

Pupil premium strategy statement Our Lady of the Wayside Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	451
Proportion (%) of pupil premium eligible pupils	15% (67 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	5 th December 2023
Date on which it will be reviewed	5 th September 2024
Statement authorised by	Headteacher – Debbie Enstone
Pupil premium lead	Assistant Headteacher – Jane Gray
Governor / Trustee lead	Chair of Governors – Fr. Andrew Franklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,460
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,715
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£121,175

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is funding provided to schools to close the attainment gap between disadvantaged children and their peers. The grant can be spent as each school sees fit, as long as it is used to improve the attainment of eligible pupils. Schools do not need to spend an equal amount on each pupil, or use the money for interventions that benefit only eligible pupils.

At Our Lady of the Wayside School, our aim is to use our Pupil Premium Grant to provide the best quality of education provision in order to raise attainment. As it is the school's responsibility to make decisions about how the funding should be spent, we research and fund evidence based strategies which are proven to target and impact upon pupil progress.

High quality teaching, targeted academic support and addressing wider barriers to learning are priorities for our Pupil Premium spending.

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 of Pupil Premium children have special educational needs.
2	Social and emotional needs are evident amongst a number of children.
3	Attendance tracking shows a number of Pupil Premium children are at risk of underachieving due to attendance.
4	There is low parental involvement with reading in the home environment.
5	Many families are experiencing economic and health difficulties requiring pastoral or specialist support.
6	Assessments and observations indicate underdeveloped speech and language skills.

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>1. Early identification of children with a speech, language and communication need and appropriate support given. Improvement in speech and language skills leading to improved confidence in understanding language and consequently improvements in all areas of learning.</p>	<p>Outcomes from Reception Baseline assessments in Autumn used to inform support programmes.</p> <p>Little Wandle Phonics programme embedded across school, including keep up and catch up programmes.</p> <p>Lowest 20% attainers in phonics identified and intervention programmes in place (monitored in small steps as may be appropriate).</p> <p>Pupil progress meetings (termly) used to identify and plan for support of identified pupils with SLCN.</p> <p>CPD for EYFS staff in SLCN, including awareness of specific needs arising from DLD and Autism.</p> <p>CPD for EY staff in Makaton</p> <p>Assistant SENDCo part of the EY teaching team assisting in early identification and direct support.</p> <p>GL Language Screener tool used for further assessment of KS2 pupils where there are concerns.</p> <p>Effective use of NHS links, including referrals for identified children (Assessment and direct support). Number of referrals and outcomes monitored by SENDCo.</p> <p>Effective use of MAC Speech and Language Therapist and school Speech and Language Champion to deliver CPD, specific advice and intervention and parent workshops.</p>
<p>2. Pupils will be able to read with greater fluency and comprehension; pupils will enjoy reading for pleasure</p>	<p>All staff trained in Little Wandle phonics and programme delivered across school at relevant stages: staff with additional training needs identified and coached to deliver high standard consistently.</p> <p>CPD for staff in adaptive teaching and understanding reading difficulties (including Dyslexia and visual tracking difficulties).</p>

	<p>GL Dyslexia screener available for further assessment of KS2 pupils where concerns are identified.</p> <p>Consistent and timely use of 'initial concern' reporting to SENDCo so that support plans can be made.</p> <p>Consistent tracking and impact review of termly interventions for reading support.</p> <p>Workshops and information sessions on Phonics and early reading delivered to parents in EY and Lower Phase.</p> <p>Regular opportunities for pupils to read with an adult (staff and volunteers), independently, with peers and with younger peers as Reading Buddies.</p> <p>Promotion of a positive culture of reading for pleasure via library time, Grow with a Book sessions in class, Secret Storytellers (EY), encouraging parents to come in to read.</p> <p>Pupils not working at expected standard to be identified through classroom assessments and support put in place via pupil progress routes, partnerships with parents/families, SENDCo and any relevant external professionals providing support with cognition and learning assessments.</p> <p>Pupil Voice – pupils speak about reading and reading opportunities positively.</p>
<p>3. Interventions are targeted and specific to meet the needs of individual pupils.</p>	<p>A range of interventions available in school across all 4 Broad Areas of Need.</p> <p>Staff delivering interventions have sufficient knowledge and skills to ensure consistent delivery at high standard.</p> <p>Intervention tracking (including baseline and progress data) maintained and reviewed regularly by SENDCo and Subject Champions.</p> <p>Pupil Progress meetings held termly to discuss suitability of interventions in place.</p>

