

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Our Lady of Mount Carmel RC First School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£17,160 (£1,320 pp)	<b>Date of most recent PP Review</b>	Autumn 2017
<b>Total number of pupils</b>	296	<b>Number of pupils eligible for PP</b>	13	<b>Date for next internal review of this strategy</b>	Autumn 2018

2. Current Attainment for Statutory Data (2 pupils eligible for PPG)		
<b>Attainment for: 2016-2017</b>	<i>Pupils eligible for PPG</i>	<i>Pupils not eligible for PPG</i>
<b><u>Current Attainment for EYFS based on statutory data (2 pupils eligible for PPG)</u></b>		
<b>% achieving Good Level of Development (GLD)</b>	50% (1 pupil SEN)	83.1% (national 70.7%)
<b><u>Year 1 statutory data for phonics screening (5 pupils eligible for PPG)</u></b>		
<b>% of pupils who passed phonics screening</b>	80%	80% (national 81%)
<b><u>Current attainment for end of KS1 based on Statutory Data (2 pupils eligible for PPG)</u></b>		
<b>% achieving expected standard or above in reading, writing and maths</b>	50% (1pupil SEN)	67% (national 63.7%)
<b>% achieving expected standard or above in reading</b>	50% (1 pupil SEN)	88% (national 75.6%)
<b>% achieving expected standard or above in writing</b>	100%	83% (national 68.2%%)
<b>% achieving expected standard or above in maths</b>	100%	78% (national 75.2%)

Strong statutory assessment data for all pupils including those eligible for PPG at end of Key Stage 1 can be evidenced. The school internal assessment data including teacher and GL assessments demonstrate attainment of all pupils including those eligible for PPG to be below national average.

### 3. Barriers to future attainment (for pupils eligible for PP, including more able)

#### In-school barriers *(issues to be addressed in school)*

<b>A.</b>	Attainment in reading and writing for pupils eligible for PPG below national average (except Y4 writing)
<b>B.</b>	Attainment in maths for pupils eligible for PPG is below national average (except yr 3)
<b>C.</b>	Fewer pupils eligible for PPG working at greater depth in reading, writing and maths.
<b>D.</b>	Emotional health and mental well-being including low self-efficacy

#### External barriers *(issues which also require action outside school)*

<b>F.</b>	Attendance of pupils eligible for PPG slightly below whole school data

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	An increased proportion of pupils eligible for PPG attaining age related expectations across the school in reading and writing.	Internal assessment data (GL assessment) demonstrates an increased proportion of pupils eligible for PPG attaining age related expectations.
<b>B.</b>	An increased proportion of pupils eligible for PPG attaining age related expectations across the school in maths.	Internal assessment data (GL assessment) demonstrates an increased proportion of pupils eligible for PPG attaining age related expectations.
<b>C.</b>	An increased proportion of pupils eligible for PPG working at greater depth in reading, writing and maths.	Internal assessment data (GL assessment) demonstrates an increased proportion of pupils eligible for PPG working at greater depth.
<b>D.</b>	Increased self-efficacy amongst those pupils eligible for PPG to ensure they not only survive but thrive	Data from PASS assessment demonstrate improved attitudes, self-esteem, confidence and self-efficacy.
<b>E.</b>	The attendance of pupils eligible for PPG improves in line with the whole school.	Reduce the number of persistent absentees among pupils eligible for PPG funding. The attendance for pupils eligible for PPG funding is in line with those pupils not eligible for PPG.

