

Pupil premium strategy statement – Ladymount Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2022 November 2023
Date on which it will be reviewed	June 2023- reviewed June 2024
Statement authorised by	<i>Nicola Turner</i>
Pupil premium lead	<i>Eileen Kelly</i>
Governor / Trustee lead	<i>Brian Sharp</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,555.00
Recovery premium funding allocation this academic year	£3045.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0.00
Total budget for this academic year	£33600

Part A: Pupil premium strategy plan

Statement of intent

Aims

At Ladymount Catholic Primary School, we aim to create a safe, secure, inspiring and creative learning environment within the context of our Catholic faith, where all children feel valued, respected and happy. All our pupils are encouraged and taught to be responsible citizens and to take an active role in their school, parish and community. We have developed an active partnership between the home, school, parish and the wider community. We celebrate diversity and ensure equality of opportunity. We enable pupils to move smoothly through key transition points ready for the next stage of their learning, particularly those who need extra support.

We aim to deliver a broad and balanced curriculum in a way that allows all pupils to become increasingly proficient in developing lifelong skills, knowledge and understanding. The curriculum we provide is enriched with opportunities to develop children's cultural capital. We utilise educational trips and visits throughout Wirral and beyond to further enrich all children's learning outside the classroom.

General Objectives

- to ensure that all pupils, irrespective of their background or the challenge they face, make good progress from their starting points and attain well across all subject areas.
- to narrow the attainment gap between disadvantaged and non-disadvantaged
- to support pupils' health and wellbeing in order for them to access learning

Strategy

We want all pupils to become independent, reflective and resilient learners, who enjoy learning, and are enabled to achieve excellence and experience success. We recognise that what works well for disadvantaged pupils (i.e high- quality teaching) is proven to improve outcomes for non-disadvantaged pupils. Therefore, the approaches we have adopted complement each other to help all pupils excel.

We will:

- ensure all pupils are challenged in the work that they're set
- provide an individual/ small group approach for targeted support/ interventions (based on ongoing robust and diagnostic assessments)
- provide training for staff in order to increase high quality teaching
- act early to intervene at the point need is identified
- identify and support pupils with mental health and emotional well-being.
- address and support issues relating to attendance and punctuality

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use research based evidence (EEF) to inform our decisions relating to Pupil Premium, enhancing the quality of teaching and the use of targeted support

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills are lower for Pupil Premium children in F2 and KS1. This affects progress in reading and social interaction and slows progress in subsequent years. It impacts on the progress of attainment in other areas of the curriculum, such as maths and science. It also affects pupils' spelling skills further up the school.
2	There are attainment gaps in phonics between disadvantaged and non-disadvantaged students, and the National average. This is evident from ongoing internal formative assessments and external assessments.
3	There are attainment gaps in reading and writing between disadvantaged and non-disadvantaged students. This is evident from ongoing internal formative and summative assessments and external assessments.
4	Internal and external assessments indicate that maths attainment of disadvantaged pupils is below that of non-disadvantaged pupils. Parental confidence in maths tends to be lower than in English. This will be addressed this year with maths parent workshops.
5	There has been an increased number of emotional and mental well-being concerns identified. Observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly affecting disadvantaged pupils. The amount of referrals for support for individual pupils has increased.
6	Attendance data indicates that attendance, including persistent absenteeism, for disadvantaged pupils is lower than the school average. This also applies to the amount of pupils frequently arriving to school late. Through ongoing assessments and observations, there is an indication that absenteeism is negatively affecting the progress of disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024/ 2025** and how we will measure to what extent they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils across all age phases in school	Assessments, observations and book scrutinies demonstrate improved oral language for disadvantaged pupils. This applies to all areas of the curriculum. The evidence will be triangulated; this will also include ongoing formative assessment and engagement in lessons.
Improved attainment in phonics at the end of Key Stage 1 and for pupils continuing to increase their phonetical knowledge in Key Stage 2	<p>Year 1 phonics screening outcomes show % of disadvantaged pupils meeting the expected standard is in line with the national average.</p> <p>Key Stage 2 pupils who did not meet the expected standard in phonics at the end of Key Stage 1 will use accurate phonologic processing in their approach to reading.</p>
Improved rates of progress and attainment for disadvantaged pupils in reading and writing; with difference diminished between disadvantaged and non-disadvantaged pupils.	<p>The rates of progress and attainment in reading and writing for disadvantaged pupils to increase since previous academic year and last exit point.</p> <p>The levels of attainment gap in reading and writing for disadvantaged pupils and non-disadvantaged pupils will have diminished across all year groups.</p> <p>KS1 and KS2 reading and writing outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is at least in line with the National average.</p>
Improved rates of progress and attainment for disadvantaged pupils in maths; with difference diminished between disadvantaged and non-disadvantaged pupils.	<p>The rates of progress and attainment in maths for disadvantaged pupils to increase since previous academic year and end points.</p> <p>The levels of attainment gap in maths for disadvantaged pupils and non-disadvantaged pupils will have diminished across all year groups.</p> <p>Year 4 The multiplication tables check (MTC) outcomes show % of disadvantaged pupils meet the expected standard is in line with the national average.</p> <p>KS1 and KS2 maths outcomes in 2024/25 show that % of disadvantaged pupils meeting the expected standard is at least in line with the National average.</p>

