

Our Lady of Lourdes Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Our Lady of Lourdes Catholic Primary School				
Academic Year	2018/19	Total PP budget for academic year 2018/19	£23,020	Date of most recent PP Review	N/A
Total number of pupils	196	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Jan 19

2. Outcomes July 2018

Phonics	School PP meeting the standard	School Non PP meeting the standard	In School Gap
Year 1 (0 PP Pupils)	NA	87%	NA
Year 2 (0 PP Pupils)	NA	36%	NA

KS1 (Year 2) Outcomes (No. of PP Pupils = 2)	% School PP meeting the expected standard	% School Non PP meeting the expected standard	In school gap
Reading	100%	75%	NA
Writing	100%	68%	NA
Maths	100%	86%	NA

KS2 (Year 6) Outcomes (No. of PP Pupils = 2)	% School PP meeting the expected standard	% School Non PP meeting the expected standard	In school gap
Reading	100%	78%	NA
Writing	100%	89%	NA
Maths	100%	95%	NA
Reading, writing, maths combined	100%	76%	NA



3. Barriers to future attainment (for pupils eligible for PP, including high ability)


In-school barriers *(issues to be addressed in school, such as poor oral language skills)*


A.	Maths: Some children who were low prior attainers at the end of EYFS or prior key stage need to increase progress to reach ARE
B.	Writing: Some children who were middle attainers at the end of KS1 need to increase their rate of progress to reach ARE. Not enough children who were low prior attainers are making accelerated progress to close gaps.
C.	Some pupils eligible for PP also have other factors such as SEN to consider when planning for their provision

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for pupils eligible for PP is 95.4% (below the target for all children of 96.2%). This reduces their school hours and causes them to fall behind on average.	
E.	A number of our PP pupils are experiencing difficulties in their home lives and find emotional regulation difficult; this can result in a negative attitude towards their learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maths: Need to increase the rate of progress such that more pupils eligible for PP who were low prior attainers achieve ARE	<ul style="list-style-type: none"> • Pupils eligible for PP in KS2 will make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or higher; • Progress will be comparable or better than other pupils;
B.	Writing: Need to increase the rate of progress such that more pupils eligible for PP who were middle and low prior attainers achieve ARE.	<ul style="list-style-type: none"> • Pupils eligible for PP in KS2 will make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations or higher; • Progress will be comparable or better than other pupils
C.	Higher rates of progress in Writing for pupils eligible for PP funding who are SEN.	<ul style="list-style-type: none"> • SEN PP pupils will make better than expected progress measured by making 3+ points progress or securing 100%+ progress of KPI's
D.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Attendance of PP Pupils will be line with All Pupils
E.	Embedded strategies to develop social and emotional resilience	<ul style="list-style-type: none"> • Thrive assessments will provide evidence that gaps in emotional development have been addressed and good progress has been made from their starting points.

5. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To increase the rate of progress such that more pupils eligible for PP who were low prior attainers in Maths achieve ARE	Use mastery approach (try it, use it, prove it) to teaching maths and writing. Additional adult support in class to release teacher to support pupils through Quality First Teaching. Additional release time for class teachers to provide 1:1 feedback/support	 EEF Toolkit suggest that breaking subject matter and learning content into units with specified learning objectives which are pursued until they are achieved has a positive impact on learning (+5 months). It also suggests that high quality feedback is an effective way to improve attainment (+8 months). This feedback, in turn, can identify individual need that can be delivered through 1:1 support (+5 months). By providing additional adult support, class teachers can be released to work immediately work with disadvantaged pupils who need additional support, not leaving them to fall behind or wait for support the next day.	<ul style="list-style-type: none"> • New staff training on try it approach; • Lesson observations, planning/book monitoring; • Training on quality TA support; • Data tracking 	Maths and English leads	Terms 2, 4 and 6 2018,19
B. To increase the rate of progress such that more pupils eligible for PP who were middle and low prior attainers in Writing achieve ARE.	As above Additional targeting of low and middle achievers to move onto 'prove it' stage through targeted questioning and group work. PP pupils regularly targeted as 'Purple Learners'.	 As above. In addition, EEF Toolkit suggests that metacognition and self-regulation helps learners to think about their learning more specifically (+8 months). The 'prove it' part of our learning allows the children to think independently, self-selecting knowledge and skills needed to complete a task and applying learning to learn strategies. The schools successful 'Purple' Learning' strategy also develops metacognition and self-regulation. Pupils are chosen to demonstrate good learning behaviour for a day and then receive feedback from their peers as to why they have been good learners. This is rewarded each time with a certificate.	As above <ul style="list-style-type: none"> • New staff training on planning reasoning/prove it activities and intelligent practice; • Monitoring of pupils identified to be 'Purple Learners'; by PL lead • Pupil Voice 	English lead, Learning Leader	As above
Total budgeted cost					£13,920

