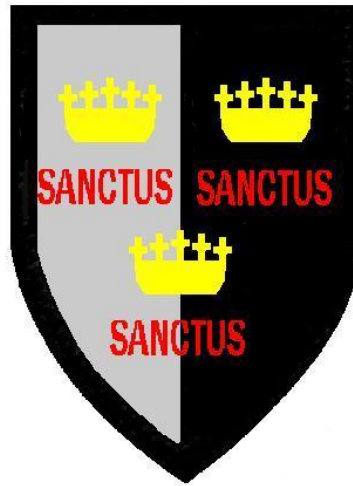


Pupil Premium Strategy Statement: 2021- 2024



Summary Report

September 2024



1.To improve the rate of Attendance of Pupil Premium cohort reducing the number of Persistent Absentees within the group

Overall Absence

Your school's Disadvantaged cohort of 181 enrolments have an **Overall Absence** of **7.7%**.

This is **3.3%** higher than the **national Non-Disadvantaged** cohort at **4.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 1.3%** from +4.6% in 2022/23, to +3.3% in 2023/24.

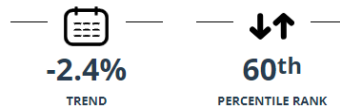
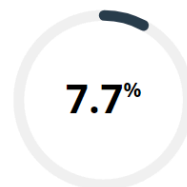
Your Disadvantaged cohort's **Overall Absence** has **decreased by 2.4%** from 10.1% in 2022/23, to 7.7% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 60** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+3.3%
National: Disadvantaged	+0.2%
School: Non-Disadvantaged	+2.5%

SCHOOL: VALUE



Persistent Absence

28.7% of your school's Disadvantaged cohort are **persistently absent**, **52 pupils** out of 181.

This is **16.7%** higher than the **national Non-Disadvantaged** cohort at **12.0%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 4.7%** from +21.4% in 2022/23, to +16.7% in 2023/24.

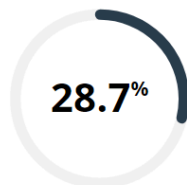
Your Disadvantaged cohort's **persistent absence** has **decreased by 9.8%** from 38.5% in 2022/23, to 28.7% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 68** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+16.7%
National: Disadvantaged	+3.7%
School: Non-Disadvantaged	+13.8%

SCHOOL: VALUE



Severe Persistent Absence

0.6% of your school's Disadvantaged cohort are **severely persistently absent**, **1 pupils** out of 181.

This is **0.1%** lower than the **national Non-Disadvantaged** cohort at **0.7%**.

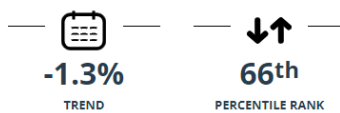
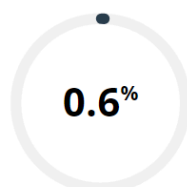
Your **school's gap to Non-Disadvantaged** pupils **nationally** has **decreased by 1.3%** from +1.2% in 2022/23, to -0.1% in 2023/24.

Your Disadvantaged cohort's **severe persistent absence** has **decreased by 1.3%** from 1.9% in 2022/23, to 0.6% in 2023/24.

GAP TO:

National: Non-Disadvantaged	-0.1%
National: Disadvantaged	-0.5%
School: Non-Disadvantaged	-0.8%

SCHOOL: VALUE





We have seen steady progress in attendance among our pupil premium children. However, achieving these improvements requires significant manpower, which often affects other areas of the school. This creates hidden layers of disadvantage in schools facing challenging circumstances.

1. Attainment Gap between Pupil Premium pupils and National attainment is narrowed at end of Reception and KS2.
2. To reduce the impact of Covid Pandemic on retention of basic skills in R,W,M across KS2.
3. Improved phonics knowledge and reading attainment among disadvantaged pupils.

GLD – all pupils	66%	Disadvantaged GLD	50%
National GLD – all pupils	67%	National Disadvantaged GLD	52%

Our disadvantaged scores increased 4 percentage points last year.

