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 (for example, CPD, recruitment and retention)

Budgeted cost: **£45,777.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduce and implement Nuffield Early Language Intervention (NELI) with EYFS identified children.</p> <p>Provide training time for TA and Teacher.</p> <p>Timetabled intervention.</p>	<p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Staff training for 'Little Wandle Letters and Sounds'</p> <p>Introduce and implement 'Little Wandle Letters and Sounds'.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>TA support for KS1 and KS2 pupils – targeted support for Literacy and Numeracy.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2 3 5

<p>Afterschool Reading Club.</p> <p>Provision of quality Home-Reading materials.</p>	<p>In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged as each take their turn.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3 7</p>
<p>'Gem Power' Training and implementation.</p> <p>School Counsellor.</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3</p>

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

Budgeted cost: £21,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention to improve Literacy and Numeracy.</p>	<p>Evidence shows that small group tuition is an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2 3 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand EducationEndowment Foundation EEF</p>	<p>2</p>
<p>Provide social interaction support to enable children to fully engage in their learning.</p> <p>Provide counselling sessions to support emotional well-being of pupils.</p>	<p>Evidence shows that social and emotional learning (SEL) interventions help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. This can then lead to children being more confident and engaged in their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5 6</p>

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

Budgeted cost: **£19,877**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of enrichment opportunities eg. Outdoor pursuits, visiting authors, Forest School, theatre trips, music, art, visits, workshops, clubs,... etc.	Evidence shows that children can learn in a variety of situations beyond the normal classroom experience – through clubs, outdoor experiences, visits and trips - these enrichment approaches can directly improve pupils’ attainment Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4 3 6
Provision of Homework packs. Provision of Home Learning resources.	Children often state that they are unable to complete their homework because they do not have the correct stationery or resources at home to complete assignments. The provision of HW packs removes this difficulty.	7 3 6
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. Promote ‘Punctuality months’ - rewards/incentives for good attendance. Follow Durham LA attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £87,200

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.

End of 2021-22 academic year.

RY language intervention programme.

NELI programme has been completed with identified pupils in EYFS/RYear.

Outcomes:

- Staff have been trained to deliver the programme
- children's language and communications skills have developed
- children are using a wider range of vocabulary
- children now using more than one or two words to communicate with peers and adults

End of 2022 Year 1 Phonics testing was resumed. The data below shows the last three years data for Y2 pupils.

Year 2 Phonics

Y2 Phonics	2018-19	Dec. 2020	Dec. 2021
All	72.0%	75.0%	100 %
FSM	64.0%	66.7%	100 %
Non-FSM	86.0%	100 %	100 %

Data shows that all children including FSM are performing well above NA – 79% (67% for NA FSM).

Due to additional phonics sessions and catch-up in this area, the December 2020 and 2021 Year 2 data shows that the school has maintained and improved on pupil performance in phonics – with FSM children performing well above the NA

Year 1 Phonics 2022

Y1 Phonics	2021-2022	NA
All	59%	76%
FSM	67%	79%
Non-FSM	50%	62%

Despite additional phonics lessons and incentives put in place, the data for Year 1 2022 cohort shows a significant drop below NA across all three categories – even though FSM pupils performed better than Non-FSM. This reflects the missed time in R Year and the lack of engagement with school and at home.

Further intensive Phonic lessons and interventions are planned for academic year 2022-23.

KS1 (Y2 2022) results:

KS1 %	Reading		Writing		Maths	
	*Exp+	*GD	Exp+	GD	Exp+	GD
All (8)	88%	0%	63%	13%	100%	0%
NA	67%	18%	58%	8%	68%	15%
FSM actual (5)	80%	0%	80%	0%	100%	0%
NA	51%	8%	41%	3%	52%	7%
Non-FSM actual (3)	100%	0%	33%	33%	100%	0%
NA	72%	21%	63%	9%	72%	17%

Data shows that the Y2 cohort performed well above the NA in achieving the Standard in Reading, Writing and Maths and FSM children were performing well above FSM children Nationally. However, the National figures for children achieving Greater Depth (GD) show the cohort to be below the NA for GD. (This is an area that the school will be focusing on – however, it is worth noting that the number of pupils in the cohort is extremely small.)

Enrichment opportunities played a significant part in developing language and writing skills across Key Stage 1 and children could enthusiastically talk and write about their experiences. Trips, workshops and learning beyond the classroom helped children to develop their knowledge and experiences – providing enrichment and extending vocabulary this was reflected in their writing.

The school's heavy focus on basic skills and providing children with opportunities to develop strong foundations in arithmetic has ensured that children have been provided time to consolidate their understanding of number operations and have developed a more confident approach to maths tasks.

KS2 results:

KS2 %	Reading		Writing		Maths		GPS		RWM	
	*AS+	*HS	Exp+	GD	AS+	HS	AS+	HS	AS+	HS
All actual	94%	25%	63%	13%	88%	19%	94%	19%	63%	6%
NA	75%	28%	70%	13%	71%	22%	72%	28%	59%	7%
FSM actual	80%	40%	40%	0%	80%	0%	100%	20%	40%	0%
NA	63%	17%	56%	6%	57%	12%	59%	17%	43%	3%
Non-FSM actual	100%	18%	73%	18%	91%	27%	91%	18%	73%	9%
NA	79%	32%	75%	15%	77%	27%	78%	32%	65%	9%

KS2 2022 cohort's data shows FSM children performing above the NA for AS+ in Reading, Maths and GSP compared to National figures for FSM and Non-FSM. In addition, FSM pupils performed better than NA for HS in Reading and GPS. The cohort was below the NA for Writing AS+ and GD in Writing, Maths and RWM combined.

Overall, the FSM pupils performed well generally.

Writing was the main area of weakness and affected the overall RWM combined statistics. This may be attributed to poor engagement during two Lockdowns and the disruption to education which has had a detrimental effect on our disadvantaged pupils particularly in Writing and extended writing.

The school provided a variety of outdoor opportunities such as kayaking, paddle boarding, climbing and cross curricular orienteering. This allowed children to take their learning beyond the classroom as well as supporting their well-being and resilience.

A variety of workshops and trips took place during 2021-22 which provided all children with both new experiences and supported their learning. In addition, quality resources were purchased to engage and motivate pupil's both in school and at home. The school continued to ensure that every child had the necessary materials to learn effectively at home eg. Homework packs and work books – thus ensuring that every child had equal access to home learning.

Attendance:

Attendance	2019-20	2020-21	2021-22
FSM	91.8%	93.7%	93.6%
NonFSM	92.3%	97.3%	96.4%
Gap (difference between FSM and Non FSM)	0.5	3.6	2.8

School continues to work hard to promote good attendance and reduce the % of persistent absenteeism. From the data absence among disadvantaged pupils has been higher than their NonFSM peers over the last 3 years.

Gaps have been higher in the last two years and this can be attributed to an increase in mobility during and after the pandemic. Therefore, attendance continues to be a focus of our current plan.

Generally, pupil behaviour during 2021-22 has been at least good and children have enjoyed being back to a normal school routine. However, there has been an increase in the number of children requiring support for their well-being and mental health with issues arising from Lockdowns. Consequently, part of the Pupil Premium funding has been allocated to employ a school counsellor and to provide a well-being champion. This will continue in this Pupil Premium Plan.

Externally provided programmes

Programme	Provider

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