



Our Mission

Listen, Love, Learn

At Our Lady's –

We are inspired, strengthened and encouraged by our Catholic faith.

We place Jesus at the centre of everything we do and say, **listening** to Him with our hearts.

We spread **love** everywhere we go, valuing and caring for each other.

We strive to be the best **learners** we can, using and celebrating our God given gifts.

"For he who is mighty has done great things for me, and Holy is his name" Luke 1: 49

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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 Context

Our Lady Queen of Heaven Catholic Primary School is situated in the North West Crawley area in West Sussex. The school is a two form entry primary, serving a diverse multicultural pupil population.

The School's deprivation indicator is below the national average. The area of Crawley has the highest deprivation rate across West Sussex.

49 pupils are on the Pupil Premium register. This is 12% of the whole school and is below the national average.

57 pupils are in receipt of Free School Meals (FSM). This is 14% of the whole school and below the national average.

39% of the pupils on the Pupil Premium register are also on the School Support or SEND register.

47% of the pupils on the Pupil Premium speak English as an addition language

School overview

Detail	Data
School name	Our Lady Queen of Heaven
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026, 2026, 2027
Date this statement was published	October 2024
Date on which it will be reviewed	Spring 2025 Summer 2025
Statement authorised by	Mr. Tobias Melia- Head Teacher
Pupil premium lead	Mrs. Annabel Jannece
Governor / Trustee lead	Mrs. Jan Miles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,590
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£62,590

Part A: Pupil premium strategy plan

Statement of intent:

At Our Lady Queen of Heaven Primary school, we understand that socio-economic circumstances can create challenges that prevent success for children. We strive to overcome these challenges.

The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, the opportunities are provided for them by the school.

Research and evidence about tackling educational disadvantage means that we must first identify the challenges our pupils and their families encounter. We use a range of academic and pastoral diagnostic assessment, pupil, parent and staff voice and capturing evidence for regular discussion with stakeholders to help us identify these challenges.

Our aims:

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach his or her full potential by

- To narrow the gap between children who are disadvantaged, including those who qualify for Free School Meals, or looked after children, in English and Maths.
- To improve the spoken language ability of children through the use of individual and group Speech and Language support and use of Word Aware strategies, and Language interventions.
- Assuring the best possible learning experiences in the classroom through well trained and supported teaching and support staff.
- Having targeted interventions designed to accelerate progress and reduce the gaps in learning as well as supporting those with a specific need.
- Offering social and emotional through whole school strategies, targeted interventions, our school ELSA and support from outside agencies.
- Offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils.

Our objectives:

In spending the Pupil Premium Grant, we have the following objectives:

- To make sure children receiving the Pupil Premium Grant make at least expected progress in English and Maths, including the more-able achievers.
- To enrich the curriculum through a range of extracurricular activities and enhance the social, emotional and cultural development of our children.
- To improve independence and develop social skills and mental well-being.
- To improve the spoken language skills of our pupils. To allow them to be confident communicators.
- To improve attendance of children receiving the Pupil Premium Grant

Quality First Teaching is ensured through support, mentoring and CPD for all staff. Early intervention continues to be a high priority and the Inclusion Manager continues to meet with class teachers every term; to target pupils who may need extra support. This forms part of the leadership team monitoring of pupil progress each term with class teachers.

The Pupil Premium lead acts as a champion for our PP children, ensuring aims and objectives in this statement are a priority for all staff.

Challenges

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

Challenge number	Detail of challenge
1	A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect.
2	Pupils in receipt of PPG historically have not achieved in reading and writing in line with their peers.
3	Limited Cultural capital and enrichment - lack of experiences limits language and understanding family circumstances may limit their opportunity to participate in co-curricular activities.
4	Social and emotional issues resulting in low confidence and independence which affects behaviour for learning and a family's ability to support learning.
5	Average attendance and punctuality of 'PPG children is below that of their peers.

