

Our Lady of Lourdes Catholic Primary & Nursery School



PUPIL PREMIUM STATEMENT

2019/20

November 2019

Pupil Premium Report (November 2019)

Summary information					
School	Our Lady of Lourdes Catholic Primary & Nursery School				
Academic Year	2019/20	Total PP budget	£40,960	Date of most recent PP Review	Oct 2019
Total number of pupils	78	Number of pupils eligible for PP	32 (41%)	Date for next internal review of this strategy	Feb 2020

1. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<u>PHONICS SCREENING</u>		
Year 1 - Phonics Screening Check (7 children)	50%	100%
Year 2 – Phonics Re-check (2 children)	0%	-
<u>KEY STAGE 1 ATTAINMENT (11 children)</u>		
% achieving 'expected' in Reading	20%	83%
% achieving 'expected' in Writing	20%	100%
% achieving 'expected' in Maths	80%	100%
% achieving 'greater depth' in Reading	0%	17%
% achieving 'greater depth' in Writing	0%	0%
% achieving 'greater depth' in Maths	0%	0%
<u>KEY STAGE 2 ATTAINMENT (14 children)</u>		
% achieving 'expected' in Reading	80%	77%
% achieving 'expected' in Writing	80%	79%
% achieving 'expected' in Maths	80%	67%

% achieving 'expected' in Grammar, Spelling & Punctuation	80%	78%
% achieving 'greater depth' in Reading	0%	33%
% achieving 'greater depth' in Writing	0%	23%
% achieving 'greater depth' in Maths	0%	23%
% achieving 'greater depth' in Grammar, Spelling & Punctuation	60%	56%
COMBINED (KEY STAGE 2)		
% achieving 'expected' in Reading, Writing & Maths	80%	67%
% achieving 'greater depth' in Reading, Writing & Maths	0%	22%
2. Barriers to future attainment (For pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social, Emotional development (Linked to Personal Development SIP)	
B.	Low Baseline as the children enter school within all year groups.	
C.	Parental engagement and support – low expectations and aspirations for their children in Reading and Mathematics (Linked to Pupil Outcomes SIP)	
D	Poor oral language/literacy skills and lack of reading opportunities outside of school (Linked to Pupil Outcomes SIP)	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
A.	Poor punctuality and attendance	
B.	Low level of attainment at entry	
C.	Mobility- Many children enter the school at different points in their school life	
3. Intended outcomes <i>(specific outcomes and how they will be</i>		Success criteria
A.	Pupils' can access learning in class because their emotional and social, safety, belongingness and esteem needs are met.	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.

B.	Gaps are identified and targeted teaching/interventions teach to gaps	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
C.	High aspirations and expectations are in place for all pupils.	All pupils in school have high aspirations for themselves and reach their full potential irrespective of any barriers.

4. Review of expenditure				
Previous Academic Year		2018/2019		
Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
TA In Class Support (English & Maths everyday)	The children are able to work in smaller groups for some of English and Maths so that they can begin to make accelerated progress and close the gap with their peers.	The impact of the TAs working within the classes can be seen in the Headline Data for 2017/18.	Continue to monitor.	£19,152
Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

For identified gaps in learning to be addressed.	Varied interventions (according to need) to be provided	Aspirational targets have ensured PP children have made good progress. All children are given the same message by all staff that they can do it. Targets for children are always aspirational.	Support allowed us to gather information to ensure next steps in learning can be implemented.	£7,108
Well-being Nurture Support	To ensure that children are ready for school in the morning, talking through the day before and preparing them for a successful day.	Ensuring that these children are greeted and are aware of what the day will bring had ensured that there is less disruption at the beginning of the day.	Staff to consider introducing whole class support – Feelings & Emotions displays, Visual timetables (some individual timetables). Teaching Assistants to continue supporting the children as they need too.	£2,128
Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Support for School Trips	To ensure all pupils have access to school visits to enrich their curriculum and remove the potential cost barrier.	Some of this expenditure has been used to support children going to Condover Hall (£100) and a recent Museum trip (£50). The PTA also helped support trips.	Continue to monitor and use money left to support future visits.	£250.00
Software Programmes IDL and Nessy	To support Pupil Premium children with their reading and spelling.	Both programs have been purchased and are being used with children. There is evidence that IDL have increased children's spelling ages and Nessy continues to help children remember spelling patterns.	Continue to use – ensure that spelling ages are collected and used.	£900.00

Educational Psychologist Visits and Assessments	To ensure that staff have a range of different strategies available to them to help children to make progress.	Detailed and thoughtful reports have been produced to help support the children that have been seen by the EP.	Evidence is acquired for EP support.	£1300
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5. Planned expenditure

