

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

1. Summary information					
<b>School</b>	Our Lady of Good Counsel Catholic School, Sleaford				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£60,720	<b>Date of most recent PP Review</b>	04/2020
<b>Total number of pupils (at Oct 2019 census)</b>	144	<b>% of pupils eligible for PP</b>	32%	<b>Date for next internal review of this strategy</b>	Termly 3 times per year

Statutory Outcomes July 2019				
	School % All Children (14)	National % All children	School % Pupil Premium (5)	National % Pupil Premium
EYFS % of children achieving Good Level of Development	79%	71%	60%	57%
Year 1 Phonics Screening				
	School % All Children (26)	National % All children	School % Pupil Premium (8)	National % Pupil Premium
Yr 1 Phonics Screen % meeting pass mark	81%	82%	62.5%	79%
Key Stage 1 SATS Attainment				
<i>*KS1 national data source – Dfe phonics screening check and key stage 1 assessments in England, 2019</i>	School % All Children(26)	National % All children	School % Pupil Premium(7)	National % Pupil Premium *
Reading	77	75	57	62
Writing	69	69	29	55
Maths	81	76	57	62
Key Stage 2 SATS Attainment				
KS2 SATS	School % All Children (21) Achieving expected standard or higher	National % All children Achieving expected standard or higher	School % Pupil Premium (5) Achieving Expected standard or higher	National % Pupil Premium Achieving Expected standard or higher
Reading	62	73	100	78
Writing	82	79	100	83
Maths	76	74	100	84
Grammar Punctuation & Spelling	81	82	100	83
KS2 Overall (RWM combined)	57	65	100	71
		<b>Score 2016-17 (9)</b>	<b>Score 2017-18 (4)</b>	<b>Score 2018-19 (5)</b>
Progress Scores	Reading	-5.99	-6.29	1.01
	Writing	-3.62	-8.41	4.81
	Maths	-1.79	-3.56	0.28

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years so % of PP eligible pupils passing the Yr 1 phonics test is less than non-PP peers.	
<b>B.</b>	Consistency of teaching provision impacted by staff mobility.	
<b>C.</b>	KS1 attainment gap for PP eligible pupils & low % of KS2 PP eligible pupils achieving GDS	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Pupils' and their families have social and emotional difficulties impacting on readiness to learn.	
<b>E.</b>	Attendance levels for pupils eligible for PP is less than the national average for school attendance.	
<b>F.</b>	Visits and trips to museums or locations beyond the locality are limited, so narrowed life experience limits the acquisition of extended language and experiential knowledge.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for PP in Reception class. Development of secure phonics knowledge that impacts on their reading outcomes	Communication and language development is at age related expectation - % of pupils achieving ELG in Communication and language is in line with national Phonics assessment confirms that pupils eligible for PP in Reception and Yr1 operate at age related expectations for phonics acquisition
<b>B.</b>	All teaching is good or better in whole class teaching and interventions and assessment information is used by teachers and support staff to target and close gaps for PP pupils.	Good teaching results in good progress for pupils eligible for PP so progress for PP children is in line with national outcomes in R,W & M including GDS. Evidence of impact of intervention programmes. Triangulated monitoring of teaching is at least good. Attainment gap between pupils eligible for PP and non PP in school is narrowed and where attainment is below ARE, good progress is achieved from starting points.
<b>C.</b>	Attainment in Yr1 phonics and Yr2 SATS outcomes increase for PP eligible pupils. Increased % of KS2 PP eligible pupils achieve GDS in KS2 SATS.	Yr1 and Yr2 outcomes in line with national. % of Yr6 achieving GDS increased on 2019. Attainment gap between pupils eligible for PP and non PP in school is narrowed and where attainment is below ARE, good progress is achieved from starting points.
<b>D.</b>	Pupils with behaviour issues will be supported academically, socially and emotionally throughout the day.	Early identification of needs Pastoral intervention Care register shows support in place to meet identified needs Monitoring and tracking shows impact of support Instances of poor behaviour are reduced, so fixed term and permanent exclusion levels fall.
<b>E.</b>	Attendance levels for PP eligible pupils increases	Attendance levels for PP child meet national averages
<b>F.</b>	Access to curriculum enrichment	Financial support for school visits where required enables 100% engagement Financial support for access to peripatetic music instruction where required. Increased opportunities for experiential learning.

