

Our Lady of Mount Carmel First School  
Pupil Premium Grant Report  
Academic Year 2015-2016

Our Lady of Mount Carmel is a two-form entry school in Redditch. We have high aspirations and ambitions for all our pupils and we are determined to ensure that each individual child is given every opportunity to realise their full potential.

Our aim is to use the Pupil Premium funding in a variety of ways to improve overall achievement of disadvantaged pupils at our school. This can be achieved in all areas of the primary curriculum.

The Government introduced Pupil Premium in 2011 to provide additional school funding for those children from low income families who are currently known to be eligible for free school meals (FSM) and children who are looked after by the local authority.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to close the gap between disadvantaged and non-disadvantaged children.

Principles.

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Number of pupils and pupil premium grant (PPG) received (2015-2016)	
Total number of pupils on roll	301
Total number of pupils eligible for FSM	19
Total number of pupils eligible for 'Ever 6'	13
Total number of pupils looked after	0
Total number of pupils eligible for Pupil Premium	32
% of pupils eligible for Pupil Premium	10.6%
Total amount of funding received	£42,240

Summary of PPG spending 2015-2016

Item expenditure	Cost	Description	Purpose	Impact
Numicon	£1,400	Group work with a qualified Teaching assistant using numicon, a recognised programme.	To help children having difficulty in numeracy using numicon to identify numbers, their relationship to each other and how to apply different strategies in maths.	PPG pupils who received Numicon training made 4.8 points progress on average.
Talkabout	£3,744	To aid pupils with social difficulties and family worries to improve their social skills and build their self-confidence using a recognised programme.	To improve pupils' confidence, assist them with social difficulties and reduce anxiety.	Parental feedback questionnaires show 100% of KS1 parents feel that Talkabout has had a positive impact on their child's social skills, confidence and learning.
Jimbo fun	£2,800	A 1:1 intervention, with an established programme targeting pupils having difficulties with balance, coordination and handwriting.	To improve fine and gross motor skills and to aid balance, coordination and improve handwriting.	60% of PPG pupils attending Jimbo Fun achieved their end of year targets for writing.
Action Words	£2,880	A recognised programme that guides pupils through recognising high frequency words to spelling them.	To improve pupils reading and spelling.	60% of PPG pupils attending action words achieved on or above their target for reading.
Speech and Language Support	£3,600	Group and individual work with a teaching assistant trained in speech and language to assist pupils who have a recognised speech difficulty.	To aid pupils who have poor language skills and assist them to improve their spoken and written work.	Pupils receiving Speech and Language intervention improved verbal communication in lessons and increased involvement.
SPAG year 2	£4,400	Trained teacher helping pupils with spelling and grammar,	To improve pupils writing ability through their spelling, grammar and punctuation.	100% of PPG pupils in year 2 made more than their expected progress in writing.

		especially for the SATs		
Phonics focus year 1	£5,713	Trained teachers assisting pupils with phonics improvement.	To improve pupils reading and writing with the use of phonics.	67% of PPG pupils in year 1 made more than their expected progress writing.
PPG TA support for 1:1 and small group work	£3,600	Working with pupils in and out of the classroom and supporting other staff members.	To deliver a personalised program to address individual learning and raise the quality of education. To increase progress and attainment in literacy and numeracy.	Increased attainment and progress in reading, writing and maths. E.G. In writing (year 4) 90% of the PPG pupils achieved expected or above progress compared to 88% of the cohort.
SENco (20%)	£8,700	To support TAs providing extra support, engage parents and remove barriers to learning.	To improve overall attainment for PPG pupils. To increase attendance and enjoyment of PPG pupils.	Improved parent school communication.  Improved confidence of TAs to undertake group work and complete assessment for the children.
First Holy Communion	£40.25	First Holy Communion attire.	To enable all pupils wishing to participate in the sacrament of First Holy Communion to feel part of the school community.	100% of Pupil Premium children wishing to take their First Holy Communion, did so and had the appropriate clothes.
Resources	£281.79	Resources to help pupils with reading, writing and maths including handwriting aids and memory games.	To provide extended opportunities and create a relaxed environment, To aid learning and increase progress.	The use of handwriting aids, including pencil grips and writing slopes enabled PPG pupils to progress at or above the expected 3 points, in line with their cohorts.
Educational visits	£153.00	Our school offers to pay whole or partial costs for any pupil in receipt of PPG so that they can participate in all school trips and events.	To ensure hardship is not a barrier to accessing curriculum enrichment. To continue to raise the quality of teaching and learning.	Parents feel the school supports them in providing opportunities for their children.  Children enjoyed the visits and were able to draw upon their experiences in their reading and writing.  100% of pupil premium pupils participated in school trips, swimming and the PGL residential trip.

