

## Pupil Premium Three Year Strategy 2019 – 2022 / School Self-Evaluation July 2019

1. Summary information					
School	Our Lady of Lourdes Catholic Primary School				
Academic Year	2018-19	Total PP budget	43,180	Date of most recent PP Review	1/2019
Total number of pupils	200	Number of pupils eligible for PP	29 (incl 5 @ PP+)	Date for next internal review of this strategy	7/2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in KS2 reading, writing & maths	67%	65% (national)
% making expected progress in reading (as measured at our school)	78%	85% (in school)
% making expected progress in writing (as measured at our school)	70%	88% (in school)
% making expected progress in mathematics (as measured at our school)	78%	80% (in school)
3. Barriers to future attainment (for pupils eligible for PP) over the next three years 2019 - 2022		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Social and Emotional Mental Health (SEMH)	
B.	Special Educational Needs and/or Disabilities (SEND)	
C.	Attachment Needs	
D.	Cognition and Learning	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
E.	Family Support	
F.	Low Attendance/Erratic Punctuality	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria

<b>A.</b>	Use of External Agency expertise to support disadvantaged and vulnerable children, and those with complex Social, Emotional and Mental Health needs. Whole school Mindfulness to bolster resilience and positive Growth Mind-set and 'life challenge coping' strategies, 1:1 Counselling/Safetynet sessions, as well as group workshops. Parent drop in sessions, phone conversations and support offered to families as required.	Raised Attainment and Progress. Noticeably increased resilience, self-esteem, greater confidence when tackling tasks and group work in school.
<b>B.</b>	Use of internal expertise, CPD and training to support vulnerable children who have additional learning needs. INAs are used to support children who have EHCPs following discrete Personal Education Plans, Teaching Assistants provide in class small group support and take children for intervention booster sessions. Teachers run short sessions at the beginning of each day for up to 6 children to accelerate progress in writing and maths to expected age related levels. Pupil Premium children have priority to be in this group. See below for additional SEND support purchased.	Raised Attainment and Progress. This will be obvious in assessment and data analysis monitored termly by the Senior Leadership Team and class teachers in half termly Pupil Progress Meetings and end of term data input.
<b>C.</b>	OLOL has taken extensive training to understand how an Attachment friendly school should look and successfully embedded strategies to support children with specific attachment needs. The school will be trialling the use of Play Therapy and continuing with Safetynet means we can offer extra support to children and families in the form of 1:1 work, group work and parent workshops.	Raised Attainment and Progress, alongside greater sense of security, self-esteem and confidence leading to children showing greater independence in their learning.
<b>D.</b>	Weekly bespoke intervention will be offered to key children we identify as needing assessment for dyslexia/having dyslexic tendencies. Following on from this each child will be given a personalised program for in and out of school.	PP children with dyslexia/dyslexic tendencies make better than expected progress in all areas of their literacy.
<b>E.</b>	Our Safetynet worker visits weekly to liaise with school staff, offer training, support children on a 1:1/group basis. Families are referred to the organisation for specific support which happens externally. Once having worked with Safetynet all children are able to access SN's extensive out of school activity programme to boost confidence, resilience and self-esteem. Referrals to Young Carers/Front Door for Families in Brighton and Hove and East Sussex help support families emotionally and practically.	Raised Attainment and Progress. This will also be evident in terms of greater family cohesion, a greater sense of confidence and emotional well-being.
<b>F.</b>	Our Education Welfare Officer visits monthly to monitor children's attendance and punctuality. In liaison with the school, she offers family support through meetings and telephone conversations. The EWO can make onward referrals if further support is needed.	Higher levels of consistent school attendance and punctuation leading to better access to learning and improved attainment and progress.

5. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. 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
SEND	Use of internal expertise, CPD and training supported vulnerable children with additional learning needs. INAs were used to support children who have EHCPs following discrete Personal Education Plans, Teaching Assistants provided in class small group support and took children for intervention booster sessions. Teachers ran short sessions at the beginning of each day for up to 6 children to accelerate progress in writing and maths to expected age related levels. Pupil Premium children had priority to be in this group. See below for additional SEND support purchased.	Raised Attainment and Progress. This will be obvious in assessment and data analysis monitored termly by the Senior Leadership Team and class teachers in half termly Pupil Progress Meetings and end of term data input.	<p>The use of INAs is imperative in supporting PP children with SEND needs, in terms of promoting their achievement and progress, but also in tending to their Social and Emotional needs. As a school we are fortunate in that our INAs are also able to include other PP children in small nurture and friendship groups.</p> <p>Dynamic afternoon intervention groups, pre-assessed and planned by the class teachers based on the morning's work, have shown to be invaluable in terms of immediate support in post-learning consolidation.</p> <p>Focused Teacher led learning sessions have proven to have positive impact on children's achievement and progress.</p>	INAs @  £34,852.80

Cognition and Learning	Weekly Literacy Support Service (LSS) bespoke intervention was offered to key children we identified as needing assessment for dyslexia/having dyslexic tendencies. Following on from this each child was given a personalised program for in and out of school. As this intervention was so successful, we applied to the Governors to grant the extra funding to enable this to happen weekly.	PP children with dyslexia/dyslexic tendencies make better than expected progress in all areas of their literacy	<p>100% of PP children made significant progress as part of this intervention.</p> <p>In terms of value for money, our LSS teacher provides support, advice and training for children, parents, staff and SLT. By providing weekly sessions, we have been able to target more children successfully and give an ongoing consistent wrap-around service.</p> <p>All children make excellent progress.</p>	£3,000
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

SEMH	Use of External Agency expertise to support disadvantaged and vulnerable children, and those with complex Social, Emotional and Mental Health needs. Analysis of working with these children/families showed Whole school Mindfulness would bolster resilience and positive Growth Mind-set and 'life challenge coping' strategies, 1:1 Counselling/Safetynet sessions took place as well as group workshops. Parent drop in sessions, phone conversations and support was offered to families as required.	PP children who benefitted from this intervention will show increased resilience and more confidence in approaching their learning which was reflected in their data. Resilience and tackling anxiety was highlighted as an area to focus on this year, and school implemented whole-school Mindfulness strategies to support children.	Mindfulness coaching from Wendy Guest, Safetynet MFN adviser:  Pupil conferencing and reports from class based and playground based staff showed MFN to have had a hugely positive impact on all aspects of children's emotional well-being and therefore on their learning. Children are able to describe how they use MFN as a tool to help support their emotional well- being and regulation. All classes benefit from 3 x small MFN sessions daily. Occasionally children are happy to lead these session.  Dialogue counselling:  We have employed Dialogue for the past few years with great success in terms of supporting children and families. However as our previous counsellor has now left their service, we are taking the opportunity to employ a Play Therapist to support children on an individual basis and in groups from September.	£1,300
			£5,000	
iii. 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

Family Support	Our Safetynet worker visits weekly to liaise with school staff, offer training, support children on a 1:1/group basis. Families are referred to the organisation for specific support which happens externally. Once having worked with Safetynet all children are able to access SN's extensive out of school activity programme to boost confidence, resilience and self-esteem.	Raised Attainment and Progress. This will also be evident in terms of greater family cohesion, a greater sense of confidence and emotional well-being.	Safetynet have worked with a number of families with great success over the years plugging a gap and signposting where school cannot. Our Safety net colleague is able to offer an outreach service visiting people in their homes as well as school giving practical and sound advice and help with a variety of issues including financial, social and emotional, behavioural, legal as well as many others.	£4,500
Attendance/Punctuality	Our Education Welfare Officer visits monthly to monitor children's attendance and punctuality. In liaison with the school, she offers family support through meetings and telephone conversations. The EWO can make onward referrals if further support is needed.	Higher levels of consistent school attendance and punctuation leading to better access to learning and improved attainment and progress.	EWO termly visits:  Work with our EWO has had a significant impact on supporting children and families with persistent absenteeism.	600

