

Our Lady of Good Counsel Catholic Primary School – Pupil Premium Strategy

1. Summary information					
School	Our Lady of Good Counsel Catholic School, Sleaford				
Academic Year	2017/18	Total PP budget	£56440	Date of most recent PP Review	07/2018
Total number of pupils	136	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Termly 3 times per year

2. Current attainment (Outcomes July 2017)						
Year 1 Phonics Screening						
	School % All Children (11)	National % All children	School % Pupil Premium (3)	National % Pupil Premium		
Yr 1 Phonics Screen % meeting pass mark	64%	81%	66%	84%		
Key Stage 1 SATS Attainment						
	School % All Children(18)	National % All children	School % Pupil Premium(6)	National % Pupil Premium		
Reading	78	76	50	79		
Writing	61	68	33	72		
Maths	72	75	33	79		
Key Stage 2 SATS Attainment						
KS2 SATS	School % All Children Achieving Expected or above Standard	National % All children (23) Achieving Expected or above Standard	School % Pupil Premium (9) 1=16.6 (x1=SEN) Ach Exp std or above	Sch % PP on roll in yr5&6 (7) 1= 14%) 1 child SEN Ach Exp Std or above	National % Pupil Premium Achieving Expected or above Standard	
Reading	62	71	67	71	77	
Writing	71	76	67	86	81	
Maths	71	75	67	71	80	
Grammar Punctuation & Spelling	71	77	67	86	82	
KS2 Overall (RWM combined)	52	61	44	57	67	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
B.	% of pupils working at ARE and above ARE in R, W & M is not yet in line with national	
C.	Social and emotional needs of pupils impact negatively on engagement in learning	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for some pupils eligible for PP is below the target for all children of 96%. This reduces their school hours and causes them to fall behind on average.	
E.	Some pupils eligible for PP have low engagement/support in home learning (reading, mental maths, homework)	
F.	Instability in home/family circumstances impact negatively pupil readiness to learn	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils have secure phonics knowledge that impacts on their reading outcomes	Communication and language development is at age related expectation Phonics assessment confirms that pupils eligible for PP in Reception and Yr1 operate at age related expectations for phonics acquisition
B.	Increased rates of progress for Pupil Premium pupils closes the attainment gaps.	Pupils eligible for PP achieve in line with national outcomes for pupil premium children Attainment gap between pupils eligible for PP and non PP in school is narrowed.
C.	Behavioural issues of Pupils eligible for PP are supported to reduce the negative impact of behaviour upon their learning and the learning of others.	Fewer behaviour incidents recorded for these pupils.
D.	Access to curriculum enrichment	Financial support for school visits where required. Financial support for access to peripatetic music instruction where required

5. Planned expenditure					
Academic year	2017/18				
Desired outcome	Activity	Cost	Rational	Staff lead	Termly monitoring
A. Improved oral language skills for pupils eligible for PP in Reception class.	Welcomm assessments carried out for all pupils on intake.	Staff release time	Early identification of need will enable early intervention to address individual needs 29% of current EYFS class are PP and	R Rodger	Welcom assessment tracking Delivery of impact of intervention for target pupils EYFS tracking
B. Increased rates of progress for Pupil Premium pupils closes the attainment gaps.	Tracking for pupil premium attainment an progress is robust and teachers readily plan for gaps in learning	Target Tracker Subscription – £1000	Closer monitoring of assessment of PP children will increase the ability for identification for early intervention. Software will support Teachers to more effectively identify the learning needs versus the National Curriculum Expectations	M Parker	Provision mapping records Assessment outcomes PP Gov report/monitoring
	Introduce Rwi Early Literacy teaching Scheme	Cost of Staff Training - £3000 Release of RWI leader to monitor and support staff development – £750 Rwi Professional Development days x3 (£1800)	Outcomes in Yr 1 phonics and key stage 1 reading tests below national. Rwi is a comprehensive literacy scheme which ensure comprehension is taught with phonics	M Parker R Rodgers	RWi assessment & tracking Early intervention triggered for those pupils not making expected progress.
	Upgrade guided reading resources	Purchase of reading resources for guided reading £3000	Comprehensive provision of exciting reading resources ensure that pupils can supported correctly to access challenging texts which they enjoy	M Parker	Termly reading assessment; pupil tracking Home reading
	Intervention Activities guided teaching/RWi group teaching	Staff Costs - £33000	To provide small group targeted support to include pre teaching activities and behaviour support for identified pupils.	M Parker R Outhwaite	Intervention plans, teaching planning and time tables TA records of intervention reviewed Progress of pupils in receipt of intervention reviewed to measure impact.
	Pastoral/SEN needs of PP children are supported by newly appointed Pastoral/SEN support	Staff Costs - £6500	Provide pastoral support to targeted children to increase confidence and engagement in learning. Liase with outside agencies where need is identified to support pupil learning.	R Outhwaite	Pastoral support timetables Intervention planning PP progress tracking