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>Key Stage Outcomes</p> <p>Pupils eligible for PPG in all year groups to increase progress and attainment, closing the gap on their Non PP peers in reading and writing.</p>	<p>Teachers in all year groups have identified the gaps in learning and planned to close them.</p> <p>Analysis of data termly has accurately identified pupils that need additional support in reading and writing.</p> <p>Teachers use accurate reading data for most able disadvantaged pupils in the school.</p> <p>Accelerated Reader data reflects that children are closing the gap between their chronological and reading age and closing the gap with their comprehension skills.</p> <p>End of Key stage data will show that children eligible for Pupil Premium are in line with their peers and national averages or are making significant progress to close the gap.</p>
<p>EYFS</p> <p>Increase the number of targeted children achieving ELGs. Particularly in Communication and Language, Physical Development and Personal and Social Development. Giving them the skills to be successful learners throughout their education.</p>	<p>A greater number of children achieve Age related expectations.</p> <p>Children show good progress against teacher baseline data and language interventions- NELI.</p>
<p>Phonics</p> <p>Targeted pupils to reach ARE/pass Phonics Screening Check in Year 1 and Year 2. To reduce the gap between NPP and PP pupils.</p> <p>KS2 pupils not meeting ARE in reading to be given targeted intervention.</p>	<p>Data will reflect that a greater number of children eligible for Pupil premium will pass the phonics-screening test.</p> <p>Data will show that PP children make good progress in reading.</p>
<p>Attendance</p> <p>Improving the attendance of pupils eligible for pupil premium funding by ensuring a high level of parental engagement with their child's learning and access to emotional and well-being support for children and their families</p> <p>Opportunities are created for targeted children to access individualised therapies/ support pertinent to identified needs.</p>	<p>Attendance data for pupils in receipt of PPG will have closed the gap with national expectations. The Inclusion team and all staff will identify and engage with children and families to alleviate barriers to learning.</p> <p>Identified children/ families will work with the Learning Mentor/ ELSA, Primary Mental Health Support Team, Educational Psychologist and Speech and Language to ensure barriers have the least effect on progress, attainment and attendance as possible.</p>

<p>Cultural Capital</p> <p>Targeted children have increased opportunities to access and engage in a wide range of co-curricular activities.</p> <p>To develop social skills, confidence, provide new opportunities and encourage healthy life styles.</p>	<p>All PPG pupils will be offered opportunities to attend clubs and take part in musical activities. The Green card system will continue; offering parents funding to be able to pay for clubs, trips and resources to enhance opportunities.</p> <p>Tracking data and pupil voice evidences increased participation and access.</p> <p>Workshops from agencies such as Brighton and Hove in the community, Punky foods and school enrichment programmes.</p>
<p>Social and Emotional Health</p> <p>To develop emotional literacy to be able to manage emotions</p> <p>To develop children’s confidence and independence as learners.</p>	<p>Targeted children demonstrate increased confidence and resilience as evidenced by external surveys.</p> <p>Whole school zones of regulation strategy and individual tool boxes to allow children to better understand and support their own emotions. As evidenced in pupil voice, lesson and behavior monitoring.</p> <p>‘3 Before Me’ encouraging pupils use and develop strategies to become independent learners as evidenced in learning walks, observations, book looks and pupil views.</p> <p>Workshops and coffee mornings to inform and support parents about children’s emotional and social development.</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: £33,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To access expert skills to enhance curriculum development particularly in reading and writing.</p> <p>English Lead to provide phonic training for new staff.</p> <p>English Lead to deliver Guided Reading training</p> <p>Subject leads are given the opportunity to hold staff meetings to provide updates and CPD for teaching staff.</p> <p>Staff are given opportunities to access online and in person CPD to enhance teaching and learning.</p> <p>We are part of the BOSCO Academy which provides specialist lead support for Maths and English.</p> <p>Staff have access to National College to support CPD.</p>	<p>The EEF research states that on-going personal and professional learning allows for critical reflection and development of expertise.</p>	<p>2</p>
<p>To provide training and mentoring for new members of staff to ensure they are confident in delivering the</p>	<p>EEF toolkit</p> <p>Quality First teaching</p> <p>EEF guide to the effective use of Pupil premium funding.</p>	<p>1, 2, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>curriculum and supporting all learners.</p> <p>OLQOH to work with Xavier Teaching School Hub to deliver an outstanding mentoring program for ECT teachers.</p> <p>To monitor the delivery of teaching and learning through internal subject leader monitoring including scrutiny of work and moderation activities. Along with learning walks, networking meetings and observations.</p>		
<p>Senior Leaders to ensure Pupil Premium is a focus during progress and attendance meetings so that class teachers can show progress through QFT and interventions and co-curricular participation</p>	<p>EEF toolkit Quality First teaching EEF guide to the effective use of Pupil premium funding.</p>	<p>1, 2, 4, 5,</p>
<p>Private Speech and Language Therapist to work at OLQOH to work with children identified as having SALT need.</p>	<p>Reports and feedback from Ed Psych reflecting impact on pupil progress and attainment Speech and Language reports</p>	<p>1</p>