<p>To ensure that pupils with social, emotional and mental health concerns are adequately supported.</p>	<p>Children receiving support will attain and progress at a more positive rate than they did previously.</p> <p>Metacognition and self-regulation will be encouragement via effective feedback (staff/self/peer assessment)</p> <p>Staff will be confident in using their knowledge, awareness and understanding of social, emotional and mental health concerns to support pupils with their learning using different approaches/ strategies.</p>
<p>Improved attendance and punctuality for disadvantaged pupils.</p>	<p>Sustained high attendance by 2024- 2025 demonstrated by:</p> <ul style="list-style-type: none"> - Attendance overall to be 97 + %, with attendance of disadvantaged pupils being on par with attendance of non-disadvantaged pupils. - The percentage of all pupils who are persistently absent being below the post covid national average - The difference between the persistent absence of disadvantaged and non-disadvantaged diminishing.

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: **£17742.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improved oral language skills and vocabulary of disadvantaged pupils.</i></p> <p>Staff will focus on the use and development of language when teaching the curriculum. This will include; the use of stem sentences, modelling the use of high-quality academic vocabulary, supporting pupils to articulate key ideas, consolidate and extend vocabulary.</p>	<p>Research show that training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>By using this approach, on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Research findings have been identified by the EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>

<p>CPD for staff- the use of summative assessment, questioning, modelling and feedback.</p> <p>-Practitioners in EYFS- training on supporting vocabulary and successful verbal interactions with pupils</p>		
<p><i>Improved attainment in phonics</i></p> <p>Timetabling will include sufficient time for pupils to receive extra support where needed to improve their use of phonics in reading across the school.</p> <p>CPD- F2 and Key Stage 1 teachers will receive regular training and input from the Phonics lead. And English hub</p> <p>Key Stage 2 staff will continue to receive training in the use of Fresh Start (to be introduced for specific Year 4 pupils, and Year 5 and 6 pupils)</p>	<p>The approaches to the teaching of phonics have a strong evidence base, indicating a positive impact on pupils, particularly for disadvantaged pupils.</p> <p>Research shows that it is important to training staff to ensure they have the necessary linguistic knowledge and understanding to teach phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Fresh Start is a catch up programme for pupils in Years 5 and 6 who have been identified as below their expected reading age. Identified pupils in Year 4 will begin to use the programme in the Spring Term.</p>	2
<p><i>Improved attainment across core subjects</i></p> <p>Purchase of standardised diagnostic assessments (NTS) / online assessment tool to record summative assessments (Balance)</p> <p>CPD for staff- to ensure they are analysing assessments correctly and are using the data to inform next steps. This in turn will support the quality of teaching, including focusing on gaps.</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>EEF guidance states that ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap’</p>	3, 4