	<p>Good use of external provision; targeted interventions for high needs pupils where appropriate.</p> <p>Advice from external professionals given to school is implemented</p>
<p>4. Identification of causes for difficulties observed which are impacting on learning and progress of a child. To enable children who are struggling to attain at age related expectations to narrow the gap through specialist support to accelerate their learning.</p>	<p>Use external professional service e.g. SISS SEMH team, SENTAA (cognition and learning assessments) to provide advice and bespoke intervention for higher needs learners.</p> <p>Effective use of digital initial screener tools for Language and Dyslexia.</p> <p>Effective use of internal and external assessment data to inform support planning.</p> <p>Collaborative partnerships with families to support pupils holistically.</p> <p>Referrals made to NHS or partner services for further assessment of needs as required.</p> <p>Staff CPD - understanding a range of SEND and quality first teaching strategies to meet the needs of pupils with working memory and executive functioning and sensory processing differences and/or concentration difficulties.</p>
<p>5. Improved self-esteem, social skills and resilience; skills to help cope with emotional difficulties and in turn lead to a positive impact on learning.</p>	<p>A range of interventions provided including gardening club, ELSA, Drawing and Talking Therapy, Nurture groups, coached play (lunchtimes) to support SEMH and social communication.</p> <p>Mentoring and key adult support for vulnerable pupils.</p> <p>Zones of Regulation embedded across whole school to support development of emotional literacy, culture of well-being and resources for regulation and support.</p> <p>CPD provided to staff to ensure programme used effectively.</p> <p>Referrals to SISS SEMH team, local partner groups e.g. Ordinary Magic and local CAMHS teams where appropriate to support pupils and their families.</p> <p>Parents know where to access SEMH resources through school signposting for</p>

	<p>families e.g Kooth and Young Minds information.</p> <p>Gospel values promoted across school.</p> <p>Positive learning behaviours across school</p> <p>Data from pupil voice and parent surveys indicate high levels of well-being</p>
<p>6. To ensure good attendance rates for children eligible for pupil premium.</p>	<p>Family Support Manger targeting disadvantaged families and engaging in support work with a focus on improving attendance.</p> <p>Supportive and collaborative relationships built between Pastoral teams and families.</p> <p>Partnership with the MAC EWO and LA Inclusion team to support pupils and families where attendance becomes a concern.</p> <p>Referrals to local external services (e.g. Early Help or School Nurses) where more complex barriers to attendance are identified.</p> <p>Sustained high attendance demonstrated by a decrease in the numbers of pupils who are persistently absent.</p>
<p>7. No child will miss out on participating in an educational experience to embed or enrich their learning due to financial disadvantage e.g. trip, residential, music lesson.</p> <p>All families have the means to provide pupils with relevant items of school/PE kits to enable attendance and participation.</p>	<p>Financial support provided to families where a difficulty to meet any cost is identified; coordinated by Family Support Manager. Signposting of families directly or indirectly (via school newsletter, website etc) to local support e.g. HAF scheme, foodbanks.</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: £16,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle training (whole school)</p> <p>Purchase of reading books and Little Wandle training</p>	<p>The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education, and employment. Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background. (Rt Hon Nick Gibb MP, Minister of State for School Standards)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p>	4
CPD in SLCN (EY staff)	Vast evidence-base that highlights oral language skills as a crucial foundation for thinking, learning and social interaction. Evidence indicates that children's oral language ability during their early years is one of the strongest predictors, of not just later success in literacy and numeracy, but also their employment and wellbeing.	6
CPD in Makaton (EY staff)	Makaton gives young children the tools they need to express themselves and build their language skill. It makes the environment more accessible	6
Adaptive teaching CPD (whole school)	Adaptive teaching is important because it helps all learners to achieve by meeting the individual needs of children	1

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

Budgeted cost: £88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>GL language screener</p> <p>Speech and language intervention</p>	<p>Vast evidence-base that highlights oral language skills as a crucial foundation for thinking, learning and social interaction. Evidence indicates that children’s oral language ability during their early years is one of the strongest predictors, of not just later success in literacy and numeracy, but also their employment and wellbeing.</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p>	6
<p>Early reading parent workshops</p>	<p>The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education, and employment. Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background. (Rt Hon Nick Gibb MP, Minister of State for School Standards)</p>	4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	4

will be delivered in collaboration with our local English hub.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Referrals to NHS services Referral to SISS (SEMH team) Ordinary Magic intervention for social and emotional needs	Underlying needs identified as early as possible through specialist assessment and appropriate strategies put in place to support learning. Early intervention is key to successful learning. Children needed to feel emotionally secure and safe following lockdown Based on 'Barry Carpenter's 5 Levers of Recovery	1,2
Referral to SENTAA (cognition and learning specialists)	A child's formative years (up to age 8) are the most crucial for cognitive, emotional, social and physical development. During this period, the child's developing brain exhibits the greatest plasticity and is highly able to change and adapt according to their experiences. As a result, children at this age are most receptive to early intervention efforts, giving rise to better outcomes. Addressing learning difficulties early on can also prevent other serious issues from arising and allow a child to succeed academically, socially and emotionally.	1,2
Family Support worker closely tracking attendance and providing support for families.	The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in formal assessments. Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils	2,3, 5

	who were persistently absent across the key stage.	
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Total budgeted cost: £121, 175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim 1: Early identification of children with a speech, language and communication need and appropriate support given. Improvement in speech and language skills leading to improved confidence in understanding language and consequently improvements in all areas of learning.