## 5. Planned expenditure

**Academic year**

**2016/17**

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?
<p><b>A.</b> An increased proportion of pupils eligible for PPG attaining age related expectations across the school in reading and writing.</p>	<p>Whole school focus to create a vocabulary rich environment- word of the day/week, library/working walls/pre-teaching.</p> <p>Developing Quality First Teaching Strategies to ensure all children can access the curriculum</p>	<p>Research shows vocabulary at age 5 has been found to be the best predictor of whether children who experienced social deprivation in childhood were able to 'buck the trend' and escape poverty in later adult life. Increased access to and understanding of curriculum specific vocabulary will lead to improved rates of attainment and progress for all pupils including those eligible for PPG.</p>	<p>CPD for all staff regarding research on importance of vocabulary and how this can be implemented in the classroom.</p> <p>CPD for all staff QFT strategies and teacher toolbox ideas.</p> <p>Literacy Review including learning walks, lesson observations, work scrutiny and pupil discussions.</p> <p>Weekly SLT meetings</p>	<p>SLT Literacy Coordinator PP Coordinator</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meeting Termly monitoring of whole school provision maps GL assessment and PERA data</p>
<p><b>B.</b> An increased proportion of pupils eligible for PPG attaining age related expectations across the school in maths.</p>	<p>CPD in mastery maths for all teaching staff and selected TAs via the Maths Hub.</p> <p>CPD Bar model training</p> <p>Create a vocabulary rich environment- word of the day/week, library/working walls/pre-teaching.</p>	<p>In order to build a strong foundation and confidence across mathematical concepts the Concrete, Pictorial and Abstract (CPA) and teaching for mastery approaches are being embedded within the classroom. This will build a deeper conceptual understanding leading to sustained learning.</p>	<p>Continuing with cycle of CPD for all teachers and TAs on mastery maths</p> <p>CPD for all staff on bar model training.</p> <p>Maths Reviews including learning walks, lesson observations, work scrutiny and pupil discussions.</p> <p>Weekly SLT meetings</p>	<p>SLT Maths Coordinator PP Coordinator</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meetings Termly monitoring of whole school provision maps GL Assessment data</p>
<p><b>C.</b> An increased proportion of pupils eligible for PPG working at greater depth in reading, writing and maths.</p>	<p>Provision of 'greater depth' opportunities in reading, writing and maths across all year groups including:</p> <ul style="list-style-type: none"> <li>- CPD in mastery maths for all teaching staff and selected TAs via the Maths Hub.</li> <li>- Further develop level of challenge in reading and writing</li> </ul>	<p>The proportion of higher attaining children eligible for PPG are making less progress overall in reading, writing and maths than the rest of the school.</p> <p>By increasing the opportunities for all children to deepen knowledge and understanding and application of skills independently in their reading, writing and maths an increased proportion of children should achieve secure and greater depth by the end of the year and make at least expected progress.</p>	<p>Pupil Progress meetings</p> <p>Maths Review including learning walks, lesson observations, work scrutiny and pupil discussions.</p> <p>Literacy Review including learning walks and lesson observations</p> <p>GL assessments, SATs data</p> <p>Embedding staff confidence in the delivery of a mastery maths approach.</p>	<p>SLT Literacy Coordinator Maths Coordinator PP Coordinator</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meetings Termly monitoring of whole school provision maps</p>

<p>D. Increased self-efficacy amongst those pupils eligible for PPG to ensure they not only survive but thrive</p>	<p>School to achieve the Little Big Bang Award to be Outstandingly Happy.</p> <p>CPD training on self-efficacy and how staff can promote and increase resilience and self-efficacy.</p> <p>Provision of whole school enrichment opportunities enabling development of communication skills, teamwork and celebrating success and failure eg, try</p>	<p>Research has shown that some non-cognitive skills (including the belief that your own action can make a difference) are almost as important as cognitive skills for achieving educational qualifications (Feinstein, L 2000).</p> <p>Long term school investment into positive mental health and well-being and increased resilience for pupils eligible for PPG and the wider school.</p>	<p>PASS survey Pupil Progress Meetings Learning Walks, lesson observations, pupil discussions. School to achieve 'Outstandingly Happy' status.</p>	<p>SLT PP Coordinator PP Lead TA PSHE Coordinator All Staff</p>	<p>Ongoing PASS survey Pupil discussions.</p>
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Total budgeted cost: £5,000

