



# Our Lady Mount Carmel Catholic First School

## Pupil Premium Strategy Statement 2019-2022

This is a three-year strategy outlining how funding is to be used to provide the best education for our disadvantaged pupils. The plan is reviewed annually by leaders and governors and updated accordingly.

### School Overview

<b>Metric</b>	<b>Data</b>		
School year	2019/20	2020/21	2021/22
Pupils in school	298	294	
Proportion of disadvantaged pupils	8% (24)	9.5% (28)	
Pupil premium allocation this academic year	£9,240	£34,970	
Academic years covered by statement	2019-2022		
Publish date	22 <sup>nd</sup> November 2019		
Review dates	Review 1 22.11.2020	Review 2 01.03.2021	Review 3
Statement authorised by	Michelle Woods		
Pupil premium lead	Tammy Mitchell		
Governor lead	Jane Kembery		

- The number of pupils eligible for Pupil Premium Grant (PPG) continues to rise. There has been a significant increase over the past two years, rising from 2018-10 pupils eligible for PPG to 2021-28 pupils eligible for PPG. This increase in-part is due to the impact of COVID-19.
- The school will be working with the MAC and the newly enlarged MAC to promote the effective use of funds and to ensure that differences of pupils eligible for PPG is diminished and no one falls behind.

## Disadvantaged Statutory Attainment Outcomes

### 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)

### Academic year 2019-2020

Disadvantaged Statutory Attainment Outcomes for academic year 2019/20 are not available due to closure of all schools because of COVID-19. No Statutory attainment data was recorded. A summary of the available in-school attainment data can be found as Appendix 1 at the end of this Strategy statement. In-school attainment data demonstrates children eligible for PPG remain behind whole cohort. In-school progress data demonstrates children eligible for PPG to be in-line with whole cohort.

## Three Year Strategy aims for disadvantaged pupils 2019-2022

Priority	Measure	Review 2019/20	Review 2020/2021	Review 2021/2022
<b>To raise the profile of emotional wellbeing and address gaps in emotional health and development.</b>	Data from Thrive assessments demonstrate improved attitudes, self-esteem, self-confidence, self-regulation and self-efficacy for all pupils including those eligible for PPG.	National school closures have impacted on the ability of school to embed Thrive assessments within our assessment practices. Progress to date: -Dedicated Mental Health and Well-being page on the school website updated regularly -Thrive and PSHE resources provided as part of our Remote Learning offer. -School taking part in national Children's Mental Health week with daily activities for		

		<p>families to participate in.</p> <p>-Positive parent feedback from parent questionnaire.</p> <p>-The ongoing impact of school closures on children's emotional well-being continues to impact on school's ability to address gaps.</p>		
<b>To raise attainment in maths across all groups, at least in line with national averages.</b>	Increased attainment in statutory outcomes at least in line with National averages for all pupils including those eligible for PPG.	No national data available to use as a measure for this target. School teacher assessment data from October 2020 demonstrates that the attainment of disadvantaged pupils is below the whole school cohort in maths for all year groups		
<b>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.</b>	Increased attainment in statutory outcomes at least in line with national averages for all pupils including those eligible for PPG.	No national data is available to use as a measure for. School teacher assessment data for October 2020 demonstrates the attainment of disadvantaged pupils is below the whole cohort in writing for all year groups		
Actual Spend		Year 1- £9,240	Year 2- £34,970	Year 3-

## Teaching priorities for current academic year 2020-2021

After reviewing the available data for 2019/2020 and in-line with the School Development Plan the priorities for this academic year have been identified as shown in the table below:

Priority	Activity	Target date	Costs
<b>Priority 1: To raise the profile of emotional wellbeing and address gaps in emotional</b>	<ul style="list-style-type: none"> <li>- Ongoing Thrive training for all staff to equip them with skills to carry out Thrive assessments, identify whole class needs</li> <li>- Whole class needs targeted through weekly planned Thrive sessions evident on timetables</li> </ul>	Sep 2020-July 2021	£685

