

Pupil premium strategy statement 2018-19:

1. Summary information					
School	Our Lady of Mount Carmel Catholic First School Academy				
Academic Year	2018/19	Total PP budget	£13,200 (£1,320 pp)	Date of most recent PP Review	Autumn 2018
Total number of pupils	297	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Autumn 2019

2. Current Attainment for Statutory Data (2 pupils eligible for PPG)		
Attainment for: 2017-20178	<i>Pupils eligible for PPG</i>	<i>Whole school</i>
<u>Current Attainment for EYFS based on statutory data (0) pupils eligible for PPG</u>	NA	NA
% achieving Good Level of Development (GLD)	NA	NA
<u>Year 1 statutory data for phonics screening (3 pupils eligible for PPG) (1 PPG child also on SEN register)</u>		
% of pupils who passed phonics screening	66% (2/3)	81.7% (national 82%)
<u>Current attainment for end of KS1 based on Statutory Data (5 pupils eligible for PPG)(2/5 children also on SEN register)</u>		
% achieving expected standard or above in reading, writing and maths	60%	55% (national 65.4%)
% achieving expected standard or above in reading	80%	65% (national 75.5%)
% achieving expected standard or above in writing	60%	68.3% (national 68.9%)
% achieving expected standard or above in maths	80%	68.3% (national 76.1%)

Strong statutory assessment data for pupils eligible for PPG at end of Key Stage 1 for reading and maths is evidenced in the table above for academic year 2017-18. Gaps in attainment and progress identified at review and the following report outlines how this will be addressed in academic year 2018-19.

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

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

A.	Attainment in writing for pupils eligible for PPG below school cohort and national average (PPG at OLMC 60%, cohort 68.3%, national 68.9%)
B.	Fewer pupils eligible for PPG working at greater depth in writing and maths compared to rest of cohort and national average (writing PPG at OLMC 0%, cohort 20%, national 15.9%) (maths PPG at OLMC 20%, cohort 26.7%, national 21.8%)
C.	Emotional health and mental well-being including low self-efficacy
D.	Increasing numbers of pupils across the school with identified speech and language difficulties

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

F.	Attendance of pupils eligible for PPG slightly below whole school data (whole school 96.1% PPG 95.2 %)
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	An increased proportion of pupils eligible for PPG attaining age related expectations in writing.	Internal assessment data (GL and teacher assessment) demonstrates an increased proportion of pupils eligible for PPG attaining age related expectations in writing.
B.	An increased proportion of pupils eligible for PPG working at greater depth in writing and maths.	Internal assessment data (GL and teacher assessment) demonstrates an increased proportion of pupils eligible for PPG attaining greater depth in writing and maths.
C.	Increased self-efficacy, self-regulation and self-confidence amongst those pupils eligible for PPG to ensure they not only survive but thrive.	Data from Thrive assessments demonstrate improved attitudes, self-esteem, self-confidence, self-regulation and self-efficacy for those pupils eligible for all pupils including those eligible for PPG.
D.	Development of speech and language skills specifically vocabulary for all pupils throughout the school to enable them to access the curriculum fully.	Internal assessment data (GL assessment and teacher assessment) demonstrates increased proportion of pupils eligible for PPG attaining age related expectations in reading, writing, maths and science.
E.	The attendance and lateness of pupils eligible for PPG improves and is in line with the whole school data.	Reduce the number of absences and lateness among pupils eligible for PPG funding so that it is in line with whole school data.

5. Planned expenditure

Academic year

2018/19

The headings below demonstrate how school will use the pupil premium funding 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>A. An increased proportion of pupils eligible for PPG attaining age related expectations in writing.</p>	<p>Developing Quality First Teaching Strategies to ensure all children can access the curriculum fully. Contextualised literacy Whole school cursive handwriting style further embedded. Word of the day/week. Implementation of Vocabulary interventions.</p>	<p>Statutory data at the end of KS1 has identified writing as a key area for development, whole school data is slightly below national figures and pupils eligible for PPG is 9% below national (2/5 PPG pupils did not achieve expected standard). By developing Quality First Teaching Strategies throughout the curriculum the gap between PPG pupils and the rest of the cohort should narrow. The Sutton Trust's report states: 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole years worth of learning.'</p>	<p>Literacy Review including learning walks, lesson observations, work scrutiny and pupil discussions. Weekly SLT meeting MAC pupil premium review</p>	<p>SLT Literacy Coordinator PP Coordinator</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meeting Termly monitoring of whole school interventions and provision maps GL assessment and PERA data</p>
<p>B. An increased proportion of pupils eligible for PPG working at greater depth in writing and maths.</p>	<p>CPD in mastery maths for all teaching staff and TAs via the Maths Hub. Contextualised literacy Provision of greater depth opportunities through targeted interventions for writing and maths with a teacher.</p>	<p>Statutory data at the end of KS1 has identified that the number of PPG children working at greater depth in writing and maths to be below national. In order to build a strong foundation and confidence across mathematical concepts the Concrete, Pictorial and Abstract (CPA) and teaching for mastery approaches to be further embedded throughout the school. This will build a deeper conceptual understanding leading to sustained learning and greater depth of understanding. Contextualised literacy used across the school to enable deeper exploration of texts and cross curricula links explored to support greater depth understanding.</p>	<p>Continuing with cycle of CPD for all teachers and TAs on mastery maths Maths Reviews including learning walks, lesson observations, work scrutiny and pupil discussions. Literacy reviews including learning walks, lesson observations, work scrutiny and pupil discussions. Intervention monitoring. Weekly SLT meetings. MAC pupil premium review</p>	<p>SLT Maths Coordinator Literacy Coordinator PP Coordinator</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meetings Termly monitoring of whole school interventions and provision maps GL Assessment data</p>

