

# Our Lady of Lourdes Catholic Primary & Nursery School



## PUPIL PREMIUM STATEMENT

2020/21

November 2020

## Pupil Premium Report (November 2020)

| Summary information    |                                                       |                                  |          |                                                |           |
|------------------------|-------------------------------------------------------|----------------------------------|----------|------------------------------------------------|-----------|
| School                 | Our Lady of Lourdes Catholic Primary & Nursery School |                                  |          |                                                |           |
| Academic Year          | 2020/21                                               | Total PP budget                  | £39,005  | Date of most recent PP Review                  | June 2020 |
| Total number of pupils | 73                                                    | Number of pupils eligible for PP | 29 (40%) | Date for next internal review of this strategy | Feb 2021  |

**NOTE:** Any data is from the end of the academic year 2018 – 2019 as this is the last published data available.

| CURRENT ATTAINMENT                                        |                                            |
|-----------------------------------------------------------|--------------------------------------------|
| PHONICS SCREENING                                         |                                            |
| Year 1 - Phonics Screening Check (7 children)             | 50% of children eligible for Pupil Premium |
| Year 2 – Phonics Re-check (2 children)                    | 0% of children eligible for Pupil Premium  |
| KEY STAGE 1 ATTAINMENT (11 children)                      |                                            |
| % achieving 'expected +' in Reading                       | 20% of children eligible for Pupil Premium |
| % achieving 'expected +' in Writing                       | 20% of children eligible for Pupil Premium |
| % achieving 'expected +' in Maths                         | 80% of children eligible for Pupil Premium |
| KEY STAGE 2 ATTAINMENT (14 children)                      |                                            |
| % achieving 'expected +' in Reading                       | 80% of children eligible for Pupil Premium |
| % achieving 'expected +' in Writing                       | 80% of children eligible for Pupil Premium |
| % achieving 'expected +' in Maths                         | 80% of children eligible for Pupil Premium |
| % achieving 'expected' in Grammar, Spelling & Punctuation | 80% of children eligible for Pupil Premium |
| COMBINED (KEY STAGE 2)                                    |                                            |
| % achieving 'expected' in Reading, Writing & Maths        | 80% of children eligible for Pupil Premium |

| BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for Pupil Premium Grant)                                          |                                                                                                                                                  |                                                                                                                                               |                                                                       |      |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------|
| Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>                       |                                                                                                                                                  |                                                                                                                                               |                                                                       |      |
| A                                                                                                                    | A limited number of pupils have a good understanding of concepts, which results in greater depth in Reading, Writing and Maths.                  |                                                                                                                                               |                                                                       |      |
| B                                                                                                                    | Low Baseline as the children enter school within all year groups.                                                                                |                                                                                                                                               |                                                                       |      |
| C                                                                                                                    | Attainment and progress for disadvantaged pupils is an uneven picture across the school.                                                         |                                                                                                                                               |                                                                       |      |
| D                                                                                                                    | A limited number of pupils have sufficient support at home to help them develop reading skills as rapidly as we would like.                      |                                                                                                                                               |                                                                       |      |
| E                                                                                                                    | Social/emotional issues because of bereavement or safeguarding concerns to support self-regulation, independence and self-esteem.                |                                                                                                                                               |                                                                       |      |
| Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i> |                                                                                                                                                  |                                                                                                                                               |                                                                       |      |
| A                                                                                                                    | A lack of communication due to increased technology results in a restricted range of vocabulary and a lack of enthusiasm for learning outside of |                                                                                                                                               |                                                                       |      |
| B                                                                                                                    | Poor punctuality and attendance                                                                                                                  |                                                                                                                                               |                                                                       |      |
| C                                                                                                                    | Low level of attainment at entry                                                                                                                 |                                                                                                                                               |                                                                       |      |
| D                                                                                                                    | Mobility- Many children enter the school at different points in their school life                                                                |                                                                                                                                               |                                                                       |      |
| 1. 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.                        |                                                                       |      |
| REVIEW OF EXPENDITURE                                                                                                |                                                                                                                                                  |                                                                                                                                               |                                                                       |      |
| Previous Academic Year                                                                                               |                                                                                                                                                  | 2019/2020                                                                                                                                     |                                                                       |      |
| Quality of teaching for all                                                                                          |                                                                                                                                                  |                                                                                                                                               |                                                                       |      |
| Action                                                                                                               | Intended outcome                                                                                                                                 | Estimated impact:<br>Did you meet the success criteria?<br>(Include impact on pupils not eligible for PP, if appropriate).                    | Lessons learned<br>(and whether you will continue with this approach) | Cost |