<b>health and development</b>	<ul style="list-style-type: none"> <li>– Half termly class based Thrive session led by Thrive Practitioner</li> <li>– Ongoing CPD for Licensed Thrive Practitioners</li> <li>– Participation in Children’s Mental Health and Well-Being</li> <li>– Remote Learning page on school website dedicated to Children’s Mental Health and well-being week</li> <li>– Psychological First Aid training for staff</li> </ul>		
<b>Priority 2: To raise attainment in maths across all groups, at least in line with national averages</b>	<ul style="list-style-type: none"> <li>– Robust and regular monitoring and evaluation of coverage, planning of sequences of learning and planned opportunities for greater depth through TFM approach</li> <li>– Monitoring effective use of KUCU to address gaps in learning</li> <li>– Raise profile to parents of resources for supporting learning at home eg Times Tables Rockstars</li> <li>– Development of whole class multiplication chanting to improve fluency and apply to problem solving</li> </ul>	Sep 2020-July 2021	£500
<b>Priority 3: To raise attainment in reading across all groups, at least in line with national averages.</b>	<ul style="list-style-type: none"> <li>– purchase of phonetically decodable books and resources that link to our chosen programme 'Letters and Sounds' for Reception and Year 1</li> <li>– ensuring all classes are having a class text read to them daily</li> <li>– assessment of all children's reading levels post lockdown and planning of intervention sessions accordingly</li> <li>– whole class reading focus objectives e.g. reading aloud with appropriate volume</li> <li>– TAs supporting the more frequent reading sessions with children focusing on fluency</li> <li>– teaching of reading skills through contextualised literacy</li> </ul>	Sep 2020 - July 2021	£1,500

	<ul style="list-style-type: none"> <li>– phonics groupings</li> <li>– phonics resources purchased</li> <li>– parent virtual phonics video</li> <li>– resources shared via remote learning area of curriculum</li> </ul>		
<b>Projected Spending</b>			

## Targeted academic support for current academic year 2020-2021

<b>Priority</b>	<b>Activity</b>	<b>Target Date</b>	<b>Costs</b>
<b>Priority 1: To raise the profile of emotional wellbeing and address gaps in emotional health and development.</b>	<ul style="list-style-type: none"> <li>– 1:1 and small group focused Thrive intervention with TA Thrive Practitioner for children who have been identified through assessment process (£7,614)</li> <li>– 1:1 and small group focused Thrive intervention with teacher Thrive Practitioner for children who have been identified through assessment process (£8,951)</li> </ul>	Sep 2020 - July 2021	£16,565
<b>Priority 2: To raise attainment in maths across all groups, at least in line with national averages.</b>	<ul style="list-style-type: none"> <li>– Monitoring effective use of KUCU to address gaps in learning</li> <li>– Use of maths Apps inside and outside of school</li> <li>– Maths lead and SENCo participation in Research project- (£582)</li> <li>– Additional afternoon maths intervention with TAs in year groups 1 to 3 (£12,818)</li> </ul>	Sep 2020 – Jul 2021	£13,600
<b>Priority 3: To raise attainment in reading across all groups, at least in</b>	<ul style="list-style-type: none"> <li>– Participation in Nuffield Early Language Intervention (NELI) project for identified reception children</li> </ul>	Sep 2020 - Jul 2021	£950

<b>line with national averages.</b>	<ul style="list-style-type: none"> <li>- Specific targeted interventions across all groups</li> <li>- Phonics phase appropriate intervention groups</li> <li>- Spelling - Action Words, Precision Teaching, Nessy</li> <li>- Handwriting - Letter Join</li> <li>- Daily readers</li> <li>- Use of working walls and enable tables</li> <li>- Use of Microsoft Office 365 software including Immersive reader</li> </ul>		
Projected spending	£31,115		

## Wider strategies for current academic year 2020-2021

<b>Priority</b>	<b>Activity</b>	<b>Costs</b>
Continue to focus on groups of pupils whose attendance remains a cause for concern	<ul style="list-style-type: none"> <li>- Continue to embed attendance policy led by Attendance Officer.</li> <li>- Attendance reviewed at weekly SLT meetings.</li> <li>- Communication with parents and families aimed at improving attendance.</li> <li>- Raised profile of attendance through weekly and half termly rewards</li> </ul>	£250
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"> <li>- Wild Woods opportunities for all year groups</li> <li>- Topic based 'WOW Days' eg, Circus Skills, Victorian day,</li> <li>-Performances- Ugly Bug Ball, Year 4 leavers</li> <li>- Workshops in school (see enrichment maps)</li> <li>- After school activity clubs eg, singing, art, team games</li> <li>-World Book Day activities</li> <li>-Science Week</li> <li>-Science workshops Light and Space</li> <li>-Virtual advent service</li> <li>-In-school birthday parties</li> <li>-Sports clubs</li> <li>-Health Week</li> <li>-Reading challenges</li> </ul>	£800
To continue to develop our learner's knowledge, skills and understanding through a growth mindset culture.	<ul style="list-style-type: none"> <li>- embed use of 2%er language across the school</li> <li>- 2%er rewards, growth mindset certificates and stickers for all classes</li> </ul>	£120

