

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 the Visitation Catholic Primary School |
| Number of pupils in school | 413 (Reception – Year 6) |
| Proportion (%) of pupil premium eligible pupils | 89 pupils (21.5%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Kathleen Coll |
| Pupil premium lead | Joanne Hewlett |
| Governor / Trustee lead | Les Cook |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £106,255 |
| Recovery premium funding allocation this academic year | £11,455 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £117,710 |

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is that all pupils, regardless of their economic background, 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, maximizing progress for all including those who are already high attainers.

The goal for all pupils in our school is to achieve their full potential by providing a programme of support to close the gap for any child including both disadvantaged and non-disadvantaged groups. In particular, we expect disadvantaged pupils to have high levels of confidence and expectations of themselves by the end of Y6, in line with that of their peers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those living in poverty and those families identified as requiring additional support with mental health and wellbeing. The activities outlined in this report are designed to support all pupils, regardless of whether they are disadvantaged or not

Quality First Teaching is at the centre of our strategy. Following the EEF guidance, effective teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Therefore, the activities will include allocating funding to the school-led tutoring programmes.

To be most effective we ensure we that gaps are identified through the use of robust diagnostic assessment, including the use of standardized tests with detailed gap analysis, school based curriculum assessments and teacher assessments. The approaches we have adopted have been used to formulate a catch-up plan, using a tiered model, targeting those pupils who are at risk and need additional support to ensure they are reaching their true potential. Our intent is to support pupils to ensure gaps in learning are closing.

To ensure our strategy is effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- Provide a wide range of enrichment opportunities for helping disadvantaged pupils to build skills and confidence – these will be opportunities that they would not otherwise have access to.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Reception baseline assessments, reading gap analysis and observations, particularly in EYFS and KS1 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 2 | Assessments and observations, suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 28% and 38% of pupils arrive below age-related expectations in reading. |
| 4 | 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 maths. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. Observations and assessments identified the impact school closures had on pupil pace, resilience, motivation and independence. Teacher referrals for support have markedly increased during the pandemic with more pupils from disadvantaged backgrounds receiving 1:1 and small group interventions. |

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 |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved phonics attainment among disadvantaged pupils | Phonics outcomes for disadvantaged pupils show that 80% pass the PSC by the end of year 2 |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2022/23 show that more than 80% of disadvantaged pupils meet the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2021/2022 and 2022/23 show that more than 85% of disadvantaged pupils meet the expected standard. |
| A rapid closing of gaps across reading, writing and maths | Gaps in learning to be closing rapidly as demonstrated by: Outcomes in gap analysis following standardised tests Increased number of pupils achieving the expected standard, with gaps closing between disadvantaged pupils and all pupils. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Improved social interactions especially at playtime | <ul style="list-style-type: none"> • a reduction in playground accidents • an increase in pupil led and managed co-operative, competitive games |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2022/23 demonstrated by: |

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| | <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 1%.• the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 1.5% lower than their peers. |
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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: **£45,210**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2,3 |
| Newly appointed lead teacher to have regular time to dedicate to the management and development of the PPG so that pupils all pupils in this group are making progress at a rate that closes the gap. | It is essential that assessments are effectively tracked to identify needs and plug gaps through intervention and support for teachers This will include: targeted intervention time, action research, to support teachers, based on the Education Endowment Foundation (EEF), monitoring, analysing data to measure the impact of pp expenditure and present data. | 3,4,5 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | |
| Time is allocated to implement a school 'growth' strategy that focuses on teacher learning and growth. | As a school we value staff development and utilising our experienced staff to mentor and develop less experienced staff. Collaborative learning is proven to have high impact for very low cost. | |

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| Staff are provided with non-contact time to develop a peer to peer model of growth and coaching. | Collaborative learning approaches Strand Education Endowment Foundation EEF | |
| <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> | 5 |
| <p>Develop oral literacy across the school curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Staff CPD:</p> <p>SaLT</p> <p>Phonics</p> <p>Reading</p> <p>Middle Leader support</p> <p>Quality First Teaching</p> | <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> | |

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

Budgeted cost: **£51,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. | |

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|---|--|-----|
| <p>phonics support. This will be delivered in collaboration with our local English hub.</p> | <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Booster classes in year 6 to close gaps in skills and knowledge</p> | <p>Gaps clearly identified through thorough gap analysis to ensure the support is targeted to ensure gaps close Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Additional targeted one to one and small group phonics catch-up lessons</p> | <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1,2 |
| <p>Additional targeted EYFS intervention, NELI, to develop early literacy skills</p> | <p>Gaps clearly identified through thorough gap analysis to ensure the support is targeted to ensure gaps close Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2 |

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

Budgeted cost: **£21,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Add or delete rows as needed.</i> | | |
| Homework club to support home learning, support family engagement and reading support | Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework EEF (educationendowmentfoundation.org.uk) | |
| Additional pastoral support time allocated to support children with anxiety, bereavement and behaviour needs, including training for the pastoral staff team | Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. Wider strategies EEF (educationendowmentfoundation.org.uk) | |
| 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. | |

Total budgeted cost: £117,710

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 2020 to 2021 academic year.

Pupils in our school are given access to a wide range of enrichment opportunities and do not miss out because of their circumstances. A greater number of disadvantaged pupils were targeted for after school and enrichment activities. 40% were signed up to after school clubs compared to 30% of all pupils. 20% of the choir is made up from disadvantaged pupils. There is an equitable representation in such things as school council and cyber mentors.

However all these interventions and enrichment activities stopped in March 2020 with the closing of schools due to lockdown. The most vulnerable pupils were encouraged to attend school during lockdown but this could only be a small number due to restrictions. Families were provided with food vouchers during lockdown and those pupils attending school were provided lunch by the school.

Data is less secure than in previous years for outcomes and progress for all pupils and there is no national or Ealing data to compare. Governors must also be aware that KS1 data is based on attainment as of March 2020 and KS2 data is based on evidence of outcomes in July 2020 when pupils had missed 12 weeks of learning in school.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 96.4%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.7% higher than their

peers and persistent absence 8.1% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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.

Externally provided programmes

| Programme | Provider |
|------------|----------------------|
| NELI | Nuffield |
| Lucid Cops | Transformation Trust |