

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	2020-21	Total PP budget	£80,700	Date of most recent PP Review	March 2021
Total number of pupils (at Oct 2020 census)	173	% of pupils eligible for PP	31%	Date for next internal review of this strategy	Pentecost 2 Termly 3 times per year

Statutory Outcomes July 2019 – Due to COVID 19 2019 results are the most recent validated statutory outcomes for primary schools

	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
Progress Scores	Score 2016-17 (9)		Score 2017-18 (4)	
	Reading	-5.99	-6.29	1.01
	Writing	-3.62	-8.41	4.81
	Maths	-1.79	-3.56	0.28

Reviewed March 2021

Teacher Assessment Outcomes July 2020				
	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%
Year 1 Phonics Screening				
	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%
Key Stage 1 TA Attainment				
<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
Key Stage 2 TA Attainment				
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

2. 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 so % of PP eligible pupils passing the Yr 1 phonics test is less than non-PP peers.	
B.	Number of pupils on roll has been less than PAN providing resources challenges.	
C.	Attainment gap for PP eligible pupils in KS1. Inconsistency of outcomes at end of KS2 due to pupil turbulence and cohort context variances seen year on year such as the number of pupils eligible for PP who also having a special educational need.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupils' and their families may experience social and emotional difficulties impacting on readiness to learn.	
E.	Support for home learning (reading and mental maths) can be less than the minimum the school recommends (x3 per week) and less than that seen for non-PP eligible peers	
F.	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.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	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.
D.	Pupils with behaviour issues will be supported academically, socially and emotionally throughout the day.	Early identification of needs and resources available for early intervention. Instances of poor behaviour are low, so fixed term and permanent exclusion levels fall.
E.	All pupils read x3 times per week with an adult and access home learning opportunities to support reading and maths progression.	Progress in reading is achieved by all with increase % of pupils eligible for PP achieving the expected standard to be in line with national or moving strongly toward this. Times tables knowledge is secured with % of pupils working at ARE increasing.
F.	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

2020-21

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 implemented well?
A. Improved oral language skills for pupils eligible for PP in Reception class.	Welcomm assessments carried out for all pupils on intake with targeted intervention as assessment dictates. (600)	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	R Rogers	Termly Teacher assessments Termly Welcomm Assessments
	Quality text used to promote language through listening to and engaging in stories – Continue to promote Talk for writing in reception class – (Staff training – (£510) Release time for T4W lead to coach staff	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	Termly Teacher assessments Termly Welcomm Assessments
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.	Rwi training – and consultancy support from Ruth Miskin - £2k School Rwi Lead release time and leadership time to monitor teaching and coach staff. (x6 days per year – supply costs (£1200)	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	R Rodgers	Termly Teacher assessments Termly Welcomm Assessments
	Introduce whole class reading opportunities. Develop 'reading spine' to ensure that all children access a range of quality	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	Termly reading attainment and progress tracking

	text as they move through the school. (Book costs - £2000)	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.			
	Reading and writing leads to attend reading CPD and develop roll out training for all staff (x1 inset and course costs)	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.	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.		Termly reading attainment and progress tracking
	Accurate and robust assessment of phonics, word reading, fluency and comprehension is in place	The needs of all pupils are accurately identified to allow for targeted support where needed.	EEF PP guide published June 2019 states – “great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children” Accurate assessment will enable planning to better meet pupil needs.	E Nicholas	Consistency in class reading assessment files with reading progression expectations clearly defined so pupils at risk of falling behind can be swiftly identified.
	0-track assessment system ensures that 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 – £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
Budgeted cost					£7000
ii. Targeted support					
Desired outcome	Activity	Success criteria	Evidence/Rational for this choice	Staff lead	How will we ensure it is implemented well?
A. Improved oral language skills for pupils eligible for PP in Reception class. B. All teaching is good or better in whole class teaching and interventions and assessment information is used by	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. (staff costs -	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.

teachers and support staff to target and close gaps for PP pupils.			additional support and interventions were implemented.		
C. Attainment in Yr1 phonics and Yr2 SATS outcomes increase for PP eligible pupils. Increased % of KS2 PP eligible pupils achieve GDS in KS2 SATS	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.
Budgeted cost					£42,000
iii. Other approaches					
Desired outcome	Activity	Success criteria	Evidence/Rational for this choice	Staff lead	How will we ensure it is implementd well?
D. Pupils with behaviour issues will be supported academically, socially and emotionally throughout the day	Pastoral/SEN needs of PP children are supported by targeted pastoral/SEN support assistant.(16k) 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
E. All pupils read x3 times per week with an adult and access home learning opportunities to support reading and maths progression.	Increase access to reading opportunities (£7.5)	All pupils read regularly to an adult (at least 3 times per week)	Reading outcomes in school for PP eligible pupils is less than national	M Parker	Reading outcomes increase for PP eligible children and their independence as reading will increase.

	Whole school Access to timestables rockstars (300)	Children are able to engage with Timestables learning app which is targetted to need and provides feedback on progress	% of pupils working who know and can rapidly recall ARE times tables facts impacting negatively on maths progression	L Atkinson	Times table recall increases, outcomes in Yr4 test compares favourable with national outcomes
F. Access to extra curricular opportunities	Financial support (50%) for school visits where required. Class budgets to increase access to experiential learning (3.5k)	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 (1k)	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 (£3k)	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 Whole class ensemble performances
Budgeted cost					£31,300