

# Pupil premium strategy statement – Our Lady of Good Counsel Catholic Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	
Pupil premium lead	Paul Tibble
Governor / Trustee lead	Lenny Tyler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87320
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£87320

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

*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	<p>Lateness and absence.</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged. Absenteeism has negatively affected disadvantaged pupils' progress and outcomes.</p>
2	<p>Engagement and progress in reading</p> <p>Internal data and observations evidence that disadvantaged pupils consistent engagement in reading is below that of non-disadvantaged peers. As a result disadvantaged pupils do not always achieve the same level of outcomes compared to non-disadvantaged pupils.</p>
3	<p>Outcomes in Maths</p> <p>Attainment in maths at the end of key stage 2 is in line with national comparisons for non-disadvantaged pupils but below for disadvantaged pupils.</p>
4	<p>Outcomes in the wider curriculum</p> <p>Evidence from assessments, observations, pupil and staff voice indicate that pupils are not always able to recall knowledge previously taught. Pupils do not have sufficient opportunities to revisit knowledge to ensure that it is embedded.</p>
5	<p>Access to wider experiences</p> <p>Pupil, parent and staff voice indicates that disadvantaged pupils have access to fewer opportunities both in and out of school.</p>
6	<p>Social, emotional and mental health needs</p> <p>Across the school there are a wide of social, emotional and mental health needs experienced by children. This can lead to poor attendance, low self-esteem, reduced progress and lower outcomes.</p>

## 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
To improve attendance and punctuality for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Clear and appropriate systems are in place for monitoring and supporting families to ensure pupils are attending school.</li> <li>• Attendance is at least in line with national data for disadvantaged and all pupils.</li> <li>• Persistent absence is in line with national data for disadvantaged and all pupils.</li> </ul>
To improve outcomes in reading to be in line with national data for all pupils, particularly disadvantaged.	<ul style="list-style-type: none"> <li>• Year one phonics data in line with national data for disadvantaged and all pupils.</li> <li>• Monitoring of reading shows increased engagement in reading.</li> <li>• Star reading assessments show all pupils increase ZPD.</li> <li>• End of KS outcomes are in line with national data for disadvantaged and all pupils.</li> </ul>
To improve outcomes in maths to be in line with national data for all pupils, particularly disadvantaged.	<ul style="list-style-type: none"> <li>• White Rose unit assessments show outcomes are in line with national.</li> <li>• End of KS outcomes are in line with national data for disadvantaged and all pupils.</li> </ul>
To improve knowledge and retention and recall, in wider curriculum subjects, for all pupils, particularly disadvantaged.	<ul style="list-style-type: none"> <li>• Consistent approach to retrieval evident in all classes.</li> <li>• LTP planning clearly maps out opportunities to revisit units and knowledge.</li> <li>• Knowledge is planned out in MTP to ensure clear progression of knowledge.</li> <li>• Evidence from monitoring shows that pupils are able to recall knowledge and vocabulary from previously taught units.</li> </ul>
To ensure all pupils are able to access a wide range of curriculum and non-curriculum activities and experiences.	<ul style="list-style-type: none"> <li>• All pupils access all curriculum enrichment activities.</li> <li>• All disadvantaged pupils attend at least one after school club.</li> <li>• All pupils are able access wider school events; eg PTA events.</li> </ul>
To ensure pupils are supported with social, emotional and mental health.	<ul style="list-style-type: none"> <li>• All pupils have the opportunity to have a daily check in with follow up where appropriate.</li> <li>• All families have access to support with school uniform.</li> <li>• Additional member of staff trained to deliver ELSA.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support in place for disadvantaged pupils to access wrap around care.</li> </ul>
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## Activity in this academic year

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

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement CUSP curriculum for Science, Geography, History, Art and DT</i>	<p>Evidence from the EEF states: Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>The CUSP curriculum uses the following aspects of cognitive science:</p> <ul style="list-style-type: none"> <li>• Spaced learning</li> <li>• Interleaving</li> <li>• Retrieval practice</li> <li>• Managing cognitive load</li> <li>• Working with schemas</li> <li>• Multimedia learning</li> </ul> <p><a href="#">Cognitive science approaches in the classroom</a></p>	1,4, 5, 6

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tutoring</i>	Research form the EEF states:	1, 3

<p><i>provided through the use of the Third Space platform</i></p> <p><i>Teaching Assistant to support as the intervention is after school</i></p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	
<p><i>All pupils have access to myON either at home or in school</i></p>	<p>Evidence from the EEF states: reading comprehension strategies are high impact. Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2, 6</p>

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Emotional Literacy Support Assistants deliver a planned programme of interventions</i></p> <p><i>Additional member of staff to be trained as an ELSA</i></p>	<p>Evidence from the EEF states: Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year.</p> <p>While targeted approaches to SEL learning seem to have greater impact on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p>	<p>1, 6</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
<i>Additional school uniform and PE kit, including footwear, purchased to support families</i>	<p>It is important that all pupils feel part of the school community and a key part of this is to be able to present themselves in appropriate uniform and have appropriate uniform and resources.</p> <p>Evidence from the EEF states: An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.</p> <p>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p>	1, 6
<i>Additional staff trained as mental health first aiders</i>	Evidence from the MHFA states: MHFA training reduces stigma, increases confidence in assisting someone with a mental health issue and increases intentions to provide mental health first aid to a small extent.	1,6
<i>Financial support to provide enrichment activities, both curricular and extracurricular that all pupils can access</i>	Evidence from the EEF states: art participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	1, 5
<i>Providing support for families with transport to/from school</i> <i>Reduced cost for accessing wraparound care</i> <i>Access to extracurricular activities</i>	Evidence from the EEF states: There is some evidence that involvement in extracurricular activities may increase pupil attendance and retention.	1, 6

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Online times tables platform	TT Rockstars
Online reading platform	Accelerated reader/Myon

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

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