

Our Lady of Lourdes

Pupil Premium Strategy Statement and Review 2020/21



1. Summary Information					
School	Our Lady of Lourdes	Total PP Funding	£ 37,920	Date of most recent review	Nov 2020
Total Number of pupils	196	Number of Pupils eligible for PP	22	Date for next internal review of this strategy	October 2021

2. Current Attainment (Post Lockdown – Internal Data)

COMBINED R/W/M						
	Y1	Y2	Y3	Y4	Y5	Y6
% ARE or +	26%	5%	30%	14%	19%	46%
% +	0%	0%	0%	0%	0%	12%

Reading							
YR	Y1	Y2	Y3	Y4	Y5	Y6	
% ARE or +	--	36%	67%	50%	50%	54%	65%
% +	--	4%	8%	13%	0%	31%	23%
% Suff KS Prog	n/a	n/a	62%	n/a	44%	60%	67%
% + Sufficient Prog	n/a	n/a	5%	n/a	4%	20%	29%
Mean distance from ARE	--	-0.6	-1.0	-0.4	-0.9	-0.5	-0.3
Mean VA so far across KS	n/a	n/a	-1.0	n/a	-1.0	-1.0	-1.0

Writing						
YR	Y1	Y2	Y3	Y4	Y5	Y6

% ARE or +
 % +
 % Suff KS Prog
 % + Sufficient Prog
 Mean distance from
 ARE
 Mean VA so far across
 KS

--	33%	5%	37%	21%	46%	50%
--	0%	0%	3%	0%	7%	15%
n/a	n/a	5%	n/a	21%	41%	79%
n/a	n/a	0%	n/a	0%	0%	29%
--	-0.7	-1.6	-0.6	-1.5	-1.1	-0.5
n/a	n/a	-1.0	n/a	-1.0	-1.0	-1.0

% ARE or +
 % +
 % Suff KS Prog
 % + Sufficient Prog
 Mean distance from
 ARE
 Mean VA so far across
 KS

Maths						
YR	Y1	Y2	Y3	Y4	Y5	Y6
--	57%	17%	63%	36%	39%	58%
--	7%	0%	7%	4%	7%	23%
n/a	n/a	19%	n/a	20%	32%	71%
n/a	n/a	0%	n/a	0%	0%	17%
--	-0.4	-1.4	-0.3	-1.1	-0.9	-0.7
n/a	n/a	-1.0	n/a	-1.0	-1.0	-1.0

3. Barriers to future attainment	
In school barriers:	
A. Feeling different to others – poverty proofing	
B. Mental Health and Wellbeing	
C. Gaps in learning	
External Barriers:	
D: Family support	
E: Opportunities for extracurricular life experiences	

4. Outcomes		
	Desired Outcomes and how they will be measured	Success Criteria
A	For all children to feel equal in school; have the same access to resources, uniform, class trips and learning experiences, extra-curricular clubs and other opportunities. For families to be supported and able to ask for help and support.	<ul style="list-style-type: none"> All children to have equal access to school resources For all children to be able to access all opportunities if they wish to For families to feel able to approach school openly and in confidence for any request
B	For children to be supported in all elements of their mental health and wellbeing and to be given learning tools to use in the future.	<ul style="list-style-type: none"> All barriers to emotional wellbeing and learning to be removed For children to be supported long term with regard to managing their feelings Evident in all aspects of school life; knock on effect shown in learning progress and data
C	For children to have the opportunity for high quality input so that gaps in learning and knowledge can be identified and filled.	<ul style="list-style-type: none"> Children to be targeted to ensure all gaps in learning are recognised and supported Evident in progress and data
D	For school to be able to offer families high quality support in all areas; financially, with resources, with well-being, mental and physical health advice. For school to be open and welcoming to requests and be able to offer an immediate response.	<ul style="list-style-type: none"> For there to be an ongoing open dialogue between school and home For communication channels to be clear and signposted Evidenced by parental contact and subsequent actions
E	For school to support children in providing extra opportunities for them to extend their learning and life experiences through targeted groups	<ul style="list-style-type: none"> For a greater range of children to access hands on and creative experiences not available to them outside school For children to have a broader range of skills development becoming noticeable in conversation output, interest building and work in school.

5. Planned Expenditure					
Academic Year 2020/21					
i. Quality of Teaching for All					
Desired outcome	Chosen action / approach	What's the evidence for this choice?	How will you ensure it is implemented well?	Staff Lead?	Cost and Review Date:
School staff to monitor, assess and target key children to ensure they are making progress, and if not intervention made	Direct class teacher support	High Quality input is best to ensure children have best access to education.	SLT monitor	ZG, PB, AP	2 CT hours per week per class (for PP children alone) 2 x £30.....x 39 =£2340 x

