



# Pupil Premium Strategy Statement



This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 Lincoln Catholic Primary School a Voluntary Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	77 pupils 2021 2022 96 pupils 2022 2023 38% 2021 2022 45.9% - 2022 2023
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ann Desforges
Pupil premium lead	Ann Desforges
Governor / Trustee lead	Jim Landers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,840
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,198
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118,478



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all Our Lady of Lincoln pupils, irrespective of their background or the challenges they face, make at least 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 aspiration, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The actions we have summarised in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. 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 for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Vocabulary gap for some disadvantaged pupils.</b></p> <p>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 KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><b>Gaps in learning (specifically reading, writing and mathematics)</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p><b>Impact of School closure</b></p> <p>Our assessments and observations indicate that the education and wellbeing 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 and writing.</p>
5	<p><b>Emotional, social and behavioural issues for some disadvantaged pupils.</b></p> <p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. Thirty pupils have been discussed in consultations since we started as a MHST school, which does not always end in a referral- there are lots of other outcomes. 9/30 were PPG  Mar 20-July20 - 14 pupils discussed (5 were PPG)  Sept 20-July 21- 10 pupils discussed (1 was PPG)  Sept 21- current- 6 pupils so far discussed (3 PPG)</p>
6	<p><b>Attendance of some disadvantaged pupils is low.</b></p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils in KS2 classes. Over the last year the attendance of the disadvantaged pupils has improved in KS1 and is in line or in some cases above the non-disadvantaged. 48% of disadvantaged pupils have been 'persistently absent' Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress. The school location deprivation indicator is in quintile 5 (most deprived) of all schools.</p>



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## 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 reading attainment among disadvantaged pupils. All disadvantaged pupils leave our school as strong readers.	KS1 phonics assessment scores reduce the attainment gap to no more than 5%. All disadvantaged pupils will achieve a reading age that corresponds with their own age or be making accelerated progress with their reading age score. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally. KS2 reading outcomes in 2021/22 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 10% (from 23%)</li> </ul>
Improved Key Stage outcomes for all subjects.	85% of disadvantaged pupils will achieve expected in Reading, Writing and Maths.



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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: £ 75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching.’ Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need. Research from the Education Policy Institute highlights that the disadvantage gap is around 40% by age 5. With early intervention/ screening in the early years, we aim to prevent the gap from widening. Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’</p>	<p>1</p>
<p>Embedding dialogic 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.</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: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EE</p>	<p>1</p>
<p>Continue to develop whole class reading strategies, with explicit use of vocabulary ( Ambition Lincoln Project foci) and speaking and listening.</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: Phonics   Toolkit Strand   Education Endowment Foundation   EE toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress. EEf toolkit shows that phonics strategies can have up to +4 months of additional progress. This is based on extensive evidence and provides high impact for low cost.</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-</p>	<p>3</p>



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<p>EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths resources and CPD (including Teaching for Mastery training).</p>	<p>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</p>	
<p>Support and improve the mental health of</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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk</p>	5
<p>Ensure consistency of teaching early reading and phonics and the purchase of additional reading books (decodable) matching to developing phonic knowledge.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from our CMAT.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	2

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

**Budgeted cost: £21,638**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (educationendowmentfoundation.org.uk</p>	1,4
<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: Phonics  </p>	2



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	Toolkit Strand   Education Endowment Foundation   EEF	
<p>One-to-one and small group tuition:</p> <ul style="list-style-type: none"> <li>• National Tutoring Programme (NTP)</li> <li>• Leaders to provide targeted support teaching, to improve outcomes for children.</li> <li>• Additional teachers to work in year groups</li> <li>• Teaching assistants to provide specific additional support for identified pupils.</li> </ul>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a></p>	1, 2, 3
<p>Provide additional support for pupils with special educational needs and/or disabilities.</p>	<p>EEF's five evidence-based recommendations to support pupils with SEND:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1, 2, 3

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

**Budgeted cost: £ 21,840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards DSL/Well-being /mental health lead salary who works closely with families and leads on counselling, attendance, behaviour and social and emotional support, including providing INSET/ workshops to focus on mindfulness, anxiety and managing emotions.</p>	<p>EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months. NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6



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<p>Subsidise breakfast/after school club, trips, experiences, visits and activities to broaden cultural capital and opportunity.</p>	<p>EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months' progress per year. Breakfast clubs improve attendance/punctuality. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils' horizons will be broadened and they will learn more about culture, history and geography. Local deprivation- IDACI rating highlights that Our Lady's is in the top 10% of most deprived neighbourhoods in the country (2019)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</a></p>	6
<p>Family Support Worker in school one day a week to work with both pupils and families.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf</a></p> <p><a href="https://www.jrf.org.uk/report/evaluation-child-and-family-support-services">https://www.jrf.org.uk/report/evaluation-child-and-family-support-services</a></p>	6

**Total budgeted cost: ££118,478**





## Pupil Premium Strategy Statement

### 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.

Through our identification of reading as an area for development in last year's SDP we have been working on a range of strategies to support the development of early reading across the school and reciprocal reading within Upper Key Stage 2. The strategies for development included whole school systematic, synthetic phonics (Little Wandle) training for all staff to ensure staff understand the principles in teaching phonics and early reading and how best to support and assess this in order to quickly identify gaps in learning and strategies for improvement. In addition, the English lead has led reading training during the summer term of 2022 and implemented from this September, which through monitoring has identified key areas of strength in developing pupils understanding in reading, independence and confidence in identifying key information and sharing ideas and in the development of reading for pleasure.

Our internal assessments during 2021/22 identified that disadvantaged pupils across all year groups predominantly achieved better in Reading during summer 2022. Reading was key area for development and we have this year fully implemented the new Phonics Scheme Little Wandle to support the development of early reading and the application to writing. All staff have been trained in Little Wandle and there is fidelity to the scheme.

Another area for development this year has been in developing the subject knowledge of staff in metacognitive approaches to learning considering cognitive load theory and how to adapt teaching and learning to build on long term memory acquisition. This has been done through space learning and retrieval practice. Training we have invested in has included Kate Jones Retrieval Practice which has informed practice and identifiable in both long- and medium-term planning.

During this academic year 2022/23 following our inspection, we have implemented a learning mentor to devise ways to raise attendance in line with government guidance. Our assessments and observations indicated that pupil wellbeing and mental health continue to be an area for development, and we have continued to utilise funding to offer pastoral support for pupils through Drawing and Lego Therapy.

Funding has been utilised effectively to upskill pastoral support staff, which has enabled pupils to develop coping strategies for anxiety and allowed them to focus more readily for learning. This has been evident through the intervention reports and tracking.



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### 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
Times Table Rockstars	<a href="http://trockstars.com">Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)</a>
Sumdog	<a href="#">Sumdog - Personalised maths and spelling practice that children love!</a>
Coram Life Education	<a href="#">Coram Life Education</a>

### 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



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### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*