PUPIL PREMIUM STRATEGY: 2024-25

This statement details our school's use of pupil premium funding for the academic year 2024-25 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	228 (52 pupils in Nursery)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Philomena Bourne
Pupil premium lead	Mrs Patricia Geraghty
Governor / Trustee lead	Mrs Florence Agbugba

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
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*	£41,440

Part A: Pupil premium strategy plan

Statement of intent

The school acknowledges that there continues to be significant barriers to learning and progress of a high percentage of our pupils. These are due to in many cases to family circumstances ie poor housing, many families now live in multi-occupancy accommodation, low incomes and lack of green spaces for pupils to play in and develop their gross and fine motor skills. Due to the high cost of living, families are increasingly using the services of food banks and clothes banks and increases in energy bills are causing financial hardship. Pupils enter school with limited vocabulary in their home language, with little or no English and have little experience of life outside their home environment. This academic year a high percentage of pupils have joined the school with complex learning needs particularly in the Early Years Foundation Stage.

The school Priority Areas for this academic year are:

1. To continue to ensure pupils are learning in a safe, happy and supportive environment which promotes their well-being and mental health.
2. To continue to extend pupils' vocabulary and reading skills, in all curriculum subjects, so pupils grow in knowledge and skills as they access the curriculum.
3. To continue to improve the coherence of writing within and across a range of genres so that pupils become efficient in their writing composition.
4. To continue to ensure that any 'gaps' in pupils' knowledge and skills are addressed to enable them to access all areas of the curriculum.
5. To provide an additional outreach provision to pupils with SEND who due to their complex needs are not able to access the curriculum or function in a mainstream classroom

This strategy indicates how Our Lady of Grace Catholic Infant School will support the disadvantaged learners in minimising the attainment gap. The school continues to prioritise the mental health and wellbeing of all pupils. This academic year the school is working with Connect-Ed School Counselling and Therapy Service in conjunction with the Catholic Children's Society to employ a Music Therapist one day per week who will provide 1:1 therapy for some pupils and small group therapy for others in addition to training for staff on topics such as 'Identifying and supporting' Children's Mental Health, face to face and online workshops for parents on such issues as 'Managing challenging behaviour' and assemblies and further workshops for year groups on 'Communicating feelings and managing conflict. Two members of staff have had bereavement and loss training (Rainbows and Sunbeams) through the Catholic Children's Society.

The importance of quality first teaching cannot be underestimated and a robust package of CPD continues to be embedded in the school's development plan to ensure pupils are receiving the best offer. High-quality teaching is at the heart of our approach, with a focus

on areas in which disadvantaged pupils require the most support to fully access the curriculum.

The school continues to prioritise CPD for all staff to embed our inspiring writing curriculum as well as develop teachers' confidence in teaching writing through practical activities and games which has helped pupils to use their imagination, generate ideas, develop vocabulary and build writing resilience.

All staff continue to participate in regular Read/Write Inc training linked to termly development days led by an external advisor in addition to accessing the online portal to support the effective teaching and learning of phonics. This ensures that pupils make at least the expected or better progress so they can access the full curriculum.

Planned interventions in core subjects continue to take place. These are delivered by teachers and teaching assistants. Interventions continue to focus on knowledge building so that pupils can apply new knowledge to other subjects. Early morning boosters target phonics, reading fluency and developing comprehension skills.

Home learning continues to takes place on google classroom and the priority continues to be to keep pupils safe online while enabling them to learn, especially vulnerable pupils and their families. They continue to be taught how to use the internet appropriately and safely. E-safety sessions continue to take place at the start of every computing lesson. The school has invested in a filtering and monitoring system that ensures that pupils cannot access unsuitable material while using devices in school. Fortnightly newsletters remind parents on the dangers of allowing their children unsupervised access to the internet at home and the importance of enabling parental control on devises and the use of age appropriate safe-search engines.