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Higher rates of progress across the whole school in Writing for pupils eligible for PP funding who are SEN.	Implement specific interventions ie: <ul style="list-style-type: none"> ✓ Precision Teaching; ✓ Sounds Write; ✓ More opportunities for extended writing to allow children the opportunity to show progress. ✓ Use of External English specialist to work with Subject Leader to support new teachers. ✓ PE coaching company to allow teachers to gap fill with PP children 	 <p>The EEF Toolkit recognises that 1:1 tuition, delivering intense individual support outside of normal lessons has a positive impact and can accelerate learning (+5 months). The school recognises that this can only happen if it delivers interventions which are known to have high impact; this is the case with the interventions that the school has chosen.</p> <p>Interventions such as Sounds Write involve instructional methods recommended in the Rose Review. Precision Teaching is a highly focused intervention targeted at a gap in a child's learning, primarily in writing and maths, where small steps of progress can be measured.</p>	<ul style="list-style-type: none"> • External training on Sounds Write; • Internal training for Precision Teaching • Observations of delivery of interventions; • Performance related targets for TA's • Data tracking 	SENCo/Inclusion lead	Terms 3, 4 and 6
Total cost					£1155
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates for pupils eligible for PP.	Focused support from Education Welfare Officer (EWO); Breakfast club support to be available for PP poor attenders	Poor attendance has been shown to have an impact on pupil's outcomes.	<ul style="list-style-type: none"> • Weekly monitoring of attendance; • Behaviour monitoring linked to lateness/absence; • Monitoring of attendance at breakfast club; 	Head/Inclusion lead	Termly

	School to consider introducing fining for unauthorised absence		<ul style="list-style-type: none"> Data tracking against attendance 		
E. Embedded strategies to develop social and emotional resilience	<p>Extend use of Sand Tray Therapy</p> <p>Embed THRIVE practices and train support staff in delivering them;</p> <p>1:1 support with THRIVE practitioner</p> <p>Parent Plus Workshops to be offered</p> <p>Introduce Jigsaw SOW for PSHE</p> <p>"Pride in play" small group work with PP children</p>	 <p>The EEF Toolkit suggests that social and emotional learning improves attainment (+5 months).</p> <p>There is also proven research for the use of strategies such as THRIVE and Sand Tray therapy having a positive impact on pupils social and emotional resilience. Together with support for parent/carers this in turn impacts on academic outcomes.</p> <p>Jigsaw SOW is recommended as highly effective by schools in our cluster and has been used successfully by teachers previously.</p> <p>Pride in Play coach has experience working with individual children and small groups to improve social skills and emotional resilience</p>	<ul style="list-style-type: none"> Analysis of THRIVE assessments; Feedback from 1:1 sessions; Attendance at Parent Plus meetings CPOMs tracking Data analysis Pupil voice 	SENCo Parent Support Worker Head	<p>Terms 2,4,6</p> <p>£900 whole school Thrive licence £1595 TA training £2955 Jigsaw SOW</p>
Total cost					£5450
In addition, the school will continue to support Pupil Premium by assisting with the cost of extra-curricular activities (Terms 1 and 2) and educational/residential visits as it recognises the positive impact that such activities have on enriching the lives of those who are considered to be disadvantaged. For this year, it is also assisting families with the purchase of the new PE and school uniform which has been introduced in school. Also, transport support for children to get to school.					£3650
Total cost of Pupil Premium Strategy 2017/18					£24,175