|                                                                                                                             |                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |
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| <b>Target support given in English &amp; Maths (with Reading and Reasoning focused activities as identified in the SIP)</b> | Data will indicate that children have made accelerated progress from their starting points.                                          | Data suggests that Pupil Premium children are still working <b><u>significantly below the National Averages</u></b> and this has been expected due to the current situation. Therefore, this support will need to continue into the next academic year. | <b>Target children</b> were clearly identified from this disadvantaged group and monitored through our robust Monitoring Cycle. However, lockdown caused us to lose that link with these children directly. Of this group **** worked at home on English & Maths.<br><br>Lots of checks to be made with this group so, that we can ensure that should bubble closures/lockdowns occur that these children will be able to make some progress. | £26,157 (TA support in all classes) |
| <b>Targeted support</b>                                                                                                     |                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |
| <b>Action</b>                                                                                                               | <b>Intended outcome</b>                                                                                                              | <b>Estimated impact:<br/>Did you meet the success criteria?</b><br>(Include impact on pupils not eligible for PP, if appropriate).                                                                                                                      | <b>Lessons learned</b><br>(and whether you will continue with this approach)                                                                                                                                                                                                                                                                                                                                                                  | <b>Cost</b>                         |
| <b>For identified gaps in learning to be addressed.</b>                                                                     | 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                              |
| <b>Well-being Nurture Support</b>                                                                                           | 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.                                                                                                | Teaching Assistants to continue supporting the children as they need too, and the Emotions boards have been extremely valuable for this.                                                                                                                                                                                                                                                                                                      | £2,128                              |
| <b>Other approaches</b>                                                                                                     |                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |
| <b>Action</b>                                                                                                               | <b>Intended outcome</b>                                                                                                              | <b>Estimated impact:<br/>Did you meet the success criteria?</b><br>(Include impact on pupils not eligible for PP, if appropriate).                                                                                                                      | <b>Lessons learned</b><br>(and whether you will continue with this approach)                                                                                                                                                                                                                                                                                                                                                                  | <b>Cost</b>                         |

|                                          |                                                                                                                     |                                                                                                                                                                                                         |                                                                                                                                                                                        |         |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Support for School Trips</b>          | 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. However, from the Spring term there were no trips planned and we will continue to consider guidance for future trips. | £250.00 |
| <b>Software Programmes IDL and Nessy</b> | 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.<br>We have introduced IDL Maths and now need to embed this across school.                                          | £900.00 |

## PLANNED EXPENDITURE

**Academic year**      **2020/2021**

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?                                                                                            |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Diminishing the difference between Disadvantaged and non-Disadvantaged pupils in all year groups.</b> | The gap will be much smaller after further work has been completed. | To improve the skills, knowledge and understanding as well as confidence with the aim of raising standards and diminishing the difference. | Regularly monitoring progress.<br>Discussions with class teachers. | Liz Kendall/<br>Alison Townley | Data review December 2020, April 2021 and July 2021<br><br>Review Feb 2021 and May 2021 for Standards & Effectiveness Committee |