Challenges

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

Challenge number	Detail of challenge
1	From observations, assessments and talking with pupils, it continues to be evident that they have limited life experiences and poor self-help skills in addition to under-developed oral language skills and gaps in vocabulary particularly among disadvantaged pupils who enter the Nursery and the main school.
2	From assessments, observations and discussions with pupils, disadvantaged pupils continue to have greater difficulties with phonics than their peers. This has a negative impact on their development as fluent and confident readers.
3	The number of children who are in receipt of Pupil Premium funding also continue to have additional vulnerabilities such as, SEND, are Families who require Early Help Assessments, and who live in temporary accommodation or multi-

	occupancy housing. There continues to be an increase in mobility for these pupils between schools within the borough and between local authorities.
4	There continues to be an increase in the number of pupils who have complex learning needs which include Autism Spectrum Condition, speech and language difficulties, many this academic year are non-verbal in addition to social, emotional and mental health needs which act as barriers, preventing pupils from learning and accessing the curriculum or being able to cope in a mainstream classroom.
5	From observations, assessments and talking to pupils, a high proportion continue to have difficulty with writing including poor gross and fine motor skills and an ability to write for different purposes
6.	It continues to be difficult to engage with some parents particularly to enable them to help their children engage and complete home learning.

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
Continue to ensure quality first teaching in all subjects by: • Providing high quality CPD for all staff, including RWI mentoring days and weekly phonic phase tutorials, to continue to work in collaboration with TT Education to raise and embed the profile of writing throughout the school, staff receive high quality training and support through twilight training. Mentoring for new and less experienced staff by SLT. • Curriculum leads continue to be given time to monitor and evaluate subject/ curriculum provision, speak to pupils, carry out learning walks and book scrutinies and lesson drop ins. Ensure full entitlement and curriculum coverage • Continue to set challenging targets for all pupils • Continue to provide targeted interventions particularly in phonics and reading before school and during the school day to enable all pupils to become confident and fluent readers.	• Achievement in all subjects continues to be in line or exceeds the National Average. • Achievement of disadvantaged pupils is in line with non-disadvantaged pupils • High standards of work is evident in books in all subjects • Pupils enjoy all subjects and are able to speak confidently about their learning • Pupils are motivated and enjoy learning
To continue to provide Wellbeing and Mental Health support to all pupils by: • Employing a Music therapist one day a week to provide 1:1 Music Therapy to pupils who have poor self-esteem and problems with self-regulation through Connect-Ed School Counselling and Therapy Service in conjunction with the Catholic Children's Society	• Pupils will know who they can talk to when they are in need. • In EYFS pupils will continue to be given time at the beginning of the school day to talk about or use pictures to describe how they are feeling