Little Wandle Phonics programme is now embedded across school, including keep up and catch up programmes.

Termly Pupil Progress Meetings are used to identify and plan for support of identified pupils with SLCN.

CPD has taken place for EY staff in Makaton

The Assistant SENDCo is part of the EY teaching team and assisting in early identification and direct support.

GL Language Screener tool is used for further assessment of KS2 pupils where there are concerns.

There is effective use of NHS links, including referrals for identified children (Assessment and direct support).

Aim 2: Pupils will be able to read with greater fluency and comprehension; pupils will enjoy reading for pleasure.

Staff are trained in Little Wandle phonics and programme delivered across school at relevant stages: staff with additional training needs have been identified and are being coached to deliver high standard consistently.

CPD for staff has been delivered in adaptive teaching.

GL Dyslexia screener is available for further assessment of KS2 pupils where concerns are identified.

There is consistent and timely use of 'initial concern' reporting to SENDCo so that support plans can be put in place.

Workshops and information sessions on Phonics and early reading have been delivered to parents in EY and Lower Phase.

There are regular opportunities for pupils to read with an adult (staff and volunteers), independently, with peers and with younger peers as Reading Buddies.

There is a positive culture of reading for pleasure via library time, Grow with a Book sessions in class, Secret Storytellers (EY), encouraging parents to come in to read.

Pupils not working at expected standard are identified through classroom assessments and support put in place via pupil progress routes, partnerships with parents/families, SENDCo and any relevant external professionals providing support with cognition and learning assessments.

Pupil Voice – pupils speak about reading and reading opportunities positively.

Aim 3: Interventions are targeted and specific to meet the needs of individual pupils.

A range of interventions are available in school across all 4 Broad Areas of Need.

Staff delivering interventions have sufficient knowledge and skills to ensure consistent delivery at high standard.

Pupil Progress meetings held termly to discuss suitability of interventions in place.

Aim 4: Identification of causes for difficulties observed which are impacting on learning and progress of a child. To enable children who are struggling to attain at age related expectations to narrow the gap through specialist support to accelerate their learning.

School continue to use external professional service e.g. SISS SEMH team, SENTAA (cognition and learning assessments) to provide advice and bespoke intervention for higher needs learners.

There is effective use of digital initial screener tools for Language and Dyslexia.

There are collaborative partnerships with families to support pupils holistically.

Referrals are made to NHS or partner services for further assessment of needs as required.

Aim 5: Improved self-esteem, social skills and resilience; skills to help cope with emotional difficulties and in turn lead to a positive impact on learning.

A range of interventions are provided for children including gardening club, ELSA, Drawing and Talking Therapy, Nurture groups, coached play (lunchtimes) to support SEMH and social communication. Mentoring and key adult support is provided for vulnerable pupils. Zones of Regulation are used across whole school to support development of emotional literacy, culture of well-being and resources for regulation and support. CPD has been provided to staff to ensure programme used effectively.

Referrals are made to SISS SEMH team, local partner groups e.g. Ordinary Magic and local CAMHS teams where appropriate to support pupils and their families.

Parents know where to access SEMH resources through school signposting for families e.g Kooth and Young Minds information.

Gospel values are promoted throughout school and positive learning behaviours are encouraged across school

Data from pupil voice and parent surveys indicate high levels of well-being

Aim 6: To ensure good attendance rates for children eligible for pupil premium.

Our Family Support Manger continues to monitor disadvantaged families and offers support work with a focus on improving attendance.

There is a strong Partnership with the MAC EWO and LA Inclusion team to support pupils and families where attendance becomes a concern.

Referrals are made to local external services (e.g. Early Help or School Nurses) where more complex barriers to attendance are identified.

There is close monitoring of 90-92% absence rate so that school can be proactive in preventing persistent absence.

Aim 7: No child will miss out on participating in an educational experience to embed or enrich their learning due to financial disadvantage e.g. trip, residential, music lesson.

Financial support is provided to families where there is a difficulty to meet a cost. This is coordinated by Family Support Manager. Families are supported directly or indirectly (via school newsletter, website etc) to local support e.g. HAF scheme, foodbanks.

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

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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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