4. Planned expenditure					
Academic year	2019-20				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for all					
Desired outcome	Activity	Success criteria	Evidence/Rational for this choice	Staff lead	How will we ensure it is implementd well?
<b>A. Improved oral language skills for pupils eligible for PP in Reception class.</b>	Welcomm assessments carried out for all pupils on intake with tragetted intervention as assessment dictates.	Communication and language development is at age related expectation - % of pupils achieveing ELG in Communication and language is in line with national	Language levels on intake historically low. Early identification of need will enable early intervention to address individual needs. EEF Early Years toolkit states that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Low Cost, high impact possible +6months	E Nicholas	Termly Teacher assessments Termly Welcomm Assessments
	Quality text used to promote language through listening to and engaging in stories – introduction of Talk for writing	Communication and language development is at age related expectation - % of pupils achieveing ELG in Communication and language is in line with national	EEF reports that Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.	E Nicholas	EYFS curriculum and MT reviewed for Talk for Writing texts. Whole class performances of story retells to school/parents planned and delivered Book looks indicate pupils recall of story language.
<b>B. All teaching is good or better in whole class teaching and interventions and assessment information is used by teachers and support staff to target and close gaps for PP pupils.</b>	New staff to receive Rwi training – lead by School Rwi Lead. Staff release time and leadership time to monitor teaching and coach staff.	Phonics assessment will confirm that pupils eligible for PP in Reception and Yr1 operate at age related expectations for phonics acquisition	% of PP eligible pupils achieving in the expected standard in Yr1 phonics assessment is less than national which then impacts on KS1 reading outcomes. EEF reports phonics has moderate impact for low cost	E Nicholas	Termly Rwi assesments indicate that children are on track
	Year 2 and Year 6 teachers to access reading subject training to improve quality of teaching which	Attainment in reading comprehension increases and attainment gap for PP versus non PP is closing	Year 2 PP reading outcomes less than national and YR6 SATs reading less than national. EEF reports high impact of reading comprehension for low cost.	M Parker	Guided reading policy KS1 and KS2 Teacher assessment evidence of reading attainment

	will impact positively on the progress on pupil comprehension.  English Lead release time to develop reading policy and supporting whole staff training to include reciprocal reading  Precision teaching – whole staff training.	Good teaching results in good progress for pupils eligible for PP so progress for PP children is in line with national outcomes in R,W & M.			Leadership reading with pupils Engagement in LA moderation events and formal moderation
	NQT training and leadership monitoring to secure consistently good teaching including differentiation/mastery approaches. AHT release time.	The needs of all pupils are met through good teaching which results in good progress for pupils eligible for PP so progress for PP children is in line with national outcomes in R,W & M.	EEF PP guide published June 2019 states – “great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children”	N Malthouse	NQT records Book looks and lesson drop ins Pupil progress records
	Staff training in use of 0-track an update of pupil progress meeting format to ensure PP focus. Tracking for pupil premium attainment and progress is robust and teachers readily plan for gaps in learning	Greater number of PP achieving expected levels at the end of KS1 in R,W &M Evidence of impact of intervention programmes. Attainment gap between pupils eligible for PP and non PP in school is narrowed. O Track Subscription	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
<b>Budgeted cost</b>					£5,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Activity</b>	<b>Success criteria</b>	<b>Evidence/Rational for this choice</b>	<b>Staff lead</b>	<b>How will we ensure it is implemented well?</b>
<b>A. Improved oral language skills for pupils eligible for PP in Reception class.</b> <b>B. All teaching is good or better in whole class teaching and interventions and assessment</b>	Targetted intervention teaching activities - guided teaching/RWi groups &1;1 tutoring/Tell phonics, precision teaching, fresh start  Precision teaching used to target pupils with low levels of word reading/spelling.	Yr1 and Yr2 outcomes in line with national. % of Yr6 achieving GDS increased on 2019. Attainment gap between pupils eligible for PP and non PP in school is narrowed and where attainment is below ARE, good progress is achieved from starting points.	To provide small group tuition to include pre teaching activities and research based interventions.  EEF reports small group tuition has moderate impact of moderate cost.  Data for 2017/18 and 18/19 in the school showed very positive progress measures for PP at end of KS2 - where	M Parker S Robson	Intervention plans updated termly, teaching planning and class and TA timetables TA records of intervention reviewed Progress of pupils in receipt of intervention reviewed to measure impact.

