Pupil premium strategy statement (primary)

1. Summary information					
School	Our Lady of Lourdes				
Academic Year	2018/9	**Total PP budget**	£27,340	**Date of most recent PP Review**	November 2018
Total number of pupils	416	**Number of pupils eligible for PP**	16	**Date for next internal review of this strategy**	March 2019

2. Current attainment		
Key Stage 2 Results 2018 (2 pupils)	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths	50%	70%
Progress Measure in reading	0.13	0.31
Progress Measure in writing	1.37	0.24
Progress Measure in maths	-6.66	0.31

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.	Securing calculation, problem solving and reasoning skills
B.	Enriching language through talk and text
C.	Developing reading skills from acquired phonic knowledge
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Acquisition of a broad general knowledge base through wider reading or experience

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved calculation, problem solving and reasoning skills demonstrated in regular summative assessments	Measurable termly progress
B.	Improved vocabulary and articulation demonstrated in regular writing assessments	Measurable termly progress
C.	Improved decoding and comprehension skills in reading demonstrated in improved reading ages, or progress through reading book bands and in summative assessment	Measurable termly progress
D.	Broadening experiences in an enriched curriculum	Implementation of IPC shows impact in pupils work and attainment

5. Planned expenditure

Academic year	£27,022

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?
Improved first quality teaching	Pupil progress identify opportunities within the classroom to enable progress	Research indicates that first quality teaching is a huge factor in pupil progress and with low numbers of PP children it is important to consider all vulnerable children.	Regular review meetings are timetabled for staff to meet with senior leadership.	LB	Termly
Improved first quality teaching	Introduction of learning walks, greater rigor in monitoring pupil progress	Building on work from the previous academic year to heighten awareness of quality teaching and accountability through data analysis	Regular reviews at SLT meetings and staff meetings	JM	Termly
				Total budgeted cost	£1743.33

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?
Rapid progress in reading	Implementation of Read Write Inc	Recognised scheme for teaching phonics in reception, year 1 and year 2.	Monitoring and reviewing pupil progress	JG	March and June 2019
Access to curriculum	Funding to enable access for all pupils	Enabling access to a broad curriculum	Review of learning	LB	Termly
				Total budgeted cost	£ 19,436

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?
A shared understanding of the need to include all pupils in provision	Leadership in inclusion	Leadership will be focused on vulnerable pupils to ensure their well-being and progress.	Regular review at senior leadership level.	SN	Termly
				Total budgeted cost	£ 5,842.80

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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

ii. Targeted support

Desired outcome	Chosen action/approach	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

iii. Other approaches

Desired outcome	Chosen action/approach	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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Evaluation shows that where intervention is structured working with small groups over time. There is a measured outcome. However, lower attaining pupils do not meet expectation. Therefore, there needs to be a focus on lower attaining pupils with progress meetings to identify barriers to success.