



Our Lady of Lourdes Catholic Primary School



School **DEVELOPMENT & IMPROVEMENT PLAN**

PUPIL PREMIUM ACTION PLAN (November 2021)

Pupil Premium Lead: Mrs Liz Kendall		Pupil Premium Governor: Mrs Jackie Broadley	
What would you like to achieve/improve?	How might you go about it?	What exactly will success look like?	Evaluation Monitoring by...
LEADERSHIP			
Ensure that staff are fully aware of the Barriers to learning that our children encounter to help support reducing gaps.	○ Create a "Building Blocks to Success" to support our disadvantaged children. ○ Audit provision: • analysis of data to identify children that may be showing a barrier to learning • identify "Barriers to Learning"	Staff recognise the Barriers to learning and plan accordingly.	
QUALITY OF TEACHING			
Disadvantaged Children to show an improvement in attainment in Reading, Writing and Maths to meet that of their peers.	○ Staff to ensure that they are familiar with the children in their classes that receive Pupil Premium funding ○ Staff to be aware of how our children learn and use this knowledge to support activities that the children are engaged in.	Tracking clearly indicates that every disadvantaged child is making at least good progress every term.	
Additional Teaching Support	○ Additional teaching support to given to identified children through interventions with a focus on disadvantaged children, particularly focusing on securing concepts linking back to previously acquired knowledge, skills and understanding. Linked directly to our Seven-Step model. ○ Additional teaching support, through our Sports Apprentice in PE to support the high quality teaching in lessons and to build on the current sporting extracurricular opportunities, giving access to disadvantaged pupils.	Ensure gaps close between disadvantaged and other pupils. Disadvantaged pupils attain in line with their peers, particularly at exceeding/the higher or greater depth standard. Ensure that all teaching is never less than good over time, maximising learning outcomes for disadvantaged pupils across the curriculum.	

		From the same starting points, the progress of disadvantaged pupils matches or is greater than other pupils. Disadvantaged pupils have access to a wider range of extra-curricular activities which broaden their experience of sport.	
Therapeutic support	Weekly visits from a counsellor to work with pupils to develop self-esteem and resilience in the face of challenge.	Disadvantaged pupils receiving this support will demonstrate greater confidence and resilience in learning and in relationships with others.	
EXTENDING OPPORTUNITIES			
All children to be given wider opportunities to develop their cultural capital.	- Trip and visits across the school including curriculum visits, and workshops in school. - Support for attendance at sports after school clubs to develop skills and sportsmanship. - Places provided at after school clubs for disadvantaged pupils (both sports and other). - Support to be given as required to ensure that we include all children in our wider curriculum opportunities.	Our school register of clubs will show that our disadvantaged children are accessing a wide range of activities. Enrichment opportunities presented to disadvantaged pupils.	
CONTINUING PROFESSIONAL DEVELOPMENT			
Continuing Professional Development for all support staff.	- Professional Development for teachers and teaching assistants to continue to develop and refine planning of lessons to provide a broad, high quality cohesive curriculum where pupils are able to secure concepts so that knowledge, skills and understanding are retained in pupils' long term memories before applying these to new contexts progressively. - Additional staff training to embed the new PSHE curriculum to develop the personal, social, health and economic skills of all pupil groups, including disadvantaged pupils across the school.	Disadvantaged pupils make substantial progress from starting points across all subjects in line with other peers. Outcomes for disadvantaged pupils are high due to improved subject knowledge of all members of staff (particularly teachers and teaching assistants). Disadvantaged pupils will demonstrate greater confidence and resilience	

	o All staff to attend CPD relating to improving outcomes	in learning and in relationships with others.	
IMPROVING ENGAGEMENT OF FAMILIES			
Parental Support	- o Workshops and support for parents and carers of disadvantaged pupils in all phases to develop learning skills. - o Training for parent volunteers to work with pupils to secure inference in reading and fluency in arithmetic – risk assessments to be carried out prior to attendance. - o Workshops for parents to support health initiatives and internet safety	Increase engagement and confidence in parents of disadvantaged pupils in working with their pupils at home. Every class to have at least one parent volunteer attending on a weekly basis, once guidance allows. Pupils, parents and carers to gain knowledge, skills and confidence from attending courses. Pupils, parents and carers can receive support due to staff being able to identify and address particular needs.	