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

Budgeted cost: £9,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide tutoring and support for identified pupils led by QTS staff who know the children</p> <p>Extended school time- e.g. Easter School for targeted groups.</p>	<p>EEF Tool Kit.</p> <p>EEF Guide to Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2
<p>Early Intervention to support communication and Language development</p> <p>To use Language Screen Assessments tool to assess all EYFS children’s language skills.</p> <p>To follow the NELI programme for targeted children to improve oral language.</p> <p>Teaching Assistant time ring fenced to allow NELI intervention</p> <p>Addition TA and adult support in EYFS and KS1</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children.</p> <p>The intervention was developed by a team from the University of York, who subsequently carried out a randomised control trial in 15 schools and feeder-nurseries across Yorkshire. After 30 weeks, the children who had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place (NELI)</p>	1,2
<p>Teacher and Teaching Assistant ring fenced time to allow for direct targeted interventions.</p> <p>TA deployment to be reviewed to make sure interventions are delivered by trained staff.</p>	<p>Mastery Folders</p> <p>Sensory Circuits</p> <p>Jump Ahead/ OT support</p> <p>Precision Teaching</p> <p>Writing Sentences</p> <p>Narrative Therapy</p> <p>Targeted phonic and literacy small groups.</p> <p>Targeted deployment of trained teaching assistants has been shown to be beneficial (EEF)</p>	1, 2, 4,
<p>Use of Makaton and introduction of ‘sign of</p>	<p>Oral language forms a crucial foundation for thinking, learning and social interaction and</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
the week' across the school	is one of the strongest predictors of success in literacy and numeracy and later employment and welling being (EEF A Tiered Approach p14)	
Use of Clicker writing programme in the classroom – Teaching Assistants to support	As part of their research, the National Literacy trust completed a complementary report to find out how teachers are using literacy support tool, Clicker. Respondents highlighted Clicker's impact on improving writing enjoyment, engagement and confidence; facilitating writing for those with poor motor skills; increasing writing self-regulation and resilience skills; and helping children with diverse needs take part in meaningful literacy practices.	2
Use of Widgit to support scaffolding of tasks and producing visuals for learners.	The EEF '5 a day' principle supports the use of visuals to support pupils.	1,2

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

Budgeted cost: £14,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all children access co-curricular enrichment activities and trips including residential opportunities in order to boost social development, improve learning skills, foster team working, build life skills and encourage creativity.</p> <p>All PPG pupils to have a 'green card' to offer funding towards clubs and trips.</p> <p>All year groups to plan</p>	<p>EEF Tool Kit EEF Guide to Pupil Premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=Learning%20Mentor</p> <p>Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.</p>	3, 4,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>extra curricular trips.</p> <p>Activities week to provide children with extended opportunities.</p>		
<p>Introduction of 'Thee Before Me' across the school. Giving pupils the skills to become independent. Motivated learners.</p> <p>Roles of responsibilities For children to boost self esteem, independence.</p>	EEF Learning Behaviors research.	2, 3, 4
<p>To target those children requiring support with developing social skills, self-esteem and positive behavior choices.</p> <p>Use of Zones of Regulation across the school and targeted support for identified pupils.</p> <p>Run parent workshops to inform of strategies used in school and support for home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=Learning%20Mentor</p> <p>Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.</p>	1, 2,4, 5,
<p>Run the Junior Duke</p>	<p>Junior Duke is aimed to encourage independence, confidence, resilience and self-motivation. Junior Duke is aimed at helping children aged 7 to 11 to learn and practise a large variety of life skills.</p>	4
<p>Attendance</p> <p>Attendance of pupils will be monitored by leaders so that support for</p>	EEF and DFE guidance- Ongoing research in this area.	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>families where required can be given prior to implementing more punitive measures.</p> <p>Class teachers will be given daily absence reports to inform discussions with parents.</p> <p>SLT to meet with families of children whose attendance is a concern to support and put a plan into place.</p> <p>Mental Health worker time from learning mentor.</p>		
<p>Learning Mentor support</p>	<p>Focus on removing any challenges to learning for vulnerable and disadvantaged pupils in school.</p> <p>To support pupils with understanding and opportunity to talk about a range of situations</p> <p>Mental Health worker</p> <p>Learning Mentor</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=Learning%20Mentor</p>	<p>1,2,4,5</p>
<p>Mental Health Support Team</p>	<p>Focus on identifying and addressing emotional wellbeing needs through qualitative evidence based practice</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=Learning%20Mentor</p>	<p>4, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: 62,590(6,120 committed to PP incentives eg PGL)

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 2023 to 2024 academic year.