information is used by teachers and support staff to target and close gaps for PP pupils.			additional support and interventions were implemented.		
<b>C.</b> <b>Attainment in Yr1 phonics and Yr2 SATS outcomes increase for PP eligible pupils. Increased % of KS2 PP eligible pupils achieve GDS in KS2 SATS</b>	KS2 After school and lunchtime Reading, Writing, maths and 11+ clubs	deliver high quality interventions to children, these include: memory, speech and language, colourful semantics, fresh start and sentence structure. Other TA's are also being trained up to deliver these high quality programs to assist too.	EEF reports small group tuition has moderate impact of moderate cost.  Data for 2017/18 and 18/19 in the school showed very positive progress measures for PP at end of KS2 - where additional support and interventions were implemented.	M Parker N Malthous P Higdon	We will carry out 1:1 staff meetings, 1:1 T.A meetings, quality control of interventions, progress meetings, intervention maps and governor monitoring. We are using TA expertise to  Groups will be tracked termly and assessment information will be analysed.  Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support.
<b>Budgeted cost</b>					£20,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Activity</b>	<b>Success criteria</b>	<b>Evidence/Rational for this choice</b>	<b>Staff lead</b>	<b>How will we ensure it is implementd well?</b>
<b>D.</b> <b>Pupils with behaviour issues will be supported academically, socially and emotionally throughout the day</b>	Whole school staff CPD from Able training related to positive behaviour management	Teaching and support staff promote positive behaviour and de-escalation techniques including redirection reduce lost teaching time resulting in increased progress in learning	EEF reports behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	M Parker S Robson	Lesson drop ins and governor visits will report that in class behaviour is good with little/no disruption to learning.
	Pastoral/SEN needs of PP children are supported by targeted pastoral/SEN support assistant. Liase with outside agencies where need is identified to support pupil learning. Provide targeted 1:1 learning support as needs dictate	Provide pastoral support to targeted children to increase confidence and engagement in learning. Reduced instance of exclusion (temporary and permanent)	School has high levels of exclusion versus national levels. EEF reports behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	M Parker S Robson	Pastoral support timetables Intervention planning PP progress tracking

	Additional TA support	All classrooms have an additional adult to support academic and social and emotional needs throughout across the curriculum.	School has high levels of exclusion versus national levels. EEF reports behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours	M Parker S Robson	TA timetables Behaviour incident reports Exclusion reports
<b>E. Attendance levels for PP eligible pupils increases</b>	Introduce three week attendance monitoring for PP eligible pupils to enable early support work with parents	Attendance levels for PP child meet national averages or gap is closing rapidly.	% attendance for PP children is less than national.	M Parker R Allen	Attendance monitoring records HT reports to governors
<b>F. Access to extra curricular opportunities</b>	Financial support (50%) for school visits where required. Class budgets to increase access to experiential learning	All children are enabled to access extended curriculum provision	Pupils are included in all aspects of school life and experiences outside school is broadened and aspirations increased	M Parker	School visit records Budget reports
	Financial support (50% of costs for one instrument) for access to peripatetic music instruction where required and exam entry fees	All PP eligible pupils are enabled to access instrumental teaching opportunities and the cultural capital thereof.	Experience is broadened and aspirations increased	M Parker	Pupil take up records
	50% funding to whole class instrumental teaching	All children are offered the opportunity to play an instrument being enabled to identify a personal aspiration or interest they can build upon	While EEF indicates a low impact of arts participation on academic learning, the academic impact of learning to play an instrument is particularly promising. We believe that opportunity increases aspirations via new experience.	M Parker	Pupil interviews
<b>Budgeted cost</b>					£35,000