<p>CPD for staff- using Balance effectively (ongoing sessions)</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development</p>	
<p><i>Improved attainment in writing</i></p> <p>Embedding of new writing scheme- Pathways to Write.</p> <p>CPD for staff- to identify ways new writing scheme will support all pupils working below expected standard (focus on PP pupils).</p>	<p>Schools should use structured interventions with reliable evidence of effectiveness' and use them with fidelity.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	<p>3</p>
<p><i>Improved attainment in maths</i></p> <p>Enhancement of our maths teaching with a focus on pupils working below expected standard (focus on PP pupils)</p> <p>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).</p> <p>Extra adult support in maths lessons and smaller group sizes.</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-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF research identifies a modest impact on pupil progress when reducing class sizes. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p><i>Supporting pupils with social, emotional and mental health issues</i></p> <p>CPD to improve the quality of social and emotional learning.</p> <p>-Understanding and supporting pupils in school with attachment, trauma and stress</p>	<p>In order for staff to be able to support pupils develop their emotional and social skills; they will have CPD, addressing a range of issues.</p> <p>Research has shown that pupils who have good/ positive social and emotional skills have improved outcomes, including academia, at school and in further life.</p>	<p>5</p>

<p>- Introduction of 'My Happy Mind'- training for staff</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p><i>Addressing attendance</i></p> <p>CPD for staff- to use CPOMS system as a way to monitor communication with parents, ie attendance at parent meetings, communication regarding attendance.</p> <p>Teachers to record pupil absences on summative feedback booklets in order to monitor gaps in learning.</p> <p>School will continue to send letters and arrange meetings with parents re: attendance</p>	<p>Research shows that poor school attendance is a significant problem in the UK. Poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>6</p>

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

Budgeted cost: **Total: £13578.00 (of which, £3045 is from Recovery Funding Allocation)**

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 (NELI/ WELLCOMM).</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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>Purchase of additional resources to support the DFE validated Phonics</p>	<p>There is strong evidence to demonstrate that fidelity to a high quality phonics strategy has a positive impact on phonics</p>	<p>2</p>

<p>programme- Read Write Ink (F2 to Year 4)</p> <p>Fresh Start (Years 5 and 6)</p>	<p>outcomes in the short term, and reading fluency in the long term.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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 Education Endowment Foundation EEF</p>	2
<p>Specific interventions for identified pupils to support reading, writing and maths supported by the use of TAs</p> <ul style="list-style-type: none"> - WRI extra booster - Fresh Start - Fine motor support - Spelling support - Reading comprehension groups - Number Stacks -Pre and post teaching groups (English and maths) 	<p>Supporting pupils in reading, writing and maths to ensure they attain at least age related expectations in reading, writing and maths</p> <p>EEF recommendations identify the strength of TAs as a resource to ensure teachers can work with vulnerable pupils and support the implementation of high-quality research backed interventions.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	3 and 4
<p>Specific interventions/ support for pupils- mental health/ social and emotional needs</p> <ul style="list-style-type: none"> - My Happy Mind - Emotional Literacy Support 	<p>Although the EEF Toolkit focuses primarily on academic outcomes, it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and in turn will support their approaches to learning. The EEF research indicates these interventions can have four months positive impact.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5 and 6
<p>Embedding principles of good practice in relation to attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's Improving School Attendance</p>	6

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

Budgeted cost: **£2,500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Financial support for before and after school clubs, school trips and residential trips, toast, music tuition, chess club. - Funded author visits	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. In order to provide this, we ensure families have financial support. Research from the EEF that suggests, that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	All

Total budgeted cost: £33600.00

Part B: Review of the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year. It also outlines links to our current strategy for 2023-2024

Attendance for 2022-2023

Disadvantaged pupil attendance: 30% persistent absence (national average was 29.7%). This is 14% lower than in the academic year 2021-2022. The overall attendance for all pupils was 95.6% (highest 20% attendance nationally) We have worked with families over the year to encourage good attendance and punctuality. We have consistently monitored the attendance of all pupils. We aim to continue to focus on attendance in order to ensure that attendance of disadvantaged pupils at least matches the attendance of non-disadvantaged pupils and is at least in line with the national average during 2023-2024. We will continue to highlight the importance of attendance weekly in the school newsletter and attendance noticeboard.