## ii. Targeted support for pupils eligible for PPG

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 ?
<p>A. An increased proportion of pupils eligible for PPG attaining age related expectations across the school in reading and writing.</p>	<p>Contextualised literacy Daily phonics interventions with highly trained TA Closing the gap interventions 'Keep up, Catch up' session prior to next lesson led by a teacher or highly skilled TA. Daily reading for selected children</p>	<p>In order for pupils eligible for PPG to attain age related expectations gaps in knowledge and understanding to be closed so they are no longer at an educational disadvantage.</p>	<p>Whole school monitoring and evaluation including literacy learning walks, lesson observations, work scrutiny and pupil discussions. Intervention records</p>	<p>SLT Literacy Coordinator PP Coordinator All staff</p>	<p>Ongoing Termly Pupil Progress meetings SLT meeting Termly monitoring of whole school provision maps Ongoing phonic assessments GL assessment and PERA data</p>

<p><b>B.</b> An increased proportion of pupils eligible for PPG attaining age related expectations across the school in maths.</p>	<p>'Keep up, Catch up' session prior to next maths lesson led by a teacher or highly skilled TA. Closing the gap interventions</p>	<p>In order for pupils eligible for PPG to attain age related expectations gaps in knowledge and understanding to be closed so they are no longer at an educational disadvantage.</p>	<p>Whole school monitoring and evaluation including Maths learning walks, lesson observations, work scrutiny and pupil discussions. Intervention records</p>	<p>SLT Maths Coordinator PP Coordinator All staff</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meeting Termly monitoring of whole school provision maps GL assessment and PERA data</p>
<p><b>C.</b> An increased proportion of pupils eligible for PPG working at greater depth in reading, writing and maths.</p>	<p>To create enrichment opportunities to support pupils to attain age related expectations in maths eg, Spring into maths at Worcester University and King Edwards Challenge mornings.  Mathletes intervention providing additional greater depth opportunities for most able children led by highly skilled TA.</p>	<p>PPG children capable of working at greater depth are making less progress overall than other children.</p>	<p>Termly Pupil Progress meetings GL assessments Teacher assessments</p>	<p>SLT Maths Coordinator Literacy Coordinator PP Coordinator All staff</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meeting Termly monitoring of whole school provision maps GL assessment and PERA data</p>
<p><b>D.</b> Increased self-efficacy amongst those pupils eligible for PPG to ensure they not only survive but thrive</p>	<p>All About Me- 'Nurture' style group to develop confidence, self-esteem and self-efficacy for KS1 children. TalkAbout- Specific intervention for KS2 to develop confidence, self esteem and self-efficacy 1 to 1 support for social, emotional and mental well-being including see me cards.</p>	<p>Long term school investment into positive mental health and well-being and increased resilience for pupils eligible for PPG and the wider school.</p>	<p>PASS survey Pupil Progress Meetings Learning Walks, lesson observations, pupil discussions. School to achieve 'Outstandingly Happy' status.</p>	<p>SLT PP Coordinator PP Lead TA PSHE Coordinator All Staff</p>	<p>Ongoing PASS survey Pupil discussions</p>

<p><b>E. Attendance and lateness</b></p>	<p>Continue to embed attendance policy led by Attendance Officer. Attendance reviewed at weekly SLT meetings. Communication with parents and families aimed at improving attendance. Raised profile of attendance through weekly and half termly rewards.</p>	<p>Pupils eligible for PPG have overall a slightly lower attendance percentage. Improvements made from academic year 2015-16, a small gap remains between attendance figures for those eligible for PPG and those not eligible for PPG.</p>	<p>Weekly attendance records monitored. Letters to families who fall below expected target. Meetings with families to discuss strategies to improve attendance</p>	<p>SLT Attendance Officer All staff</p>	<p>Weekly SLT meetings Half termly</p>
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Total budgeted cost: £9,160

## 6. Review of expenditure

**Previous Academic Year**

**(see 2016-2017 Pupil Premium Report)**

## 7. Additional detail

PP funding is also used to ensure access to trips, workshops, Yr 4 residential, swimming and contributions towards music lessons.

Cost: £3,000

Total budgeted cost:£17,160