Current attainment data for Autumn 2023 and Spring 2024 see Appendix C

Intended outcome	Impact
<p>Pupils eligible for PPG in all year groups to increase progress and attainment at least in line with National Averages and closing the gap on their Non PP peers in reading and writing.</p>	<p>Teacher assessment highlights progress in writing however attainment in Writing remains below that of non PP Peers. This continues to be an area of focus. Part of the reason for this is due to the high SEND/ PP overlap.</p> <p>The engagement model is used to assess progress for children with SEND working at pre key stage expectations. All children have made progress given their individual starting points.</p> <p>Attendance has impacted the attainment of some PPG pupils. OLQOH has outlined steps to improve attendance and support those children whom this applies to.</p> <p>Attainment in math continues to be broadly in line with non PP children.</p> <p>Teacher assessment in Reading shows stronger attainment than test data across Year groups 1-5.</p>
<p>EYFS</p> <p>Increase the number of targeted children achieving ELGs. Particularly in Communication, Language.</p>	<p>A greater number of children achieve Age related expectations. Children show good progress against baseline data on the NELI programme.</p> <p>Out of the 5 PP children in 3 achieved the Communication and Language ELGs. All pupils made strong progress given their individual starting points.</p> <p>3 out of 5 PP children received SALT support. 4 out of the 5 PP children's Language Screen Assessment Scores identify their language scores as 'not being a cause for concern'.</p>
<p>Phonics/ Reading</p> <p>Targeted pupils to reach ARE/pass Phonics Screening Check in Year 1 and Year 2. To reduce the gap between NPP and PP pupils. KS2 pupils not meeting ARE in</p>	<p>In 2023 100% of PPG pupils passed the Year 1 phonic test.</p> <p>In 2024 40% of PPG passed. Low number of PPG pupils means that 1 pupils makes a significant impact on data. There was a high SEND/ PP cross over with 2 PP children also being on the SEND register. Interventions and support in place.</p> <p>Accelerated Reader</p>

<p>reading to be given targeted intervention.</p>	
<p>Improving the attendance of pupils eligible for pupil premium funding by ensuring a high level of parental engagement with their child's learning and access to emotional well-being support for children and their families</p> <p>Opportunities are created for targeted children to access individualised therapies pertinent to identified needs.</p>	<p>Attendance data for PPG children is below that of NPPG children. Outside agency and ELSA support is in place for children requiring emotional support.</p> <p>Workshops and coffee mornings were held for parents, however up take was limited. PP Champion will review other channels to reach families.</p> <p>Support from ELSA, private SALT, Play therapist, educational phycologist.</p>
<p>Targeted children have increased opportunities to access and engage in a wide range of co-curricular activities.</p> <p>To develop social skills, confidence, provide new opportunities and encourage healthy life styles.</p>	<p>Pupil voice was used to identify clubs and extra opportunities PP children would like to experience. This was then used to plan activities week. Activities included music and dance workshops, climbing, boxing, judo.</p> <p>Partnerships with agencies such as Brighton in the Community and Phunky foods offered workshops to pupils and their families to support healthy life styles.</p> <p>Subject ambassadors were given the opportunities to visit galleries, museums, theater and music productions and participate in a range of sporting events.</p> <p>Bosco PP Audit highlighted the wealth of opportunities on offer to children.</p> <p>All PPG children made use of the 'green card' funding offered as part of our PP strategy.</p> <p>OLQOH registered as a HAF provider and ran our first HAF Summer holiday club.</p> <p>All but one of the pupil premium pupils in Year Six took part in the Year 6 residential trip.</p>

Appendix C:

Attainment Data

EYFS Data

Achieved GLD	Did not achieve GLD
Non PP 34	Non PP 25
58%	42%
PPG Pupils 3	PPG Pupils 2
60%	40%

Phonic Data

2023	PP – 100% passed phonic test	
2024	PP children- 40% passed phonic test	There was a crossover of SEND need. The SEND provision map outlines the support in place these pupils. SALT and phonic catch up support will continue and be monitored in Year 2

Key Stage Data

In Key Stage Two reading the attainment and progress of PP and FSM pupils is lower than that of their peers. Current Year 6 has a more significant difference as there is a high SEND/ PP cross over. With two and are working below Key Stage assessment standards. Children who are SEND and PP have a range of support in place. This is reviewed at Inclusion meetings each term. When reviewing PP pupil's progress against individual reading targets and intervention all children are making progress against their baseline assessment data for the relevant interventions. Those children with persistent absences are being supported by the school ELSA and outreach to WPA.

Attendance is monitored carefully and poor attendance challenged by Senior leaders. The new Pathways to Write scheme is continuing to be imbedded and having an impact on outcomes for PP pupils. As identified in the school development plan GPS is a focus and applied through the Pathways to Write scheme.

In Key Stage Two the attainment and progress of PP and FSM pupils in maths has continued to improve, with both the percentage attaining age related expectations and the increase in scaled scores improving in all year groups. This progress and attainment reflects the use of small group support for maths in Key Stage Two.

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
Makaton Introduction	Makaton Charity
Times Tables Rockstars	Maths Circle Limited
Accelerated Reader	Renaissance
Language Screen Assessment	Ox Ed and Assessment

Service pupil premium funding

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? Targeted Interventions 'Green card' support	One child attracts this funding. Specific in class interventions are in place to support this child's attainment and progress.
What was the impact of that spending on service pupil premium eligible pupils? Good end of year attainment Attendance at clubs and school trips	

Further information (optional)

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

The following activities are also subsidised from the main school budget.

- Support with purchasing Uniform and resources such as individual sports equipment.