

# Pupil premium strategy statement

## Our Lady of Perpetual Succour Primary School

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 Perpetual Succour Catholic Primary Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	13
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	21.10.21
Date on which it will be reviewed	July 2022
Statement authorised by	Fiona Wadsley
Pupil premium lead	Ellen Flynn
Governor / Trustee lead	Andrea Cockram

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,972
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£40,887

# Part A: Pupil premium strategy plan

## Statement of intent

It is our aim at Our Lady of Perpetual Succour to ensure that we continue to reduce the inequality of outcomes due to the socio-economic backgrounds of our pupils and to continue to diminish the differences between the educational outcomes of pupils from different backgrounds. The use of the Pupil Premium Funding is an important tool in addressing this.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality – A small proportion of pupil premium children require additional support to main good attendance above 96% and to also ensure they come to school on time.
2	Behaviours for learning – A small proportion of our PP children have difficulty with managing their emotions & feelings.
3	Low Learning and Attainment – Sometimes attributed to children also having SEND.
4	Speech and Language upon entry to school – A greater proportion of our pupil premium children require speech and language support when they enter school.
5	Parental Involvement – To build positive parental relationships and encourage a partnership in learning engagement across school.

## 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 address any cohort led differences in progress and attainment between pupil premium and other children.	<ul style="list-style-type: none"><li>• To create action plans for pupils eligible for pupil premium</li><li>• To provide intervention sessions for pupils eligible for pupil premium.</li><li>• To provide booster sessions before and after school to ensure pupils eligible for pupil premium are</li></ul>

	<p>provided with every opportunity to achieve as well as non eligible pupils.</p> <ul style="list-style-type: none"> <li>• To consider investing in resources to support identified pupils who are eligible for pupil premium funding.</li> </ul>
To ensure all pupil premium children have a positive and proactive attitude towards their learning	<ul style="list-style-type: none"> <li>• To support eligible pupils' emotional literacy and self-worth through nurture groups and well-being sessions led by SENCO.</li> <li>• To celebrate success and achievements.</li> </ul>
To ensure pupil premium attendance is in line with other children's	<ul style="list-style-type: none"> <li>• To provide support to eligible pupils and their families.</li> <li>• To spend time building positive relationships with parents/carers and understanding their barriers to attendance</li> <li>• To work together to over come the identified barriers to attendance through reward strategies.</li> </ul>
To ensure pupil premium children are happy in school and have positive and enhanced experiences in their learning	<ul style="list-style-type: none"> <li>• To ensure pupils eligible for pupil premium funding are provided with extra-curricular opportunities and enrichment activities specific to their areas of need or interest.</li> <li>• Regular well-being check ins led by PP Lead.</li> <li>• Opportunities for pupils to benefit from ELSA sessions of the R2i programme if necessary.</li> </ul>
To provide enhanced curricular opportunities – in order to provide opportunities for application of basic skills, consolidate learning and deepen understanding.	<ul style="list-style-type: none"> <li>• To ensure pupils eligible for pupil premium funding are provided with extra-curricular opportunities and enrichment activities specific to their areas of need or interest.</li> <li>• To fund or subsidise school trips to ensure that pupils eligible for pupil premium have the same opportunities as pupils not eligible.</li> </ul>

## 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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia Friendly classroom CPD	Creating a dyslexia-friendly classroom will help to reduce some of the barriers to learning that pupils eligible for pupil premium may also face.	3

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

Budgeted cost: £22,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support	Children who receive regular, small chunks of child focused interventions make more rapid progress.	2, 3 and 4

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being and pastoral support	Children learn better when they feel secure, happy and confident. Children have a positive attitude towards learning and engage more effectively with adult support and encouragement. Children who enjoy school and have positive experiences are more likely to	1, 2 and 3

	engage in their learning and have higher attendance.	
Attendance rewards	Children respond well to positive reinforcement and praise.	1 and 5

**Total budgeted cost: £40,750**

## 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.

Due to the COVID 19 pandemic the pupil premium allocation for last academic year was not fully spent in the way the school had anticipated. Funding was used to ensure pupils eligible were able to fully access the remote learning offer through the use of IT equipment and staff time. When schools re-opened the funding was focussed on delivering 'in bubble interventions' which inevitably became more onerous on funding due to working with limited numbers of pupils in each intervention session. At the end of the academic year, when restrictions began to ease slightly, a large percentage of the pupil premium funding was used to ensure our more disadvantaged pupils could be included in the offsite visits and trips that were planned. In response to the pandemic and its impact on our disadvantaged pupils, further funding was re allocated to the well-being and emotional support of our pupils eligible for pupil premium funding and some resources for the development of a nurture room were funded. This decision was made as it was clear that these resources would have a long lasting impact on our pupils and we would feel better equipped to meet their social and emotional needs in the future. Formal testing did not take place at the end of the academic year, however, teacher assessments inform us that the spending made towards supporting our pupils eligible for pupil premium had a positive impact on their learning and for those pupils where SEND was not an additional factor, mainly achieved as well as their non-eligible peers.

### 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
Roots to Inclusion Training	Nottingham City Council
ELSA training and support	Psychology First

### 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)**

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