• Group Music therapy for small groups of pupils who may have trouble making and sustaining friendships provided by the Music therapist • Staff training provided by Connect-Ed on 'Supporting Children's Mental Health' • Workshops face to face and online for parents delivered by Connect-Ed on topics such as 'Managing Challenging Behaviour'. • The Inclusion Lead to work closely with the Family Hubs to signpost families to the services provided and make referral to Early Help as required to prevent involvement of Social Care at a later stage • Monitor pupils' emotional and behavioural needs including those who have been impacted by loss or bereavement and provide support through staff who have been trained in Rainbows and Moonbeams interventions through the Catholic Children's Society.	• Longer term ongoing services continue to be made available for the most vulnerable pupils e.g Music Therapy. • Continue to Increase pupil engagement and enjoyment of learning which will maintain a positive impact on pupil outcomes and attendance. • Parental support will continue to be provided by the Inclusion Lead and workshops provided by Connect-Ed School Counselling and Therapy Service • Continue to provide access to professional services like CAMHS, Brent Early Years Inclusion Team and WEST within school for vulnerable pupils and families • Pupils will be able to self-regulate and use strategies learnt to make them emotionally ready for learning.
To continue to improve pupils' literacy skills particularly in Phonics, Reading and Writing to minimise any gaps in learning. • To continue to provide phonic boosters before school for pupils not making the expected progress. • To continue to provide 1:1 phonic catch up to pupils in KS1 and Reception to learn all sounds in a particular phase, be able to blend and segment and read words and sentences independently • To continue to use Reading Volunteers to provide 1:1 reading for targeted pupils before school to increase their fluency, speed and comprehension • To continue to provide high quality teaching in phonics and reading • To enable all staff to take part and benefit from Read/Write Inc Development Days • All new staff to receive Read/Write Phonic Training • To continue to raise the profile of writing for different purposes throughout the school from Early Years to the end of KS1 by providing high quality CPD for all staff, the training draws on the importance of talk in the writing process, and suggests structures and approaches that will scaffold pupils in their English creativity, and in their learning across the curriculum. Support provided by TT Consultant through lesson observations, planning scrutinies and ongoing training for all staff.	• To continue to maintain the high phonics check pass rate of pupils in Year 1 and 2 (95% in Year 1 and 95% in year 2 in academic year 2023-24) • For a continuation of pupils achieving a GLD at the end of Reception year. • That the gap between disadvantaged pupils and non-disadvantaged continue to diminish • For the majority of pupils to achieve ARE in Reading or better at the end of Year 1 and 2. • For the majority of pupils to achieve ARE or better in writing at the end of Year 1 and 2.

To ensure staff, parents and pupils are kept up to date with strategies to support online safety. • To continue to provide online safety CPD for all staff through completing online modules on EDUCARE and attending face-to-face training as appropriate • To continue to enable all parents to be able to access Google Classroom by providing 1:1 support to enable them to log on and navigate resources and activities. • All computing lessons to begin with an e-safety reminder.	• Staff feel confident delivering an online curriculum. • Pupils are able to talk confidently about e-safety. • Parents and pupils are confident using Google classroom. • Parents know how to support e-safety at home.
Continue to maintain high levels of attendance and punctuality for all pupils but particularly disadvantaged pupils. • Parent Handbook- emphasises the importance of attending school every day • Any parent who does not report their child's absence by 9am on the first day of absence will receive a phone call from the school office. If contact is not made, other contacts recorded on SIMS will receive a phone call. If no contact is made with parent/s or other named contacts by 12 noon a home visit by the Inclusion Lead/Deputy Head and another member of staff will take place to ensure all is well. • For children whose absence is below 96%, families will receive a letter from the school outlining the number of days missed and the impact non-attendance has on overall progress in school. • If attendance falls below 90%, the Headteacher or Inclusion Lead will meet with parents to discuss reasons for absence. Options like attending Breakfast Club will be discussed or an Early Help Assessment may be required and support put in place to help the family. • Pupils' punctuality is closely monitored and any child who is persistently late for school over a two-week period, will receive a letter from the Inclusion Lead and an appointment will be made with the Headteacher to meet to discuss strategies to help and the impact being late has on pupil progress will be reinforced. • The school has bought into the services of the A School Attendance Officer who regularly visits the school to meet with the Headteacher, Inclusion Lead and parents. Her role is to promote the importance of school attendance/punctuality and investigate the causes of both. She works closely with the school and families to support good attendance and punctuality.	• Attendance across the school is 96% or better. • Termly attendance certificates awarded for 100% per half term at a special whole school Assembly. • Annual pupil survey shows all children enjoy school and feel valued. • The gap in attendance between disadvantaged and non –disadvantaged is diminishing

