Our Lady of Lincoln Catholic Primary School a Voluntary Academy
Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Our Lady of Lincoln Catholic Primary School a Voluntary Academy
Pupils in school	203
Proportion of disadvantaged pupils	32.5%
Pupil premium allocation this academic year	£85,022 (64 x £1320)
Academic year or years covered by statement	2019-2020
Publish date	20 September 2019
Review date	01 November 2020
Statement authorised by	LGB
Pupil premium lead	Ann Desforges
Governor lead	Jim Landers

Disadvantaged pupil progress scores for last academic year 2018 2019

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

Disadvantaged pupil performance overview for last academic year 2018 2019

Measure	Score
Meeting expected standard at KS2 Reading Writing Maths	54% 64% 39%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	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. Children on SEND register will meet their personal end of year targets in reading, writing and maths.
Priority 2	Pupils with behavioural issues will be supported academically, socially and emotionally, throughout the school day.
Barriers to learning these priorities address	On entry Language skills are very poor, low level of vocabulary and fragmented sentence structure. Lack of independence and self-motivation. Lack of imagination, creative thinking and therefore independence in learning. The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. High level of social and emotional issues. Lack of routine, calm environment, security. Emotional and behavioural support
Projected spending	£85,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading and increase attainment closer to NA	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 writing and increase attainment closer to NA	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics and increase attainment closer to NA	Sept 21
Phonics	Aspirational 100% pass the PSC Achieve national average expected standard in Phonics Screening Check	Sept 21
Other	Improve attendance of disadvantaged pupils. Close the gap compared to their non-eligible peers. In line with LA average (96.1)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

Measure	Activity
Priority 1	Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. Including Phonics provision. https://educationendowmentfoundation.org.uk/index.php?/evidence-summaries/pupil-premium-guide/
Priority 2	Invest if quality assessment materials NfER for all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions. Poor ability to solve mathematical problems and explain their reasoning. — **Rationale:** EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress. EEF toolkit sows 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. Research from the Education Policy Institute highlights that the disadvantage gap is arou8nbd 40% by age 5. With early intervention/.screening in the early years, we aim to prevent the gap from widening. Both early year's intervention and oral language interventions can add up to an additional +5 months of progress.
Projected spending	£56,000

Wider strategies for current academic year

Measure	Activity

Priority 1	Free Breakfast Club places and Subsidise after school club, trips, experiences, school uniform, visits and activities. 50% reduction
Priority 2	Involve education welfare officer with schools to support Families with attendance where needed.
Priority 3	• Provide whole school well-being workshops to focus on mindfulness, anxiety and managing emotions. • Provide a learning mentor • Provide SEMH interventions
Barriers to learning these priorities address	• Improving attendance and readiness to learn for the most disadvantaged pupils • 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. • Some low aspiration amongst families **Rationale:** • 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. • EEF randomised control trial (2016) has found that breakfast clubs can boost pupils' reading, writing and maths results. • Local deprivation- IDACI rating highlights that
Projected spending	£29,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Time for interventions strategies to take place as well as ensuing they	Data outcomes and monitoring and evaluation cycle.

	are impactful. Ensuring enough time for school English and Maths intervention to Support small groups and staff to complete this.	Timetabling of intervention groups.
Wider strategies	Engaging the families facing most challenges Ensuring attendance at breakfast club.	EWO to continue to work closely with our most vulnerable families.

Review: last year's aims and outcomes

Aim	Outcome
Improve progress and attainment of PPG pupils Writing and Maths KS1 & KS2 To increase % of children making more than expected progress	Above national average for both subjects. Teaching and groupings are well matched. There needs to be a balance in testing and course work ensuring long term confidence and understanding. Progress gap is closing
Increase parental engagement	Increased attendance at parent consultation evenings Increased number of parents engaging in EHA
Phonics	Teaching and groupings are well matched. There needs to be a balance in testing and course work ensuring long term confidence and understanding. Higher % of children passing the phonics screening in Y2 re-screening 2019
Other Maintain Attendance Increase experience and improve opportunities	Improvement in attendance since previous year 94.5% year but was just below whole school 95%