

Pupil premium strategy statement

School overview

Metric	Data
School name	Our Lady of Mount Carmel Catholic First School
Pupils in school	298
Proportion of disadvantaged pupils	8% (24)
Pupil premium allocation this academic year	£9,240
Academic year or years covered by statement	2019-2022
Publish date	22 nd November 2019
Review date	22 nd November 2020
Statement authorised by	Michelle Woods
Pupil premium lead	Tammy Mitchell
Governor lead	Jane Kembery

Disadvantaged Statutory Attainment Outcomes for last academic year (2018-2019)

Measure	National Average	Disadvantaged National Average	School
Yr 1 Phonics	82%	70% (2018 Figure)	100% (2)
KS1 Reading	75%	60% (2018 Figure)	66% (3)
KS1 Writing	69%	53% (2018 Figure)	66% (3)
KS1 Maths	75%	61% (2018 Figure)	66% (3)

Strategy aims for disadvantaged pupils

Priority	Measure
To raise the profile of emotional wellbeing and address gaps in emotional health and development	Data from Thrive assessments demonstrate improved attitudes, self-esteem, self-confidence, self-regulation and self-efficacy for all pupils including those eligible for PPG.
To raise attainment in maths across all groups, at least in line with national averages	Increased attainment in statutory outcomes 2020 at least in line with National Averages for all pupils including those eligible for PPG.

<p>To raise attainment in writing across all groups, at least in line with national averages in order to reduce attainment gap between reading and writing.</p>	<p>Increased attainment in statutory outcomes 2020 at least in line with National Averages for all pupils including those eligible for PPG which reduces gap with reading outcomes.</p>
<p>Projected Spending</p>	<p>£9,240</p>

Teaching priorities for current academic year

Priority	Activity	Target date
Priority 1: To raise the profile of emotional wellbeing and address gaps in emotional health and development	<ul style="list-style-type: none"> - Ongoing Thrive training for all staff to equip them with skills to carry out Thrive assessments, identify whole class needs - Whole class needs targeted through weekly planned Thrive sessions evident on timetables - Half termly class based Thrive session led by Thrive Practitioner 	Sep 2019 – Jul 2022
Priority 2: To raise attainment in maths across all groups, at least in line with national averages	<ul style="list-style-type: none"> - Unpicking gender gap identified in internal data - Targeted CPD for staff who are new to TFM - Robust and regular monitoring and evaluation of coverage, planning of sequences of learning and planned opportunities for greater depth through TFM approach - Monitoring effective use of KUCU to address gaps in learning - Share expectations with parents through curriculum leaflet, curriculum information sessions and website pages - Raise profile of APPS to support learning at home - Development of whole class multiplication chanting to improve fluency and apply to problem solving - Implementation of new marking & feedback policy 	Sep 2019 – Jul 2020
Priority 3: To raise attainment in writing across all groups, at least in line with national averages in order to reduce attainment gap	<ul style="list-style-type: none"> - unpicking gaps between EAL & SEND and whole cohort - implementation of 'No Nonsense' spelling scheme and review impact on a half termly basis 	Sep 2019 – Jul 2020

between reading and writing.	<ul style="list-style-type: none"> - introduction of children’s spelling journals in yr2-4 as a way of children developing different strategies for spelling new and unfamiliar words - robust and regular monitoring and evaluation of coverage, planning of sequences of learning in line with contextualised literacy approach and effective use of working walls and enable tables to support independent writing - with support from David Barclay, provide opportunities for staff training and coaching in developing effective sequences of learning from reading into writing through high quality texts - implementing ‘Traffic Light Marking’ approach to self-evaluate, edit and improve writing - explore use of online resources to support learning of spellings at home - implementation of new marking & feedback policy 	
Projected Spending	£4000	

Targeted academic support for current academic year

Priority	Activity	Target Date
Priority 1: To raise the profile of emotional wellbeing and address gaps in emotional health and development	1:1 and small group focused Thrive intervention with Thrive Practitioner for children who have been identified through assessment process.	Sep 2019 – Jul 2022
Priority 2: To raise attainment in maths across all groups, at least in line with national averages	Monitoring effective use of KUCU to address gaps in learning After school Maths Booster sessions Use of maths Apps inside and outside of school	Sep 2019 – Jul 2020

	Additional maths intervention with HLTA	
Priority 3: To raise attainment in writing across all groups, at least in line with national averages in order to reduce attainment gap between reading and writing.	<p>Specific targeted interventions across all groups for:</p> <p>Phonics – Phase appropriate</p> <p>Spelling – Action Words, Precision Teaching, Nessy</p> <p>Handwriting – Letter Join</p> <p>Literacy Daily readers</p> <p>Use of working walls and enable tables</p> <p>Use of Clicker and Microsoft 365</p>	Sep 2019 – Jul 2020
Projected spending	£4000	

Wider strategies for current academic year

Priority	Activity
Continue to focus on groups of pupils who had higher rates of absence in 2018-2019	<ul style="list-style-type: none"> - 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.
To provide rich first-hand purposeful experiences to broaden cultural capital and engage, challenge and enthuse our learners with a focus on learning outside of the classroom	<ul style="list-style-type: none"> - Wild Woods opportunities for all year groups - Half Termly Try Something New Days for KS2 - Topic based 'WOW Days' for KS1 eg, Circus Skills - A range of trips and workshops (see enrichment maps) - After school activity clubs eg, singing, art, team games
To continue to develop our learner's knowledge, skills and understanding through a	<ul style="list-style-type: none"> - 2%er language understood and used across the school

growth mindset culture which promotes positive mental wellbeing and resilience	- 2%er reward parties, growth mindset certificates and stickers for all classes -
Projected Spending	£1240

Review: last year's aims and 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.	Statutory assessment data demonstrates an increased proportion of pupils eligible for PPG attaining age related expectations in writing and outcomes are above National Averages for pupils eligible for PPG. Writing outcomes remain below reading outcomes – this will be a priority for 2019-2020.
B.	An increased proportion of pupils eligible for PPG working at greater depth in writing and maths.	Statutory data demonstrates an increased proportion of pupils eligible for PPG in yr 2 attained 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.	Whole school Thrive training delivered and full training for Thrive Practitioner. Initial assessments carried out at the end of year and pupils identified for 2019-2020. School achieved 'Outstandingly Happy School Status' through Little Big Bang Programme recognising impact of growth mindset awareness across the school.
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 and writing. Attainment in maths will be a priority for 2019 – 2020.
E.	The attendance and lateness of pupils eligible for PPG improves and is in line with the whole school data.	2018 2019: Whole Cohort: 95.6% PPG = 95.2% 2017-2018: Whole Cohort: 96.1% PPG = 95.2% (NA for disadvantaged pupils = 94.3%)