Year 1 Phonics

Phonics – all pupils	70.5% (77% with EP out) 17% increase since 2022	Disadvantaged	65% (71% with EP out) 26% increase since 2022
National – all pupils	80%	National Disadvantaged	68%

KS2 Results



Combined RWM	All Children	No EHCPS	National
All	47.5%	57%	60%
Boys	40%	53%	51%
Girls	58%	60%	64%
Disadvantaged	38%	47%	45%
Non-Disadvantaged	56%	63%	67%

READING	All Children	No EHCPS	National
All	59%	69%	74%
Boys	51%	65%	71%
Girls	69%	72%	79%
Disadvantaged	45%	58%	62%
Non-Disadvantaged	69%	75%	79%

WRITING	All Children	No EHCPS	National
All	59%	69%	71%
Boys	46%	58%	65%
Girls	73%	76%	78%
Disadvantaged	50%	58%	59%
Non Disadvantaged	67%	72%	78%

MATHS	All Children	No EHCPS	National
All	57%	65%	73%
Boys	54%	65%	73%
Girls	61%	64%	72%
Disadvantaged	46%	53%	59%
Non Disadvantaged	67%	72%	79%

SPAG	All Children	No EHCPS	National
All	59%	69%	72%
Boys	51%	65%	68%
Girls	69%	72%	75%
Disadvantaged	56%	68%	58%
Non Disadvantaged	61%	69%	77%

The impact of our Pupil Premium strategy is more evident in the data of the younger classes. However, we must consider the growing number of SEND students, many joining us through parental preference. Additionally, there has been significant mobility within this cohort, with nearly a quarter of the year group leaving since reception and being replaced by SEND children or new arrivals to the country. Moreover, we are starting to see the effects of gang and knife culture directly in our school, which continuously challenges the creation of a conducive learning environment. This situation adds another invisible layer of disadvantage and adds to the complexity of the job our teachers have to do.

4. To minimise the impact of Covid Pandemic on reduced school readiness and well below expectations in Reception baseline.



The Early Years Foundation Stage (EYFS) is now led by a senior leader with extensive experience as a Communications and Language expert for the Department for Education (DfE) across the country. She has implemented significant changes and led practitioner training throughout the provision. A full-time teacher in the nursery oversees the provision, ensuring its effectiveness.

Additionally, there are now more opportunities for parents to engage in school activities, and whole-school phonics has been successfully integrated into the nursery curriculum. We maintain a strong connection with our Children's Centre, and our nursery SEND Coordinator collaborates closely with mainstream and Enhanced Provision SEND Coordinators.

GLD all pupils	66%	GLD disadvantaged	50%
National all pupils	67%	National disadvantaged	52%

5. Early identification of SEND and appropriate strategies in place to support the increasing number of pupils with identified needs.

We have transitioned from a single SEND Coordinator to a team-based model, leveraging expertise from across the school. This shift includes training a staff member as a dyslexia specialist. She now oversees the teaching and learning of all children who are working two years below the national curriculum within the mainstream. Additionally, training on the new graduated toolkit has been provided to support teachers. Weekly SEND Coordinator meetings are now open to all staff for discussing any concerns. A new TRL position has been established to oversee and monitor the progress of interventions.

6. Raise aspiration for all pupils. Enrich pupils with experiences in the different opportunities available to them. Offer pupils opportunities to engage in planning for their future education and life-long learning.

We are delighted to continue our partnership with the Liverpool Philharmonic, ensuring every child receives an instrument to learn and access to additional music clubs and lessons outside of school. Each child has the opportunity to perform on stage at Philharmonic Hall and various other venues throughout the year. Our pupils wrote their own 'friendship' song which was recorded along side our partner school in Ukraine and performed in front of a worldwide audience of 50,000 people.



Our extracurricular sports programme is extensive, offering children the chance to participate and compete in a variety of sports during their school years. Other clubs offer children a chance to experience a range of activities, including Spanish, Drama, Choirs and Arts clubs.

Our broad and balanced curriculum with a focus on service learning enable our students to develop and showcase their leadership skills whilst demonstrating our catholic call to serve. During year 6 all children have an opportunity for extra lessons, the school day being extended to 4pm. To ensure all children can attend regardless of circumstances we provide a Siblings Club for younger members of the family to do their homework whilst the older siblings access extra learning.

Year 5 and 6 students participate in Into University lessons, allowing them to explore potential university study areas and career paths. In the summer term children take part in the £5 Challenge which aims to develop entrepreneurial skills.

We also offer ski trips and educational trips to Seville, Spain, along with our usual local residentials. We always subsidise or provide free places for our disadvantaged pupils and have successfully secured additional funding to take this group abroad. Our partnerships with school in Ukraine and Sierra Leone as well as Seville give all our pupils a taste of the wider world.

LFC and a local boxing group both provide support and lessons around anti-social behaviour and gang crime whilst we have worked closely with the scheme 'Real Men Don't Carry Knives'.