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching and Resources

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding activities to develop vocabulary to support pupils to articulate their ideas, consolidate understanding and further extend their vocabulary. Staff to deliver Talk Boost in EYFS to targeted pupils in Nursery and Reception- two new members of staff to receive Talk Boost Training.	There is strong evidence that suggests that oral language interventions, including high quality dialogue/ discussions in the classroom, are inexpensive and have high impact on speaking and listening and reading. **Oral language interventions /Toolkit Strand/Education Endowment Foundation/EEF**	1,2,3,4,5
Teach Pupils to use strategies for planning and monitoring their writing Staff to receive high quality CPD in developing and increasing vocabulary and through the use of games that will develop pupils' imagination, generate ideas, develop vocabulary and build writing resilience. (TT Writing Project)	There is strong evidence to support providing children with a range of writing activities that support the organisation and development of their ideas is a positive way to engage children in writing tasks. Understanding writing as an iterative process and developing understanding about how to improve their work is key to developing as writers	3,4
Employ additional members of staff in Early years and KS1 to support pupils and	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.	2,3,4,6

ensure delivery of the curriculum	**Phonics/Toolkit Strand/Education Endowment Foundation/EEF**	
To continue to improve the quality of Social and Emotional Learning (SEL)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g improved academic	3,4
School to employ a Music Therapist to provide therapy to individual and small groups of pupils- a total of 8 pupils for a maximum of two terms.	performance, attitudes, behaviour and relationships with peers) **EEF Social AND Emotional Learning.** **Pdf (educational endowmentfoundation.org**	3,4

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

Budgeted cost: £21,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue Phonic Booster sessions targeting disadvantaged pupils who require further phonic support delivered by trained Teaching Assistants, daily before school for 30 min	Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonic interventions have shown to be more effective when delivered as regular sessions over a period of 12 weeks. **Oral language interventions/EEF (educationendowmentfoundation.org.uk)**	1,2
To train two members of staff to deliver the TEAACH programme to be implemented in the outreach provision set up for pupils (the majority who are disadvantaged) and have complex learning needs	Research shows that the TEAACH Programme improves communication, social, independence, coping skills and skills for daily life. The aim is to teach pupils in a way that makes the most of their strengths and works around their areas of challenge.	3,4

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

Budgeted cost: £14,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing the Services of a private Education Psychologist to access pupils with Special Education Needs and advise and support and provide written reports for Nursery/school and parents to apply for statutory assessments for Education and Health Care Plans as the LA have not an EP to the school this academic year.	Research has shown that the earlier the services of an Educational Psychologist are used to assess a pupil showing difficulties in education the sooner the pupil can access the correct help	3,4
A School Attendance Officer regularly visits the school to meet with the Headteacher, Inclusion Lead and parents. Her role is to promote the importance of school attendance/punctuality and investigate the causes of both. She works closely with the school and families to support good attendance and punctuality	The gap in attendance between disadvantaged and non –disadvantaged children is diminishing	1,6
Whole staff Training on improving Social and Emotional Learning and pupil's overall mental Health and Wellbeing delivered by Connect-Ed School Counselling and Therapy Service in conjunction with the Catholic Children's Society	Evidence from the **EEF's Teaching and Learning Toolkit** suggests that effective SEL can lead to learning gains of +4 months over the course of a year	3,4,6

Total budgeted cost: £48,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our school's end of year assessments for 2023/24 in EYFS and KS1 the performance of disadvantaged pupils was as good as in previous years prior to the pandemic.

	National figure all chn	OLOG Infants all chn	OLOG I PP
GLD	68%	71%	50%
Yr 1 phonic check	80%	95%	85%
Yr2 phonic check	91%	95%	81%
KS1 Reading at and above ARE	72%	89%	64%
KS1 Writing at and above ARE	62%	79%	44%
KS1 Maths at and above ARE	71%	82%	54%
KS1 Science at and above ARE	82%	91%	73%

The outcomes achieved at the end of Year 2 in Reading, Writing, Maths and the phonics screening check results were all significantly above the National Average. Pupils in receipt of Pupil Premium Funding achieved exceptionally well. These results can be attributed to quality first teaching, early identification of pupils who were starting to under achieve and the use of PP Funding to put interventions into place using school staff who received the correct CPD to ensure pupils made rapid and sustained progress.

Policy approved and adopted by the Local Governing Committee on 10th December 2024

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Chairperson