|                                                                                                            |                                                                                                                                                                         |                                                                                                                                                |                                                                                                                                                                                                                   |                   |                                                                                                                                                                                  |
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| <b>Improve robustness of assessment data and the use of gap analysis to close the gaps</b>                 | 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.<br><br>Close analysis of Pupil Premium data to provide timely interventions. | Regular Pupil Progress meetings reviewing individual children's progress.<br>Teachers and support staff's appraisal linked to children's progress<br>Regular learning walks and evaluation of quality of feedback | All Staff         | Data review December 2019, April 2020 and July 2020<br><br>Review Feb 2020 and May 2020 for Standards & Effectiveness Committee                                                  |
| <b>Conference Marking (target children identified)</b>                                                     | 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.<br>Pupil progress meetings will show an improvement in Reading, Writing and Maths.                                          | Liz Kendall       | Data review December 2019, April 2020 and July 2020<br>Discussions with staff about progress of children<br>Review Feb 2020 and May 2020 for Standards & Effectiveness Committee |
| <b>Total budgeted cost</b>                                                                                 |                                                                                                                                                                         |                                                                                                                                                |                                                                                                                                                                                                                   |                   | <b>£28,752</b>                                                                                                                                                                   |
| <b>Targeted support</b>                                                                                    |                                                                                                                                                                         |                                                                                                                                                |                                                                                                                                                                                                                   |                   |                                                                                                                                                                                  |
| <b>Action</b>                                                                                              | <b>Intended outcome</b>                                                                                                                                                 | <b>What is the evidence and rationale for this choice?</b>                                                                                     | <b>How will you ensure it is implemented well?</b>                                                                                                                                                                | <b>Staff lead</b> | <b>When will you review implementation?</b>                                                                                                                                      |
| <b>Provide counselling and positive mental health sessions to ensure that children are ready to learn.</b> | Ensure that children's emotional needs are supported with specialist intervention and support.                                                                          | During the lockdown it was felt that some of our most vulnerable/disadvantaged children may require support above the academic.                | Pastoral groups will be run by Teaching Assistants under the direction of the SENCo who will liaise with class teachers to identify pupils at need and plan to meet the pupils' needs.                            | Liz Kendall       | Data review December 2019, April 2020 and July 2020<br><br>Review Feb 2020 and May 2020 for Standards & Effectiveness Committee                                                  |

| <p><b>Disadvantaged pupil's emotional needs are met.</b></p> <p><b>Families engage fully with the school.</b></p>                    | To continue to support disadvantaged pupils with barriers to learning due to multiple vulnerabilities.                                                                                         | Previous support has shown that when the barriers to learning are addressed more pupils are able to be fully engaged in lessons and incidents of disruptive behaviour throughout the school day are reduced in relation to frequency/intensity or duration.                                                                 | <p>Regular meetings (fortnightly) as a SLT to discuss impact and evaluate further/additional support.</p> <p>Staff Weekly meetings are used to ensure early identification of children who need support.</p> | Liz Kendall/<br>Alison Townley | 6 weekly reviews.                                                        |
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| <b>Total budgeted cost</b>                                                                                                           |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                              |                                | <b>£5,000 (approx.)</b>                                                  |
| <b>Other approaches</b>                                                                                                              |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                              |                                |                                                                          |
| <b>Action</b>                                                                                                                        | <b>Intended outcome</b>                                                                                                                                                                        | <b>What is the evidence and rationale for this choice?</b>                                                                                                                                                                                                                                                                  | <b>How will you ensure it is implemented well?</b>                                                                                                                                                           | <b>Staff lead</b>              | <b>When will you review implementation?</b>                              |
| <b>Support for wider curriculum activities (Activ8, Swimming lessons, Music, Art)</b>                                                | Create a <b>Cultural map</b> 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             |
| <b>All children in the school are entitled to experience a range high quality experiences both within and beyond the school day.</b> | Create a <b>Cultural map</b> that shows opportunities for all children to participate in all educational visits including Outdoor Educational Learning and Residential breaks for Years 5 & 6. | <p>Research has shown that there are positive gains in progress for Outdoor Learning, and Sports participation as having positive effects on pupil outcomes.</p> <p>Evidence shows that the quality of children's writing is greatly improved after educational visits where children write about real life experience.</p> | <p>Curriculum map drawn up to include a range of educational trips</p> <p>All children included for trips</p>                                                                                                | All Staff                      | Review at different points to ensure that curriculum is fit for purpose. |
| <b>Total budgeted cost</b>                                                                                                           |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                              |                                | <b>£6710</b>                                                             |
| <b>Total planned expenditure</b>                                                                                                     |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                              |                                | <b>£40, 462</b>                                                          |