Academic year **2019/2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Target support given in English (with Reading focused activities as identified in the SIP)	Data will indicate that children have made accelerated progress from their starting points.	Data suggests that Pupil Premium children are working <u>significantly below the National Averages</u> . 54% at YGE in Reading (NA 80%) 42% at YGE in Writing (NA 83%) 29% at YGE in Grammar, Spelling & Punctuation (NA 82%) Data highlights Pupil Premium children in Year 2, 4 and 5 need extra support in Reading and Writing. Data suggests that all year groups need support with GPS.	TA timetables to be monitored and effective support being given TA discussions to be held to ensure that they are accountable for the children they work with Target children to be identified and monitored through our robust Monitoring Cycle	Liz Kendall	Data review December 2019, April 2020 and July 2020 Review Feb 2020 and May 2020 for Standards & Effectiveness Committee

Target support given in Maths (with Reasoning focused activities as identified in SIP)	Data will indicate that children have made accelerated progress from their starting points.	Data suggests that Pupil Premium children are working <u>significantly below the National Averages</u> . 57% at YGE in Maths (NA 81%) Data highlights Pupil Premium children in Year 3 and 5	TA timetables to be monitored and effective support being given TA discussions to be held to ensure that they are accountable for the children they work with Target children to be identified and monitored through our robust Monitoring Cycle	Liz Kendall /Alison Townley	Data review December 2019, April 2020 and July 2020 Review Feb 2020 and May 2020 for Standards & Effectiveness Committee
Improve robustness of assessment data and the use of gap analysis to close the gaps	The quality of teaching will be raised for all pupils with some guided/direct teaching for Pupil Premium children. Assessment data will indicate that gaps are closing.	Staff know children well and plan effectively for their progress. Close analysis of Pupil Premium data to provide timely interventions.	Regular Pupil Progress meetings reviewing individual children's progress. Teachers and support staff's appraisal linked to children's progress Regular learning walks and evaluation of quality of feedback	All Staff	Data review December 2019, April 2020 and July 2020 Review Feb 2020 and May 2020 for Standards & Effectiveness Committee
Conference Marking (target children identified)	The children will be given more focused feedback with strategies that can use to enhance the work that they are doing.	Staff can effectively help the children on a 1:1/small group basis.	Learning Walks around school will show the children being given the support required. Pupil progress meetings will show an improvement in Reading, Writing and Maths.	Liz Kendall	Data review December 2019, April 2020 and July 2020 Discussions with staff about progress of children Review Feb 2020 and May 2020 for Standards & Effectiveness Committee
Total budgeted cost					£28,752
Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase the rate of children's progress.	Support is given to pupils identified through Pupil Progress Meetings who are at risk of slow progress and appropriate interventions are put in place.	Teachers know pupils and their gaps well and can target children effectively with training to support them.	Regular Pupil Progress meetings reviewing individual children's progress.	Liz Kendall	Data review December 2019, April 2020 and July 2020 Review Feb 2020 and May 2020 for Standards & Effectiveness Committee
Total budgeted cost					£5,500
Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for wider curriculum activities (Activ8, Swimming lessons, Music, Art)	Create a Cultural map that shows opportunities for all children to take part in Music (Wider Opportunities) and Art activities.	Research has shown that there are positive gains in progress for Arts participation.	Parental and Child Questionnaire will indicate the value of these experiences	Liz Kendall / Subject Leaders	Review will be made when we set the new budget in April 2020
The social & emotional needs of disadvantaged pupils are met	Children can regulate SEMH so that they have good behaviours for learning.	Children receiving Pupil Premium have issues/concerns around their Social, Emotional and Mental Health	A range of intervention services used and families signposted to them. Behaviour data analysed and targeted interventions planned for and analysed for impact. Observations of learning and behaviour of pupils through learning walks. Case Studies of pupils	Liz Kendall/ Alison Townley/ Rachel Moody	Regular pastoral meetings Support to be reviewed every half term.

All children in the school are entitled to experience a range high quality experiences both within and beyond the school day.	Create a Cultural map that shows opportunities for all children to participate in all educational visits including Outdoor Educational Learning and Residential breaks for Years 5 & 6.	Research has shown that there are positive gains in progress for Outdoor Learning, and Sports participation as having positive effects on pupil outcomes. Evidence shows that the quality of children's writing is greatly improved after educational visits where children write about real life experience.	Curriculum map drawn up to include a range of educational trips All children included for trips	All Staff	Review at different points to ensure that curriculum is fit for purpose.
Total budgeted cost					£6710
Additional detail					
<u>Learning & Teaching</u> 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 all disadvantaged groups of children and this is done by the class teacher and the support staff. 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. <u>Curriculum</u> 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 Pupil Premium. We continue to work on ensuring that we are closing the gap for disadvantaged children. <u>Enrichment</u> 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.					