

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

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>	09/2020
<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>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.

<b>Expenditure and Impact</b>					
<b>Academic year</b>	<b>2019-20</b>				
<b>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.</b>					
<b>i. Quality of Teaching for all</b>					
<b>Desired outcome</b>	<b>Activity</b>	<b>Success criteria</b>	<b>Evidence/Rational for this choice</b>	<b>Staff lead</b>	<b>Impact</b>
<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 targeted intervention as assessment dictates.	Communication and language development is at age related expectation - % of pupils achieving 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	57% of pupils eligible for PP have the ELG for communication and language compared to 85% national. 29% of cohort have or are in process of applying for an EHCP.
	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 achieving 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 developed to promote Talk for Writing texts. This has led to improved language development for all children and access to increased vocabulary and speaking and listening skills
<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. (£840 Training cost)	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	COVID19 has impacted on phonics acquisition and retention of prior learning. Catch up phonics support is in place for all children with progress from baselines being closely monitored so catch up can be achieved by Sept 2021. -Staff CPD was impossible to access in year.
	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	Reading outcomes at end of Yr6 2019 were below national. Despite high levels of pupil turbulence in Yr6 2020

	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.			positive impact has been achieved with reading outcomes improving on 2019 levels for whole cohort. Reading progress for PP is +0.27.
	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 successfully achieved QTS. (AHT release time and CPD training costs)
	Staff training in use of O-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	Staff now use O-track to log and monitor attainment and progress of pupils including subgroup monitoring. CMAT is able to support school via standardised outcome reporting.
				<b>Cost</b>	£2000
<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>Impact</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	EYFS outcomes in line with national. Yr 2 outcomes in 2020 have seen dip with PP outcomes consistent with this. Yr6 Reading and SPAG outcomes have seen positive effect on progress for PP eligible pupils.

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	Year 2 remains an focus for 2020-21. Progress measures will be used to monitor impact of teaching across KS2 – with positive progress seen in reading in 2020.
<b>Cost</b>					£41,100
<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>Impact</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	SLT and governor monitoring confirm calm orderly classrooms conducive to a good learning environment..
	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	Increased capacity to pastoral/SEN support has secured increased ability fo early intervention and support for targeted pupils resulting in increased engagement in learning and reduced numbers of exclusions.
	Additional TA support	All classrooms have an additional adult to support academic and	School has high levels of exclusion versus national levels.	M Parker S Robson	Increased capacity to pastoral/SEN support has secured increased ability fo

		social and emotional needs throughout across the curriculum.	EEF reports behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours		early intervention and support for targeted pupils resulting in increased engagement in learning and reduced numbers of exclusions.
<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	Increased levels of attendance achieved for pupils eligible for PP. 18-19=93.09%, 19-20=95.24% (2019 nat=94.6%)
<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	Curriculum developed providing links to experiential learning for all. Additional funding is provided to ensure costs are met for all pupils to access.
	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	Funding has continued to allow access to instrumental tuition.
	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	Year 4 and 5 pupils access to instrumental tuition from LCC music service.
<b>Cost</b>					£19,100
<b>Total Spend in Year</b>					£62,200

<b>Teacher Assessment Outcomes July 2020</b>				
	School % All Children (30)	National % 2019 All children	School % Pupil Premium (8)	National % 2019 Pupil Premium
EYFS % of children achieving Good Level of Development	70%	71%	57%	57%
<b>Year 1 Phonics Screening</b>				
	School % All Children (16 @June)	National 2019 % All children	School % Pupil Premium (6)	National % 2019 Pupil Premium
Yr 1 Phonics Screen % meeting pass mark	TBC Nov 2020%	82%	TBC Nov 2020%	79%
<b>Key Stage 1 TA Attainment</b>				
<i>*KS1 national data source – Dfe phonics screening check and key stage 1 assessments in England, 2019</i>	School % All Children(27)	National % 2019 All children	School % Pupil Premium(9)	National % 2019 Pupil Premium
Reading	59	75	44	62
Writing	44	69	44	55
Maths	71	76	56	62
<b>Key Stage 2 TA Attainment</b>				
KS2 SATS	School % All Children (23) Achieving expected standard or higher	National % All children Achieving expected standard or higher 2019	School % PP (11 =48% ) % PP Achieving Expected standard or higher	% PP – national – 23% %PP Achieving Expected standard or higher 2019
Reading	65	73	64	78
Writing	65	79	55	83
Maths	57	74	45	84
Grammar Punctuation & Spelling	74	82	64	83
KS2 Overall (RWM combined)	57	65	45	71
Progress Scores (comparison with national outcomes not available for 2020)		Score 2016-17 (9)	Score 2017-18 (4)	Score 2018-19 (5)
	Reading	-5.99	-6.29	1.01
	Writing	-3.62	-8.41	4.81
	Maths	-1.79	-3.56	0.28

## Summary

As a small school pupil context, year on year, can see significant instability which results in inconsistency in outcomes. The differing contextual needs of each cohort therefore make year on year cohort comparisons, and meaningful comparison with national averages, difficult to achieve. Pupil premium funding is targeted using the EEF research and guidance and focuses on ensuring all pupils are enabled to achieve their potential, being supported to make good progress from their starting points.