Signing	£950	To sign for the hearing impaired parents of a pupil.	To ensure the pupil has the same opportunities to be involved in school plays and masses and aid parent/teacher communication.	A child whose parents are both deaf was able to participate in school masses, and Christmas plays. Parental engagement and parents evening increased both parent and child confidence.
Milk	£27.72	Milk delivery for pupils in key stage 2.	To provide all pupils with the opportunity to have milk at break time.	100% of PPG pupils wishing to have milk during break were able to do so.
Staff Training	£2500	Signalong Team Teach Outdoor learning Number count Action words	To ensure all staff have the correct training so they can deliver the appropriate educational intervention.	100% of PPG pupils in year 2 made more than expected progress in maths.
Extra-curricular activities	£1440	After school activities include cookery club, music club and science club. Also a lunch time homework is provided for all pupils.	To ensure equal opportunities for all pupils to attend extra-curricular activities and to enrich the pupils learning.	Children attending show a more positive attitude to learning.  Children that took part engaged in a range of enriching activities.  74% of pupil premium children attended an extra-curricular activity, including music club, cookery club and science club.



Overall progress.

% of children making at least the expected progress 2015-2016:

	Main Cohort Reading	Pupil Premium Reading	Main Cohort Writing	Pupil Premium Writing	Main Cohort Maths	Pupil Premium Maths
Early Years	88%	75%	83%	75%	84%	75%
Year 1	92%	67%	85%	66%	72%	100%
Year 2	89%	100%	81%	100%	95%	100%
Year 3	83%	80%	80%	60%	53%	60%
Year 4	65%	65%	88%	90%	87%	90%

	Main Cohort Reading	Pupil Premium Reading	Main Cohort Writing	Pupil Premium Writing	Main Cohort Maths	Pupil Premium Maths
Early Years	88%	75%	83%	75%	84%	75%
Key Stage 1	90.5%	83.5%	83%	83%	83.5%	100%
Key Stage 2	74%	72.5%	84%	75%	70%	75%

	Main Cohort Reading	Pupil Premium Reading	Main Cohort Writing	Pupil Premium Writing	Main Cohort Maths	Pupil Premium Maths
Whole school	83.4%	77.5%	83.4%	78.2%	78.2%	85%

Key: Green – achieved above cohort  
 Yellow – achieved same as cohort  
 Red – achieved below cohort

Attainment by % achieving secure or above.

	Main Cohort Reading	Pupil Premium Reading	Main Cohort Writing	Pupil Premium Writing	Main Cohort Maths	Pupil Premium Maths
Early Years	83%	66%	78%	66%	85%	66%
Year 1	48%	0%	25%	0%	15%	0%
Year 2	73%	50%	64%	50%	65%	50%
Year 3	63%	50%	47%	50%	55%	50%
Year 4	79%	70%	64%	60%	69%	60%

	Main Cohort Reading	Pupil Premium Reading	Main Cohort Writing	Pupil Premium Writing	Main Cohort Maths	Pupil Premium Maths
Early Years	83%	66%	78%	66%	85%	66%
Key Stage 1	60.5%	25%	44.5%	25%	40%	25%
Key Stage 2	71%	60%	55.5%	55%	62%	55%

	Main Cohort Reading	Pupil Premium Reading	Main Cohort Writing	Pupil Premium Writing	Main Cohort Maths	Pupil Premium Maths
Whole school	69%	47%	55.5%	45%	58%	45.2%

Key: Green – achieved above cohort  
Yellow – achieved same as cohort  
Red – achieved below cohort

Provision required for 2016-2017 will target reading, writing and maths, especially for this year 2 cohort, writing in year 4 and helping children achieve secure or above

### Pupil Case studies

#### Pupil A

Date of admission: Sept 2015

SEN: No Area of disability: None

Pupil profile: Pupil A began in reception in 2015 and had difficulty recognising the digits 1-20, found counting difficult and could not write these numbers. Assessment showed pupil A had a score of 16 in maths.

Provision: During spring and summer term pupil A received 1:1 sessions with a trained TA, twice a week for 15 minutes each session. During these lessons pupil A used numicon, number cards, coloured tokens and work sheets.

Outcome: In July 2016 pupil A was able to count beyond 20, could recognise and order number cards from 0-20 and write the corresponding numbers. Pupil A could recognise and use numicon well.

When pupil A was assessed in July 2015 they had improved by 4 points to 21.

#### Pupil B

Date of admission: Sept 2013

SEN: Yes Area of disability: Cognitive and Learning.

Pupil profile: Pupil B started year 2 in September 2015 and due to cognitive and learning difficulties found it difficult to concentrate in lessons, although their ability was good. Assessment showed pupil B had a score of 22 in writing.

Provision: During autumn, spring and summer term pupil B attended a group session twice a week, for 30 minutes per session, targeting handwriting, punctuation and grammar. Pupil B also attended a talkabout group during the summer term.

Outcome: In July 2016 pupil B, although still having problems with concentration, was able to write stories using punctuation and grammar appropriately and accurately and improved handwriting. When pupil B was assessed in July 2016 writing had improved by 3.5 points to 25.5.

#### Pupil C

Date of admissions: Sept 2011

SEN: Yes Area of disability: Cognitive and Learning

Pupil profile: Pupil C started year 4 in September 2015 and number work in Numeracy difficult, often getting confused.

Assessment showed pupil C had a score of 28 in maths.

Provision: During the autumn term pupil C received 1:1 support of Numicon (4 times a week for 20 minutes a session) to target number understanding and calculation.

Outcome: In July 2015 pupil C was able to do more complicated number work and felt they had more confidence in numeracy lessons. When pupil C was assessed in July 2016 writing had improved by 4 points to 32.