Attainment Data 2022-2023

Due to the impact of COVID-19, schools are not required to publish the end of key stage results. This is due to the impact of the pandemic on the education system, and because of this, it is more difficult to interpret why the results are as they are using the data alone. We have therefore compared results from disadvantaged and non-disadvantaged pupils in order to assess the performance of the pupils, alongside the results from 2019.

F2 Early Learning Goals

In June 2023, 75% of pupils achieved a Good Level of Development (GLD). This is an increase from 2019, where 62% of pupil achieved GLD.

Year 1 Phonics Screening Test

80% achieved the expected standard compared to the National average of 80%.

In 2019, the Year 1 school expected standard average for the phonics screening test was 78.8% compared to the National average of 82%. The data shows an increase in attainment in line with the National average in the academic year 2022-2023.

Phonics continues to be a focus for improvement. Pupils in Key Stage 2 who are not fluent in phonics will continue to receive support.

End of Key Stage 1 assessments

In reading and maths, the % of pupils reaching the expected standard is higher by the end of 2023 than in 2019. In writing, the % in 2023 is lower than in 2019. Due to the amount of disadvantaged pupils in the cohort, it is not appropriate to record the data. Writing is an area that continues to be a focus during 2023-2024.

End of Key Stage 2 assessments

The % of pupils working at the expected national standard taken from 2019, was higher in reading and maths for the Year 6 2023 cohort. The % of disadvantaged pupils working at the expected standard was higher than the 2019 school average for this group.

An area of focus this year continues to be writing.

Review of strategies from 2022-2023

Strategies that appear to have made the most impact (using internal data) include:

- 1:1 tutoring/ small group interventions.
- The use of the Nuffield Language programme in F2 showed pupils made progress in their development of language.
- The use of feedback and assessment within lessons (updated marking policy) Staff received training around feedback and metacognition strategies
- Additional adult support in lessons. Data has shown that the groups receiving additional adult support made progress.
- Smaller class sizes and maths groups. In Key Stage 2, having specific lessons delivered in small single age classes enabled more support for individual and small groups of pupils with their learning.

We will continue to use the successful strategies from last year alongside further strategies in order to support disadvantaged pupils in order to raise their attainment.

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
Number Blocks	
WellComm	GL Assessment
Pastoral Support Service	Wirral LEA
Nessy spelling	Nessy Learning
Spelling Shed	Ed Shed

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Due to the limited number of service pupil premium pupils, confidential data and information regarding these pupils is held in school.
The impact of that spending on service pupil premium eligible pupils
Due to the limited number of service pupil premium pupils, confidential data and information regarding these pupils is held in school.

Further information (optional)

Alongside the funded activities and resources from the Pupil Premium and Recovery Premium, we provide extra support for disadvantaged pupils. Examples of these are listed below.

Extra support for pupils/ families/ staff outside of Pupil Premium Funding 2022-2023

1:1/ small group pupil support from CAMHS (PMHST Team)

Supporting families- coffee mornings/ Maths workshops

Sports activity clubs- using Sports Premium Funding

I-pads provided for pupils to use at home where needed.

Intervention programmes for extra support- Spelling Shed/ Nessy/ Maths Shed

Mini Vinnies- Opportunity for pupils to meet and support others

School Council/ Eco club- develop confidence. Opportunity to share ideas and to be a further part of the school community

Use of PHSE scheme 'Life to the Full'

Mental Health training (DFE funding)

Staff training, 'Ambitious About Inclusion'

Extra support planned for pupils/ families/ staff outside of Pupil Premium Funding 2023-2024

Support from 2022-2023 to continue

Teachers will attend 2 half day maths sessions led by Tara Loughran in order to increase quality teaching in maths

English lead will attend phonics updates

SENDSCO will attend training and LEA updates

Lego Therapy/ Time to Talk (support social and communication skills)

CPD on 'Myself as a Learner (MALS)

CPD on 'My Happy Mind'

Continued use of Pastoral Support Worker for pupils and families

Drop in support sessions in relation to SEND