



PUPIL PREMIUM STATEMENT 2016/17

Number of pupils and pupil premium grant (PPG) received for the Academic Year 2016/17	
Total number of pupils on role	95
Total number of pupils eligible for PPG	19 pupils
Amount received for the academic year 2016/17	£25,080
What are our key strategies to close the attainment and progress gaps for FSM and PPG pupils at Our Lady of Lourdes	
 Quality First Teaching  A rich, exciting and engaging curriculum offer for all  Developing Independence  Range of different Intervention strategies	

NATURE OF SUPPORT 2016/17
TEACHING & LEARNING
Our Lady of Lourdes has a commitment to providing high quality teaching and learning for ALL and therefore the main expenditure is on improving classroom practice through professional development and training. Quality First Teaching helps to support the achievement of PPG pupils and this is done by the class teacher and the support staff.
CURRICULUM
The curriculum continues to be designed and reviewed to reflect the needs and aspirations of our pupils in school. Assessment tracking looks at cohorts and different groups including PPG. We continue to work on ensuring that we are closing the gap for disadvantaged children.
ENRICHMENT
As well as continuing to provide free membership to some extra-curricular clubs and free places on school visits (residential and one day visits) we also provide different groups that help enrich the curriculum. Eg, Social Skills, Play groups etc
PSHE/SMSC
We believe that learning starts with a child's state of mind and in order to help children reach their full potential they need to be independent and resilient. In school we focus on the Independence values of Reflection, Risk-taking, Resourceful, Resilience, Responsibility and being Ready. These values help support the children in their learning and later life.

OUTCOME	ACTION	SUCCESS CRITERIA
Improved classroom practice and provision of Quality First Teaching	Staff training: • Planning intervention groups • Differentiation • Challenge • Organisation and timetabling • Observations of practice in other schools	 Pupil premium children make expected or better than expected progress  The gap between disadvantaged and non-disadvantaged children decreases in line with national

	• Planning • Moderation • Effective Feedback	 Feedback provided to all children on all work and evidence of feedback being responded too.
Effective timetabling and deployment of Teaching Assistants to ensure impact of interventions	• Weekly meetings between class teacher and staff that work in the classroom. • Skills audit • Training identified from audit • Reorganisation of timetabling TAs • Half termly TA meeting (all TAs welcome to attend staff meetings)	 Consistent approach in intervention groups and classroom practice  PPG make expected or better than expected progress  IT used effectively to support children's learning
Assessment ensures that we are closing the gap for disadvantaged children (PPG)	• Assessment system in place (Half termly analysis) • PIVATS (new document purchased) used to measure progress when needed	 The gap between disadvantaged and non-disadvantaged children decreases in line with national
Increased independence skills shown by PPG pupils.	• Revisit Independence training • Continue to give awards for Independence (Celeb) • Display Independence Monsters (Hall and Classrooms)	 PPG children (with others) demonstrate greater resilience in their approach to learning, greater independence and willingness to take a risk with their learning.