



Pupil premium strategy statement

School overview 2020 -

Metric	Data
School name	Our Lady of Lincoln Catholic Primary School a Voluntary Academy
Pupils in school	205 (currently)
Proportion of disadvantaged pupils	34% (Sept 2020) above national average
Pupil premium allocation this academic year	£80,060 based on census December 2019
Academic year or years covered by statement	2020-21
Publish date	30 September 2020
Review date	30 September 2021
Statement authorised by	Ann Desforges
Pupil premium lead	Ann Desforges
Governor lead	Jim Landers

Disadvantaged pupil progress scores for last academic year

Measure	2016 2017	Score 2017 2018	Score 2018 2019	Score 2019 2020
Reading	-5.3	-3.2	0.5	-
Writing	1.0	-2.9	-0.8	-
Maths	-4.2	-3.9	-0.2	-

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	-
Achieving high standard at KS2	-

Measure	Activity
Priority 1	<p>Continue to develop whole class reading strategies, with explicit use of vocabulary and speaking and listening. PPG children make better than expected progress in reading, writing (including spelling) and especially in maths from their starting points. Measured through data tracking, supported by work scrutiny.</p> <p>Identify PPG children capable of achieving the higher standards RWM ensure provision is in place – intervention /PPG children identified on planning and are discussed at weekly meetings with TAs</p> <p>PPG children on SEND register will meet their personal end of year targets in reading, writing and maths.</p>
Priority 2	Continue to improve the social and emotional learning of PPG children and their attendance
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor language and communication skills which can impact upon learning. • Poor ability to solve mathematical problems and explain their reasoning. Some pupils have conceptual haps and or/misunderstandings. • Low self-esteem, poor emotional well-being, anxiety and attachment issues. • Poor learning skills (organisation, resilience) • Low attendance and persistence absence of disadvantaged children. School refusers. • Lack of opportunity/resources and life experiences. • Low aspiration amongst some families / parenting skills in supporting school refusers/ persistent absence
Projected spending	£80,060

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure progress gaps are closing towards national average.	July 2021
Progress in Writing	Ensure progress gaps are closing towards national average.	July 2021
Progress in Mathematics	Ensure progress gaps are closing towards national average.	July 2021
Phonics	Ensure progress gaps are closing towards national average.	July 2021
Other	Improve attendance of disadvantaged pupils. Close the gap compared to their non-eligible peers. In line with LA average (96.1)	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support.</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/pupil-premium-guide/</p> <ul style="list-style-type: none"> • To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. • To ensure pupils consolidate basic skills • To respond rapidly with targeted teaching for pupils at risk of underachievement. <p>Senior leaders have release time out of the classroom to monitor teaching/ learning/ progress and analyse data of PPG children and those PPG children who also fall into other categories.</p> <p>Phonics intervention Y1/Y2 to ensure PPG children pass the Phonic screening.</p>
Priority 2	<p>School will deliver its engaging, broad and varied new curriculum.</p>
Barriers to learning these priorities address	<p>Poor expressive language and communication skills.</p> <p>Parental understanding about the importance of home learning.</p> <p><i>Rationale: Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching.’</i></p> <p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p> <p>EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress.</p> <p>EEF toolkit shows that phonics strategies can have up to +4 months of additional progress. This is based on extensive evidence and provides high impact for low cost.</p> <p><i>Research from the Education Policy Institute highlights that the disadvantage gap is around 40% by age 5. With early intervention/ screening in the early years, we aim to prevent the gap from widening. Both early years’ intervention and oral language interventions can add up to an additional +5 months of progress.</i></p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.’</p> <p>Schools will be judged on the intent, implementation and impact of their curriculum. An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.</p>
Projected spending	£56,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Education Welfare Officer’s (FWO) salary / school learning mentor/attendance admin, who work closely with families and lead on attendance, behaviour and social and emotional support, including providing whole school well-being workshops to focus on mindfulness, anxiety and managing emotions.</p>

Priority 2	To improve the attendance of disadvantaged pupils
Priority 3	Free Breakfast club. Subsidise after school club, trips, experiences, visits and activities and uniform costs.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low self-esteem, poor emotional well-being, anxiety and attachment issues. • Poor learning skills (organisation, resilience) • Low attendance and persistence absence of disadvantaged children. • Lack of opportunity/resources and life experiences. • Low aspiration amongst some families <p>Rationale:</p> <ul style="list-style-type: none"> • EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months. • NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. • By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues. • EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months' progress per year. Breakfast clubs improve attendance/punctuality. • To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. • Our effective new curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils' horizons will be broadened and they will learn more about culture, history and geography. English indices of deprivation 2019 rating highlights that our school postcode is in an area (10%) of most deprived neighbourhoods in the country (2019).
Projected spending	£30,060

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are able to access high quality CPD	INSET days used Carefully planned CPD opportunities
Targeted support	Ensuring that staffing levels are appropriate to deliver high quality intervention	Clear staffing structure in place with extra capacity generated if budget allows
Wider strategies	Ensuring planned activities take place	Enrichment activities planned within the curriculum.

Review: last year's aims and outcomes

Aim	Outcome
<p>Children's mental health and well-being needs are met, enabling them to access learning</p> <p>Pupils with behavioural issues will be supported academically, socially and emotionally, throughout the school day.</p>	<ul style="list-style-type: none"> • Children's social and emotional needs are met in an increasing number of cases. • More children are ready to learn, with improved behaviours to learning. (Lessening amounts of behaviour reports) • Although data is qualitative, the impact upon our children's mental health and anxiety has been positive. Staff training has covered ACEs, anxiety, dealing with emotions and self-care. During pupil interviews, children discuss what they have gotten out of the work with the school learning mentor and how it will help them in the future. Parent comments have also been extremely encouraging (evidenced annual questionnaire) <p>Disadvantaged pupils' achievement gap is closing.</p>
<p><u>Priority</u></p> <p>Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. Including Phonics provision.</p> <p>https://educationendowmentfoundation.org.uk/index.php?evidence-summaries/pupil-premium-guide/</p>	<p>Up to March 2020</p> <p>Formative and summative assessments demonstrate most PPG were on track to meet targets. Where progress was slower than</p>

	expected; these children were identified for further interventions and support.
<p>Priority</p> <p>Pupil premium children make expected or better progress than their peers in reading, writing (including spelling) and especially in maths from their starting points. Measured through data tracking, supported by work scrutiny. Identify those children capable of achieving the higher standards RWM and put in strategies to support this.</p> <p>Children on SEND register will meet their personal end of year targets in reading, writing and maths.</p>	n/a
<p>Priority 2</p> <p>Invest in quality assessment materials NFER for all year groups</p>	<p>March 2020</p> <p>This has enabled leaders and teachers to identify specific gaps within our school's teaching and learning. Thus making the monitoring of PPG children's progress and attainment more robust. Pin pointing explicit areas of learning.</p>
<p>Other Disadvantaged pupils' attendance to improve.</p>	<p>A very small minority of children with persistent absence (social /health / behaviour challenges) have had a significant negative impact on our attendance figures for 2019 / 2020</p>