to close gaps in learning. Impact shown in progress.					7 = £16,380
For support staff to lead groups with identified PP children to pre-teach, consolidate vocabulary and boost best chances of successful learning, Impact shown in progress.	TA directed by Class Teacher	Groups chosen after direct teacher action to support key areas.	CT monitor; assess impact and review	ZG, PB, AP	2.5 TA hours per class pre week (directed at PP children) 2.5 x £12.5...x 39 = £1218
Intervention teacher to address the key areas of progress as highlighted in the data above; years 2, 4 & 5. Teacher will target PP children who fall into this category.	Intervention teacher directed by CT and SLT – this is as part of a wider post Covid strategy.	PP children identified and included for additional support in key areas.	Intervention teacher to monitor, assess and report back to CTs and SLT.	Int teacher, CTs and SLT	Cost pro-rata according to no of PP children in group. Approx £5,000
For all children to have full equal access to school resources and experiences.	For school to set aside a budget to cover these costs.	Children feel most happy and settled when they know that they are ‘the same’ as others and do not stand out.	Office staff to monitor; School staff to inform SLT of worries and SLT to follow up.	ZG, JD	Budget of £150 per PP child 22 x 150 = £3300
For children to have all their mental health, wellbeing and emotional needs addressed initially in school by known adults.	Professional Play Therapist employed by school.	Children learn best when they emotional needs are met and past traumas are addressed and supported sympathetically and therapeutically.	Play therapist offers families 1;1 meetings and feedback. She liaises directly with ZG and class teachers, pre and post evaluation undertaken. Children are constantly monitored during and after the intervention, and parents are fed back to throughout. Group sessions work on the premises of group support and discussion. Each child’s parents have pre and post intervention meetings and regular feedback throughout.	ZG, RL (playtherapist)	12 sessions of 1:1 work: £640 including direct sessions, and pre and post parent meetings. X 3 = £1920 pa 12 sessions of groups work: (3/ 4 children in group dependent on need) £400 per child x 3 x 3 = 3600 pa £340 per child x 4 x 3 =

					4080 pa
<p>For children to be given long term strategies to help with their emotional and MH needs.</p> <p>Mindfulness practice to be re-introduced as whole school initiative post Covid restrictions.</p>	Mindfulness taught in all classes throughout the school.	<p>Having initiated this during 2018 – 2019 school noticed a significant impact on children’s interactions with their work, each other and staff. Behaviour incidents in the playground decreased, children were calmer and happier and able to access self-taught strategies. Monitoring by ZG evidenced this from children and families.</p>	<ul style="list-style-type: none"> To be reintroduced and taught to all staff by MFN practioneer. New staff will not have had this input. To be monitored by ZG and fed back to SLT and Govs 	ZG	<p>Cost of Wendy Guest training:</p> <p>Approx £1000 to include 4 x staff meeting/well being sessions subsequently.</p> <p>Necessary resources all online.</p>
<p>For families to have access to quality support and signposting via school.</p>	Safetynet family support bought in by school.	<p>The school has worked with Safetynet for the past 4 years. As an organisation the provide:</p> <ul style="list-style-type: none"> Family support 1:1 self esteem and well being work Group self esteem and well being work Staff training Class workshops in key areas <p>Monitoring and feedback has shown that everything they offer has a directly positive impact on the children and families.</p>	<ul style="list-style-type: none"> ZG meets regualry with Jen Tullock, SN lead to plan our strategy and actions for the current cohort Pre and post evaluation for 1;1 and group work Liaison with parents is immediate; there has always been positive feedback and success. 	ZG, JT	<p>£1400 per term = £4200 per annum</p> <p>£4200</p>
To provide onsite extracurricular	1. Weekly forest school session	Children have the best opportunity to expand	ZG to monitor and feedback to SLT. Each series of sessions will have an	ZG, PB, AP, JD, AG	1 x weekly Forest school session:

opportunities to give PP children access to different skills and experiences.	2. Weekly Art session	their thinking and skills when challenged and taught in different ways with different groups of children.	desired aim and outcome which will be monitored assessed.		$1 \times \text{£JD hourly rate} \times 39 = \text{£}12.65 \text{ hour} = \text{£}493$ 1 weekly Art school session: $1 \times \text{£AG hourly rate} \times 39 = \text{£}12.65 = \text{£}493$
				Total Budgeted Cost:	£38, 084 (+164)

Previous Academic Year Review:		2019/20		
Desired Outcome	Chosen Action Approach	Estimated Impact: (around Covid)	Lessons Learned:	
Cognition and Learning/SEND	<ul style="list-style-type: none"> • INAs to support key children/whole class • Literacy Support Service • CT direct input to key children • TA support groups 	<ul style="list-style-type: none"> - Demonstrated impact on key children and year groups evidenced in the data - LSS data and family liaison shows huge progress - CT Quality First teaching best as first input - Dynamic TA groups work most effectively in supporting children immediately after QFT 	<p>To continue these strategies; to include independence of children with INAs to prepare them for future schooling.</p> <p>Increase of LSS time to weekly has had direct benefit in terms of increasing the number of children supported and progress those children are making, During Lockdown LSS teacher could liaise directly and provide online learning tools to ensure continuity and progress.</p>	
SEMH	<ul style="list-style-type: none"> • External Agency - Safetynet • Mindfulness • Family Support • Playtherapist 	<ul style="list-style-type: none"> - Safetynet continue to support families directly with home visits, phone calls, training and other methods of support. In school they offer 1;1 and group work with children. - Mindfulness proved to be an excellent tool before lockdown started. Direct impacts noticed were a distinct decrease in playground incidents and overall behavioural issues. - Playtherapy continues to make huge impact on children with 	<p>Lockdown impacted hugely on the delivery of these services, so school and our partners worked together to provide as through and robust learning/wellbeing/supportive service as possible throughout lockdown.</p> <p>In reflecting on these successes, we shall keep the options that worked best remotely in place to add another opportunity of working with families.</p>	

		emotional and wellbeing concerns. Due to the way we work collaboratively this impacts on the wider family to support them as well.	
Attendance	<ul style="list-style-type: none"> EWO 	<ul style="list-style-type: none"> Education Welfare Officer support has helped with our overall attendance figures pre lockdown. 	Support to be continued.
Total Budgeted Costs:			Please see last year's PPG doc