## 6. 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

### i. 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?

SEND	Continued use of internal expertise, CPD and training to support vulnerable children who have additional learning needs. INAs are used to support children who have EHCPs following discrete Personal Education Plans, Teaching Assistants provide in class small group support and take children for intervention booster sessions. Teachers run short sessions at the beginning of each day for up to 6 children to accelerate progress in writing and maths to expected age related levels. Pupil Premium children have priority to be in this group. See additional SEND support purchased.	Our PP children who have additional needs thrive under the in house support offered. Data shows the majority of children make expected or better than progress, narrowing the gap towards ARE.	<ul style="list-style-type: none"> <li>Monitoring of small group TA delivered teaching and boosters</li> <li>Monitoring of school books and class work</li> <li>Monitoring of CtG delivery and achievement</li> <li>Monitoring of discrete plans for key children</li> </ul>	SENCO SLT SEND Gov	<ul style="list-style-type: none"> <li>Termly during Pupil Progress meetings and in regular liaison with TAs and CTs</li> <li>TA fortnightly meetings</li> </ul>
Cognition and Learning	Weekly Literacy Support Service (LSS) bespoke intervention will be offered to key children we identify as needing assessment for dyslexia/having dyslexic tendencies. Following on from this each child will be given a personalised program for in and out of school.	All children in the LSS support group make huge strides in their literacy enabling greater progress to be made all round.	<ul style="list-style-type: none"> <li>Senco liaison with LSS teacher</li> </ul>	SENCO LSS teacher SEND Gov	<ul style="list-style-type: none"> <li>Termly during Pupil Progress meetings and in regular liaison with TAs and CTs</li> <li>TA fortnightly meetings</li> </ul>
<b>ii. 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>

SEMH	Continued use of External Agency expertise to support disadvantaged and vulnerable children, and those with complex Social, Emotional and Mental Health needs. Whole school Mindfulness to bolster resilience and positive Growth Mind-set and 'life challenge coping' strategies, 1:1 Counselling/Safetynet sessions, as well as group workshops. Parent drop in sessions, phone conversations and support offered to families as required.	Mindfulness has shown in pupil conferencing to have boosted children's self esteem and increased the level of calm and positive well being in school.  Safetynet drop in and appointment sessions are popular with parents and helpful.	<ul style="list-style-type: none"> <li>MFN pupil conferencing</li> </ul>	SENCO SLT	<ul style="list-style-type: none"> <li>Termly during SLT, PPMs</li> <li>Regular liaison with the appropriate professionals.</li> </ul>
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### iii. 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?
Family Support	Our Safetynet worker will continue visits weekly to liaise with school staff, offer training, support children on a 1:1/group basis. Families are referred to the organisation for specific support which happens externally. Once having worked with Safetynet all children are able to access SN's extensive out of school activity programme to boost confidence, resilience and self-esteem. Referrals to Young Carers/Front Door for Families in Brighton and Hove and East Sussex help support families emotionally and practically.	Families are now aware that SN are an integral part of our school offer and rely on this agency for help, support and signposting. In all cases of supported intervention, school has seen increased attendance, wellbeing and academic progress.	Regular liaison with SN professional.	SENCo Jen Tulloh (SN)	Regular monitoring and updates to be fed back to staff by ZG in meeting and PPMs.



Attendance/Punctuality	Our Education Welfare Officer will continue visits monthly to monitor children's attendance and punctuality. In liaison with the school, she offers family support through meetings and telephone conversations. The EWO can make onward referrals if further support is needed.	School can demonstrate how targeted intervention from ourselves and the EWO has supported families and increased attendance.	EWO, ZG and Jo Dow to liaise, plan and monitor.	EWO ZG Jo Dow	<ul style="list-style-type: none"> <li>Monthly alongside EWO, school secretary and SLT</li> </ul>
<b>Total budgeted cost</b>					<b>49,252.80</b>