

Pupil Premium

Strategy Statement



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady of Compassion School
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	13%
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	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Neil Emery Headteacher
Pupil premium lead	Anna Vella Deputy Headteacher
Governor / Trustee lead	Clare Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,518
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	£62,518

Part A: Pupil premium strategy plan

Statement of intent

At Our Lady of Compassion School, in line with our Catholic ethos, we believe that we all have a special part to play in God's plan. As a fully inclusive school, we welcome all children, with their individual strengths and needs, and strive to give them the best opportunities to be able to participate in school life. We believe that all children are entitled to a rich and diverse curriculum that is differentiated to meet their needs.

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 intention is that all pupils, irrespective of their background or the challenges they face, make 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 goal, including progress for those who are already high attainers. Our Pupil Premium Pledge guarantees that all eligible children will have the following opportunities during their time at Our Lady of Compassion Primary School:

- *Access to support and interventions to boost attainment and progress to narrow the gap or to provide stretch and challenge in maths, reading and writing if appropriate.*
- *Funding for SISS individual assessments as necessary.*
- *Access to SEMH support if necessary.*
- *Opportunity to attend the residential visits through subsidy of cost or full funding.*
- *Funding for every school visit / in-school activity organised in their current year group/Phase.*
- *Priority access to extra-curricular club activities.*
- *Funding to participate and benefit from before and after school sports clubs.*
- *Access to a grant of £100 towards school uniform/equipment at the start of the school year if requested.*
- *Access to resources needed to access learning across the school year (eg workbooks...).*
- *Access to music enrichment classes if appropriate.*

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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 are 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

Our strategy is also integral to wider school plans for education recovery.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that there is an increase in recent years of underdeveloped oral language skills and vocabulary in children entering our Foundation Stage; in general, these are more prevalent among our disadvantaged pupils than their peers.
2	Through discussions with parents and staff, and observations of pupils, there is a clear indication that the mental health and well-being of children in general have been impacted on as a result of the pandemic; 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.
3	Observations of the children's play skills, and discussions with pupils and families identify social and emotional issues for many pupils, especially children in KS1 and UKS2, as a result of a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils.
4	Assessments and observations suggest that disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Ongoing teacher assessments indicate that maths attainment among disadvantaged pupils in some year groups is below that of non-disadvantaged pupils – this has been impacted on through school closure.
6	Historically, our attendance data over indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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
<i>Improved oral language skills and vocabulary</i>	<i>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.</i>
<i>Improved maths attainment for disadvantaged pupils at the end of KS2.</i>	<i>KS2 maths outcomes and % of disadvantaged pupils meeting expected standard, demonstrate a sustained improvement in maths skills for disadvantaged pupils.</i>
<i>Improved phonics attainment among disadvantaged pupils in Year 1.</i>	<i>Phonics outcomes on the Phonics Screen Check, and % of disadvantaged pupils meeting expected standard, demonstrate an enhanced literary experience and sustained improvement in the foundation skills for reading for disadvantaged pupils.</i>
<i>Sustained improvement in social and play skills for all pupils in our school, particularly our disadvantaged pupils.</i>	<i>Sustained improvement in social skills demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</i>
<i>Sustained improvement in wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i>	<i>Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations. A further increase in participation in enrichment activities, particularly among disadvantaged pupils further demonstrates this.</i>
<i>Sustained improvement in attendance for all pupils, particularly our disadvantaged pupils.</i>	<i>Sustained high attendance demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced by 2%.</i>

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: £7,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of further reading books linked to Bug phonics, a DfE validated Systematic Synthetic Phonics programme to secure the consolidation of phonics for all pupils.</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 EEF</p>	<p>1, 4</p>
<p>Implement staff CPD to ensure the delivery of high-quality phonics teaching to improve literacy levels to:</p> <ul style="list-style-type: none"> • give all children a solid base upon which to build as they progress through school • help children to develop the habit of reading widely and often, for both pleasure and information 	<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 EEF</p>	<p>1, 4</p>
<p>Purchase of Testbase as a tool for supporting maths assessments, to support the teachers in identifying gaps in learning.</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>5</p>
<p>Purchase of Welcom for FS/KS1 to support the children’s oral skills, language and vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	<p>1, 2, 4</p>

	<p>inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
Support with costs of trips and residential events for children	Children are given opportunities to increase their cultural capital by attending trips and residential events.	2, 3, 6
Support with costs incurred for Dyslexia Assessments	Through assessments and diagnosis children can overcome barriers through further support that can be made available where applicable	1, 5

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

Budgeted cost: £51,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of support from SEPs (Educational Psychologist) as appropriate.	Solihull community educational psychology service (SEPS) provides professional psychological services for children, young people and families in a wide range of educational and community settings, using the expertise of psychological theory and research to develop an understanding of even the most complex situations, addressing a wide range of child and adolescent developmental issues, including special educational needs.	2, 3, 6
Allocation of Teaching and Learning Support Assistant (TLSA) to deliver interventions.	Research suggests that where teachers and teaching assistants work together effectively, this leads to an increase in attainment. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a strong positive benefit. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1, 4, 5

	Teaching Assistant Interventions / Toolkit Strand / Education Endowment Foundation / EEF	
Implementation of small group tuition (1:3), targeting gaps in learning resulting from disrupted learning.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Research suggests that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small Group Tuition / Toolkit Strand / Education Endowment Foundation / EEF	5
Implementation of social and emotional interventions and support, including 'Drawing and Talking' and 'Sand Play' therapeutic interventions.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Nonetheless, social and emotional learning approaches also have a positive impact on progress in academic outcomes over the course of an academic year. Social and Emotional Learning	2, 3

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

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in the support of the Education Welfare Officer (EWO) with a focus on targeting low attendance and working with the family to support positive outcomes.	Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to Expect, Monitor, Listen and Understand, Facilitate Support, Formalise Support, Enforce. Access to therapy opportunities led by Pastoral Assistant such as Drawing and	6

Drawing and Talking/Sand Play Training	<i>Talking/Sand Training further develops children's social skills and understanding of the world they live in.</i>	2,3
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Total budgeted cost: £62,518

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 previous academic year.

Aim: Provide children who are at risk of not achieving at age-related expectations with the necessary support to accelerate their learning.

Despite the disruption in their learning, all of the children who were at risk of not achieving age-related expectations were given the necessary support to accelerate their learning. As a result, all of the children made progress from their prior attainment; for some of the children, this progress would not necessarily reflect in a change in their overall attainment standard.

Aim: Support the children in developing the necessary skills to cope with situations that they find difficult and which result in challenging behaviour.

Comprehensive assessments and Level 2 assessments have been carried out as appropriate; additional follow-up intervention sessions implemented as necessary. Progress has been observed in all children who benefit from interventions. Access to ARP support as appropriate.

Aim: Improve the standard of speech and language in the early years. To ensure that any child with a speech and language need who may not meet NHS criteria, has their need identified and is given the necessary support.

Children have made progress within the individual and group sessions, impacting positively on their self-esteem and confidence, as well as on their writing.

Aim: Provide families with support towards uniforms and equipment as needed over the school year. Provide the children with the resources necessary to embed their learning.

Children have been given the opportunity to access a grant to equip them with a full uniform and resources needed so that they are ready for learning.

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
Literary Curriculum	The Literacy Tree

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?	
What was the impact of that spending on service pupil premium eligible pupils?	