

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Our Lady of Good Counsel RC Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	45% (72 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nicola Malthouse Acting Headteacher
Pupil premium lead	Nicola Malthouse Acting Headteacher
Governor / Trustee lead	Nick Spolton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,207
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,632
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background, the challenges they face or their starting point on entry into the school, make good progress and achieve high attainment across all subject areas, providing them with the skills, knowledge and resources to have positive life chances. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We recognise that pupils' family backgrounds vary considerably, each with their own individual challenges. We recognise that for some vulnerable pupils, there may be additional challenges where multi-agencies are involved with the family or may be a young carer, supporting the family whilst accessing their education. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The number of pupils on roll is declining, but the number of PP pupils is increasing with 77% of September 2021 intake of EYFS children being disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in Reading, Writing and Maths.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. During school closures, even with the supply and access to devices (laptops and iPads), many disadvantaged pupils did not access online learning. Where home learning packs were provided, discussions with pupils show that they did not complete the work set. There has also been a lack of enrichment opportunities during school closure, affecting both disadvantaged pupils and non-disadvantaged pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our assessments and record keeping indicate that many of the disadvantaged children do not receive support at home with their reading. Term 1 of the academic year 2021-2022 shows that 82% of disadvantaged pupils do not read regularly at home. This negatively affects their development as readers, especially early readers.
6	The school has double the National Average percentage of disadvantaged pupils. These pupils are at risk of not having the same cultural opportunities as non-disadvantaged pupils, with many not experiencing cultural capital. This also affects their attainment as the pupils do not have the knowledge, behaviours or skills to draw upon to increase their aspirations and expose them to a range of experiences to help them achieve goals and become successful.
7	Data from the SMS indicates that attendance and punctuality is lower for disadvantaged pupils than non-disadvantaged pupils, resulting in lower attainment and progress through missed learning time.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonics and early reading in EYFS and KS2	Assessments and the Year 1 Phonic Screening Check will show that 100% of disadvantaged pupils will achieve the required mark. Outcomes in Year 2 will show that more than 80% will meet the expected standard in Reading.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Outcomes in KS1 and KS2 Writing will show that 80% of disadvantaged pupils have met the expected standard.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant improvement in pupils' social, emotional and mental health</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• improved attendance and punctuality for disadvantaged pupils</li> </ul>
To improve progress and attainment outcomes among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Data will demonstrate improved attendance and punctuality for disadvantaged pupils</li> <li>• Outcomes by 2024/25 in EYFS/KS1 and KS2 will demonstrate that 80% of disadvantaged pupils will achieve the expected standard in Reading, Writing and Maths</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching of Phonics through the validated programme of Read Write Inc.</p> <p>Training for staff to ensure assessments are administered correctly and delivery of RWI across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>At the age of six, the percentage of white boys eligible for free school meals failing the national phonics test is more than twice that of other children. At resits when they were seven, one in five such boys still had not met the expected standard (DfE, 2018).</p>	<p>1, 2, 3, 5</p>
<p>Purchase Talk for Writing to develop oral storytelling, oral language skills and vocabulary. Also, purchase Pie Corbett's Reading and Poetry Spine for whole school</p> <p>Training for staff to ensure a consistent approach to the delivery of Talk for Writing across the school.</p> <p>1 x Teaching Assistant to receive ELKLAN Training to support language</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>At the age of five there is a 16-month gap between the vocabulary of children brought up in poverty and the vocabulary of better-off children (Waldfogel &amp; Washbrook, 2010).</p>	<p>2, 3, 5</p>

development		
Training for 3 Teaching Assistants in ELSA to develop and deliver individualised support programmes to meet the emotional needs of pupils	<p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people with a range of social and emotional needs.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3, 4
Release of a Teaching Assistant to act in a pastoral role to support children with social and emotional skills. Recruitment of a new Teaching Assistant as classroom support	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3, 4
Teaching Assistant support for refugee children to access the curriculum, whilst providing resources to support inclusion and integration – removing language barriers	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5
Planned opportunities available for disadvantaged pupils to access residential trips and educational trips	<p>Learning outside the classroom can have a positive impact on pupils' emotions, behaviour, progress and attainment</p> <p>Ofsted, 2008</p> <p><a href="http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf">http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf</a></p>	3, 4, 5, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS, KS1 and Year 3 Teachers and all Teaching Assistants to receive 2 full days of RWI Phonics Training to provide QFT and phonics interventions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>At the age of six, the percentage of white boys eligible for free school meals failing the national phonics test is more than twice that of other children. At resits when they were seven, one in five such boys still had not met the expected standard (DfE, 2018).</p>	<p>1, 2, 3</p>
<p>Whole staff to receive Talk for Writing Training to deliver high quality English across the school</p>	<p>There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>At the age of five there is a 16-month gap between the vocabulary of children brought up in poverty and the vocabulary of better-off children (Waldfogel &amp; Washbrook, 2010).</p>	<p>1, 2, 3, 5</p>
<p>Employment of an ECT as a Teaching Assistant on a 0.4</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from</p>	<p>1, 2, 3, 5</p>



<p>contract (employed as an ECT on a 0.6 contract) to target catch-up of Phonics and early reading for disadvantaged pupils</p>	<p>disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Employment of a Teaching Assistant to provide targeted support for a refugee family to facilitate acquisition of the English language and provide support to access the curriculum</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for 3 Teaching Assistants to complete the ELSA course to support social and emotional learning (SEL)</p> <p>Training for 3 members of staff to complete the Mental Health First Aid Training</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people with a range social and emotional needs.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="http://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>
<p>Funding available for disadvantaged pupils to access residential trips and educational trips</p>	<p>Learning outside the classroom can have a positive impact on pupils' emotions, behaviour, progress and attainment</p> <p>Ofsted, 2008</p> <p><a href="http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf">http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf</a></p>	<p>3, 4, 5, 6</p>
<p>Targeted children who have poor punctuality to have access to wrap around care and facilitate them to receive their full entitlement of the curriculum</p>	<p>Evidence shows that pupils with poor attendance have lower life chances than those who attend school regularly. The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>

**Total budgeted cost: £ 99,632**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

<b>Reading – 2020 - 2021</b>	<b>All</b>	<b>Pupil Premium</b>
Expected Standard	67% (16/25)	50% (6/12)
Greater Depth	33% (8/25)	33% (4/12)

<b>Writing – 2020 - 2021</b>	<b>All</b>	<b>Pupil Premium</b>
Expected Standard	60% (15/25)	42% (5/12)
Greater Depth	12% (3/25)	8% (1/12)

<b>Maths – 2020 - 2021</b>	<b>All</b>	<b>Pupil Premium</b>
Expected Standard	72% (18/25)	50% (6/12)
Greater Depth	16% (4/25)	17% (2/16)

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk for Writing	Talk for Writing
TimesTables RockStars	Maths Circle Ltd
EdShed	Education Shed Inc.
Learning By Questions	Learning By Questions

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted intervention to enable service pupils to achieve the minimum of 'expected standard' in Reading, Writing and Maths.
What was the impact of that spending on service pupil premium eligible pupils?	80% of service pupils achieved the expected standard or greater depth in end of year assessments for Reading, Writing and Maths.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*