Projected Spending	£1,170
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## Appendix 1

### In-school data comparison- Whole school and Disadvantaged pupils

Reading whole cohort	% on track Feb 2020	End of year prediction	% on track Oct 2020	% on track Dec 2021	Change in ARE	End of year prediction
R			56% (32)	65% (38)	+6	56% (32)
1	61% (36)	78% (47)	58% (35)	67% (40)	+5	75% (45)
2	63% (36)	85% (49)	54% (31)	60% (34)	+3	77% (47)
3	71% (42)	81% (48)	67% (40)	72% (43)	+3	79% (47)
4	85% (51)	81% (49)	61% (37)	79% (46)	+9	79% (46)

Reading PPG:	% on track Feb 2020	End of year prediction	% on track Oct 2020	% on track Dec 2020	Change in ARE	End of year prediction
R (4)			0% (0)	25% (1)	+1	25% (1)
1 (6)	16% (1)	75% (4)	16% (1)	33% (2)	+1	33% (2)
2 (4)	50% (2)	75% (3)	75% (3)	75% (3)	0	75% (3)
3 (6)	33% (2)	75% (4)	66% (4)	50% (3)	-1	83% (5)
4 (8)	50% (4)	62% (5)	75% (6)	87% (7)	+1	62% (5)

Writing whole cohort:	% on track Feb	End of year prediction	% on track Oct	% on track Dec 2020	Change in ARE	End of year prediction
R			50% (29)	70% (40)	+11	56% (32)
1	69% (41)	77% (46)	65% (39)	69% (41)	+2	78% (47)
2	72% (41)	75% (43)	53% (30)	58% (33)	+3	73% (42)
3	66% (39)	73% (43)	50% (29)	55% (33)	+4	67% (40)
4	82% (49)	82% (49)	60% (35)	74% (43)	+8	79% (46)

Writing PPG:	% on track Feb 2020	End of yr prediction	% on track Oct 2020	% on track Dec 2020	Change in ARE	End of year prediction
R (4)			0% (0)	25% (1)	+1	25% (1)
1 (6)	33% (2)	75% (4)	16% (1)	16% (1)	0	50% (3)
2 (4)	75% (3)	75% (3)	25% (1)	50% (2)	+1	75% (3)
3 (6)	16% (1)	50% (3)	33% (2)	16% (1)	-1	33% (2)
4 (8)	62% (5)	62% (5)	50% (4)	75% (6)	+2	75% (6)

Maths whole cohort:	% on track Feb 2020	End of yr Prediction	% on track Oct 2020	% on track Dec 2020	Change in ARE	End of year prediction
R			56% (32)	61% (35)	+3	68% (39)
1	71% (42)	79% (47)	73% (44)	75% (45)	+1	78% (47)
2	82% (47)	84% (48)	56% (32)	58% (33)	+1	74% (45)
3	61% (36)	78% (46)	69% (41)	73% (43)	+2	76% (45)
4	72% (44)	81% (48)	48% (28)	62% (36)	+8	81% (47)

<b>Maths PPG:</b>	<b>% on track Feb 2020</b>	<b>End of yr pre- diction</b>	<b>% on track Oct 2020</b>	<b>% on track Dec 2020</b>	<b>Change in ARE</b>	<b>End of year prediction</b>
<b>R (4)</b>			<b>0% (0)</b>	<b>50% (2)</b>	<b>+2</b>	<b>50% (2)</b>
<b>1 (6)</b>	<b>16% (1)</b>	<b>75% (4)</b>	<b>50% (3)</b>	<b>50% (3)</b>	<b>0</b>	<b>75% (4)</b>
<b>2 (4)</b>	<b>25% (1)</b>	<b>75% (3)</b>	<b>25% (1)</b>	<b>50% (2)</b>	<b>+1</b>	<b>75% (3)</b>
<b>3 (6)</b>	<b>50% (3)</b>	<b>50% (3)</b>	<b>50% (3)</b>	<b>66% (4)</b>	<b>+1</b>	<b>66% (4)</b>
<b>4 (8)</b>	<b>25% (2)</b>	<b>62% (5)</b>	<b>50%(4)</b>	<b>62% (5)</b>	<b>+1</b>	<b>75% (6)</b>