			Provide targeted 1:1 learning support as needs dictate		
	Engage in the Education Endowment fund's 'Achievement for All' Project	£3,500 per annum (2 nd year of project)	Provides whole school approach to improving outcomes for pupils including increased engagement of parents and carers	M Parker	Termly A4A consultant visits Termly data analysis
D. Access to extra curricular opportunities	Financial support (50%) for school visits where required.	£2000	Pupils are included in all aspects of school life and experiences outside school is broadened and aspirations increased		
	Financial support (50% of costs for one instrument) for access to peripatetic music instruction where required and exam entry fees	£2000	Experience is broadened and aspirations increased		
Total budgeted cost					£56,550

6. Review of expenditure 2017-18			
Desired outcome	Chosen action/approach (Add additional approaches if introduced)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A. Improved oral language skills for pupils eligible for PP in Reception class.	Welcomm assessments carried out for all pupils on intake.	83% of EYFS children eligible for PP achieved the early learning goal for communication and language.	Approach has positive impact on communication and language achievement and attainment. To continue next academic year.
B. Increased rates of progress for Pupil Premium pupils closes the attainment gaps.	tracking system (Target Tracker) maintained and moderation activities confirm confidence in data	100% of yr2 pupils eligible for PP achieved the expected standard in reading, GPs and maths with 60% achieving the expected standard in writing. 75% of y6 pupils, eligible for PP, achieved the expected standard in Reading, Maths or GPS with 50% achieving the standard in writing.	Further opportunities for teacher moderation and access to other schools would assist teacher confidence in assessment.
	Rwi Early Literacy teaching Scheme commences in class	91% of year 1 children achieving the expected standard at the end of year 1 (passing the phonics test) rose sharply this year (from 64%) 83% of Yr 1 pupils eligible for PP achieved the expected standard.	Implementation of scheme provided positive impact on learning. Due to high levels of staff change over, new staff will need to access training and support to enable impact to continue in the coming year.
	Intervention provision in place for pupils behind ARE	Intervention provision has been identified where attainment gaps have been identified. Staff turbulence in this academic year has impacted on expected impacted as delivery has been disrupted in some cases.	CPD/staff support will be required for newly appointed staff to ensure that consistent provision of additional support where this need is identified.
C. Social and emotion needs of PP children are effectively supported to increase engagement in learning	Pastoral support worker appointed	Staff available engage with outside agencies, liaise and work with parents to support pupil needs, provide focussed social and emotional directed support for identified pupil needs. Feedback from pupils, parents and staff confirm positive impact on pupil engagement in learning.	

D. Access to extra curricular opportunities	Financial support for school visits where required.	Support provided to ensure attendance to trips and residential was enabled for all children who wished to engage.	
	Key Stage 2 pupils access whole class instrumental tuition from LCC Music Service specialists	Extended curriculum opportunity provides access to 'Arts' education beyond that available within school provision. All children perform for the school community celebrating their achievement and building their self esteem. We feel that engagement in music enhances learning skills in other areas of the curriculum.	Continue to provide access to whole class tuition – extend the opportunity to four instruments over two years rather than two. World percussion, ukele, clarinet/woodwind, cello/violin.
	Financial support for access to peripatetic music instruction where required and exam entry fees	Support in place for PP children who have wished to access instrumental tuition	Continue to enable this engagement

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.