<p>C. Increased self-efficacy, self-esteem, self-regulation and confidence 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. Implementation of whole school Thrive Approach and bespoke one to one interventions. Provision of whole school enrichment opportunities enabling children from disadvantaged families to build cultural capital.</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). Long-term school investment into positive mental health and emotional well-being and increased resilience for all pupils.</p>	<p>School to achieve 'Outstandingly Happy' status. School to have implemented whole school Thrive Approach. School to achieve 'School Mental Health Award' through The Carnegie Centre of Excellence for Mental Health in Schools</p>	<p>SLT PSHE Co-ordinator PP Coordinator Safeguarding Leads</p>	<p>Ongoing Termly Pupil Progress meetings Weekly SLT meetings Termly monitoring of whole school provision maps Termly safeguarding meetings Thrive assessments</p>
<p>D. Development of speech and language skills specifically vocabulary for all pupils throughout the school to enable them to access the curriculum fully</p>	<p>Continued whole school focus to create a vocabulary rich environment- word of the day/week, library/working walls/pre-teaching. Speech and language interventions Provision of whole school enrichment opportunities enabling development of communication skills.</p>	<p>Research shows vocabulary at age 5 is 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 in all curriculum areas.</p>	<p>Pupil Progress Meetings Learning Walks, lesson observations, pupil discussions, work scrutiny</p>	<p>SLT PP Coordinator PP Lead TA PSHE Coordinator All Staff</p>	<p>Ongoing Pupil discussions.</p>

Total budgeted cost: £6,200

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 ?
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<p>A. An increased proportion of pupils eligible for PPG attaining age related expectations in writing.</p>	<p>Contextualised literacy Daily phonics interventions with highly trained TA Phonics booster Closing the gap interventions Daily reading for selected children Alternative methods for recording to be implemented eg Clicker and Immersive reader.</p>	<p>In order for pupils eligible for PPG to attain age related expectations, gaps in knowledge, understanding and skills in writing to be closed through targeted support and intervention. Alternative methods for recording written work to be explored so that those children who find handwriting difficult are not held back from reaching their full potential.</p>	<p>Whole school monitoring and evaluation including literacy learning walks, lesson observations, work scrutiny and pupil discussions. Intervention records MAC pupil premium review</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. An increased proportion of pupils eligible for PPG working at greater depth in writing and maths.</p>	<p>'Keep up, Catch up' session prior to next maths lesson led by a teacher. Closing the gap interventions 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. Phonics boosters Phonics interventions Daily readers Provision of greater depth opportunities through targeted interventions for writing and maths with a teacher.</p>	<p>Statutory data at the end of KS1 has identified that the number of PPG children working at greater depth in writing and maths to be below national. In order to build a strong foundation and confidence across mathematical concepts the Concrete, Pictorial and Abstract (CPA) and teaching for mastery approaches to be further embedded throughout the school. This will build a deeper conceptual understanding leading to sustained learning and greater depth of understanding. Contextualised literacy used across the school to enable deeper exploration of texts and cross curricula links explored to support greater depth understanding</p>	<p>Whole school monitoring and evaluation including Maths and literacy learning walks, lesson observations, work scrutiny and pupil discussions. Intervention records MAC pupil premium review</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>C. Increased self-efficacy, self-esteem, self-regulation and confidence amongst those pupils eligible for PPG to ensure they not only survive but thrive</p>	<p>Thrive 1 to 1 support sessions for social, emotional and mental well-being. PP Lead TA one to one sessions. Use of '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>Thrive assessments Termly Pupil Progress meetings Teacher assessments MAC pupil premium review</p>	<p>SLT PP Coordinator Thrive practitioners All staff</p>	<p>Ongoing Thrive assessments Termly Pupil Progress meetings Weekly SLT meeting Termly monitoring of whole school provision maps</p>

<p>D. Development of speech and language skills specifically vocabulary for all pupils throughout the school to enable them to access the curriculum fully</p>	<p>Speech and Language interventions with SaLT lead TA. SaLT courses for lead TA. Vocabulary interventions including use of IT.</p>	<p>Department for Education research suggests that, by the age of seven, the gap in vocabulary known by children in the top and bottom quartiles is 4,000 words (children in the top quartile know around 7,000 words and those children in the bottom quartile know around 3,000).</p>	<p>PASS survey Pupil Progress Meetings Learning Walks, lesson observations, pupil discussions. School to achieve 'Outstandingly Happy' status. MAC pupil premium review</p>	<p>SLT PP Coordinator PP Lead TA PSHE Coordinator All Staff</p>	<p>Ongoing PASS survey Pupil discussions</p>
<p>E. Attendance and lateness</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 2017-18, a small gap remains between attendance figures for those eligible for PPG and those not eligible for PPG. (whole school 96.1% PPG 95.2 %)</p>	<p>Weekly attendance records monitored. Letters to families who fall below expected target. Meetings with families to discuss strategies to improve attendance. MAC pupil premium review.</p>	<p>SLT Attendance Officer All staff</p>	<p>Weekly SLT meetings Half termly</p>
<p>Total budgeted cost: £5,000</p>					

6. Review of expenditure

Previous Academic Year

(see 2017-2018 Pupil Premium Report Review)

7. Additional detail

PP funding is also used to ensure access to cultural experiences including trips, workshops, Yr 4 residential, swimming, contributions towards music lessons, Try Something New.

Cost: £2,000

Total budgeted cost: £13,200