

Pupil premium strategy statement:

1. Summary information					
School	Our Lady of Mount Carmel RC First School				
Academic Year	2016/17	Total PP budget	£43000	Date of most recent PP Review	Autumn 2016
Total number of pupils	300	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Autumn 2017

2. Current attainment for end of KS1 (4 pupils)		
Attainment for: 2015-2016 Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	50%	70%
% achieving expected standard or above in reading	75%	79%
% achieving expected standard or above in writing	50%	75%
% achieving expected standard or above in maths	75%	86%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor reading skills in KS1 (phonics)
B.	High ability pupils in KS2 making less than expected progress in maths.
C.	Low self-esteem issues, causing slow progress.
D.	PP pupils (also SEN and/or EAL) with below expected progress in reading, writing and maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good rates of progress in reading for pupils eligible for PP at the end of KS1. Measured by SATS/Phonics assessments.	Pupils eligible for PP make as much progress as non-PP pupils at the end of KS1 in reading, so that their writing is influenced by this. PP pupils can achieve well in spelling.
B.	Higher rate of progress in maths across KS2 for higher attaining pupils eligible for PP. Measure by pupil progress meetings and SMT	Pupils eligible for PP identified as higher ability make as much progress as other pupils identified as higher ability across KS2 in maths.
C.	Pupils make expected or better attainment and talk with enthusiasm about their learning. Measured in pupil progress meetings, PASS and SMT.	Pupils talk about their learning with enthusiasm. Pupils talk about their academic targets with excitement. Pupils set/attempt challenging targets.
D.	Interventions will have been well targeted to the needs of PP pupils and will address their next steps in learning and measured through pupil progress meetings and SMT.	Intervention lead to accelerate progress of SEN/PP pupils
E.	The attendance of pupils eligible for PP improves in line with the school attendance policy. Monitored weekly by Deputy Head.	Reduce the number of persistent absentees among pupils eligible for PP funding.

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?
A. PP pupils in KS1 reading attainment improves in line with non-PP pupils	<p>Whole Staff Inset on contextualised literacy approach and guided reading strategies</p> <p>New texts provided</p> <p>Daily reading with TA/class teacher</p> <p>Books will be celebrated and enjoyed in school – highlighted through World Book Day event</p>	<p>When children read daily, their reading improves. Specific gaps can be closed swiftly.</p> <p>Phonics encouraged as a strategy for reading in the classroom across the curriculum.</p> <p>Reading is perceived as enjoyable.</p>	<p>Pupil Progress meetings</p> <p>Half termly phonics review meetings</p> <p>PERA assessment data</p> <p>Phonics screening assessments.</p> <p>Literacy learning walks, lesson observations, work scrutiny and pupil discussions.</p> <p>GL assessments.</p>	<p>SMT</p> <p>Literacy Coordinator</p> <p>KS1 staff</p> <p>KS1 TAs</p>	<p>Termly Pupil Progress meetings</p> <p>Half termly phonic review</p>
B. Higher rate of progress in maths across KS2 for higher attaining pupils eligible for PP.	<p>CPD in mastery maths for all teaching staff and selected TAs via the Maths Hub.</p> <p>Keep approaches implemented and embedded across all year groups.</p> <p>Provision of 'greater depth' opportunities in maths across all year groups.</p>	<p>Higher attaining PP children are making less progress overall than other children.</p> <p>Staff confidence in the delivery of a mastery maths approach.</p>	<p>Pupil Progress meetings</p> <p>Maths learning walks, observations, work scrutiny and pupil discussions.</p> <p>Headstart assessments.</p> <p>GL assessments.</p>	<p>SMT</p> <p>Maths Coordinator</p> <p>KS2 staff</p> <p>KS2 TAs</p>	<p>Termly Pupil Progress meetings</p>

<p>C. Improved self-esteem for PP children and pupils to talk enthusiastically about their learning.</p>	<p>CPD training on positive mental health and mindfulness as a whole class approach</p> <p>Provision of whole school enrichment opportunities enabling development of communication skills, teamwork and celebrating success eg, try something new days, praise point rewards, family learning sessions.</p>	<p>Long term school investment into positive mental health and increased resilience for PP pupils and the wider school.</p>	<p>PASS survey Pupil Progress Meetings Learning Walks Pupil Discussions</p>	<p>SMT All Staff</p>	<p>PASS survey Spring and Summer term.</p>
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<p>Total budgeted cost:</p>	<p>£10,000</p>
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ii. Targeted support

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>A. PP pupils in KS1 reading attainment improves in line with non-PP pupils</p>	<p>Daily phonics interventions with highly trained TAs. Each PP child to receive a funded book from book fair. Action words intervention programme.</p>	<p>Gaps can be addressed and assessed quickly.</p>	<p>Pupil Progress meetings Half termly phonics review meetings PERA assessment data</p>	<p>SMT Literacy Coordinator KS1 staff KS1 TAs</p>	<p>Termly Pupil Progress meetings Half termly phonic review</p>

<p>B. Higher rate of progress in maths across KS2 for higher attaining pupils eligible for PP.</p>	<p>To create enrichment opportunities aimed at high attaining pupils eg, Spring into maths at Worcester University and King Edwards Challenge mornings.</p> <p>Mathletes intervention providing additional greater depth opportunities for most able children led by highly skilled TA.</p>	<p>Higher attaining PP children are making less progress overall than other children.</p>	<p>Pupil Progress meetings Headstart assessments GL assessments</p>	<p>SMT Maths Coordinator KS2 staff KS2 TAs</p>	<p>Termly Pupil Progress meetings</p>
<p>C. Improved self-esteem for PP children and pupils to talk enthusiastically about their learning.</p>	<p>‘Talk About’ and ‘All About Me’ intervention groups.</p> <p>1:1 Self-esteem sessions with specialist TA.</p>	<p>Long term school investment into positive mental health and increased resilience for PP pupils and the wider school.</p>	<p>PASS survey Pupil Progress Meetings Pupil Discussions</p>	<p>SMT Specialist TAs</p>	<p>PASS survey Spring and Summer term.</p>
<p>D. Improve progress of PP pupils with SEN/EAL needs</p>	<p>Intervention for pupils with specific needs to support their learning in the classroom. Deliver key actions on accessibility plan.</p>	<p>Increased number of children with complex needs. Increased number of children on SEN register.</p>	<p>Pupil Progress Meetings Pupil Profiles.</p>	<p>SMT SENCo Specialist TAs.</p>	<p>Termly Pupil Progress Meetings.</p>
<p>E. Attendance and lateness</p>	<p>Implementation of new attendance policy led by Deputy Head teacher. PP attendance reviewed at weekly SMT meetings. Communication with parents and families aimed at improving attendance. Raised profile of attendance through weekly and half termly attendance rewards.</p>	<p>Percentage absence was higher for PP children overall.</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>SMT Deputy Head teacher All Staff</p>	<p>Weekly</p>

Total budgeted cost:	£30,000
6. Review of expenditure	
Previous Academic Year	(see 2015-2016 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.	£3,000
Total budgeted cost:	£43,000