

# Pupil Premium Strategy Statement: Our Lady of Mount Carmel Catholic Primary School

1. Summary information					
<b>School</b>	Our Lady of Mount Carmel Catholic Primary School				
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	£20,240	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	16	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Level 4b or above in reading, writing &amp; maths (or equivalent)</b>	<b>1 out of 2</b>	<i>tbc</i>
<b>% making at least 2 levels of progress in reading (or equivalent)</b>	<b>1 out of 2</b>	<i>tbc</i>
<b>% making at least 2 levels of progress in writing (or equivalent)</b>	<b>1 out of 2</b>	<i>tbc</i>
<b>% making at least 2 levels of progress in maths (or equivalent)</b>	<b>2 out of 2</b>	<i>tbc</i>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Social / emotional skills: children needing pastoral support for issues such as low self-esteem, family background
<b>B.</b>	Low literacy levels (for some PP children)
<b>C.</b>	Poor home learning environment (for some PP children) / parents with limited English (EAL)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Family background and circumstances

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Increasing rates of progress and raising the attainment of PP pupils  (closing the gap between PP pupils and others in the school)	All children to narrow the gap and achieve ARE by the end of the year.

<b>B.</b>	Developing skills and personal qualities	All children will grow in self-confidence.
<b>C.</b>	Extending opportunities (broadening their experiences both in and out of school)	School activities to be inclusive to PP children (including extra-curricular clubs / visits, etc).
<b>D.</b>	Improving family engagement	To provide regular opportunities to engage parents in their child's learning.

## 5. Planned expenditure

<b>Academic year</b>	<b>2016 - 2017</b>
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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 (see Section 3: A & B)

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All day-to-day teaching meets the needs of each learner.	Quality of First Teaching for all children.	Ofsted Pupil Premium Report (2013 / 2014) Using the Pupil Premium Effectively: an evidence based approach to closing the gap	Work scrutiny Lesson observations through Performance Management Learning Walks	KP SLT	Termly

All pupils given clear, useful feedback about their work, and the ways they can improve (with time to make any improvements)	Whole school CPD focusing on marking and feedback.	School's most recent Ofsted report. (October 2012) Ofsted Pupil Premium Report (2013 / 2014)	Work scrutiny to be carried out at least every half term.	KP SLT	Half termly
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**Total budgeted cost**    £11, 356

**ii. Targeted support (see Section 3: A,B,C & D)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All support staff are highly trained and understand their role in helping pupils achieve.	Maximising the Impact of Teaching Assistants CPD Access to regular, relevant quality CPD.	Based on research undertaken by EEF.	Support Staff Appraisal Lesson Observations Work Scrutiny	KP	Termly  (£819.00)
Class teachers to carry out quality intervention groups to improve English and mathematics.	All class teachers to plan to support regular intervention groups as detailed in class RAP/ Provision Map	Based on research undertaken by Sutton Trust.	Observations Learning Walks Summative Assessments Pupil Progress Meetings	KP	Termly  (£600)

**Total budgeted cost**    £1,419

**iii. Other approaches (see Section 3: A, B & C)**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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All staff frequently use achievement data to check and monitor interventions are working.	To use Cornerstones Assessment Grids / summative assessments on a daily / half termly basis.	Allows for continued assessment by teacher and pupil. Analysis grids allow any gaps to be identified and quickly addressed.	Work scrutiny / monitoring of assessment grids Assessment timetables agreed and gap analysis completed quickly, returned to staff and then acted upon.	KP	Termly
All class teachers take responsibility for accelerating the progress of their PP pupils.	Use of pupil portfolios to monitor progress. Use of Case Studies to track progress.	As above Ofsted Pupil Premium Report (2013 / 2014) Good practice as advised by the school's Educational Psychologist.	Monitoring of pupil portfolios Work scrutiny Assessment data / analysis	KP	Termly
<b>Total budgeted cost</b>					£ 11,200

6. Review of expenditure				
Previous Academic Year		2015 - 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching and learning opportunities meet the needs of all pupils	Quality First Teaching  Progress checks mid-year and evaluation  (Class teacher / LSA led)	All teaching throughout school has been judged as good or outstanding (judgements triangulated by Head teacher, StEP, external advisors).  Pupil progress meetings are now more focused on the progress of Pupil Premium pupils.	Use of class RAPs / Provision Maps has allowed Pupil Premium pupils to be clearly identified and their progress to be closely monitored.  RAPs / Provision Maps are to be adjusted to include the costs of support and to be RAG rated so impacts can clearly be seen.	£19874

Accelerate progress made in writing for identified groups through providing rich first-hand experiences	Implementation of appropriate interventions  (Class teacher)	Use of Cornerstones curriculum and associated class visits has been implemented to broaden opportunities and enrichment.  This has resulted in rich stimuli being used to engage and challenge pupils.  9 out of 11 pupils made progress in writing.  1 out of 11 pupils slight regression in writing.	Class teachers to continue to plan for the use of quality texts / visual stimuli / first hand experiences for quality writing experiences.  Class teachers continue to use class teacher and LSAs for quality guided writing sessions.	£8190  (£150+ towards visits)
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## ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raise the attainment of lower attainers	Identification of low attaining pupils  Implementation of appropriate interventions	Class teachers and LSAs effectively support targeted children (as recorded in lesson observations by head teacher and external advisors).  8 out of 9 pupils (lower attaining) have made at least one step progress in reading.  7 out of 9 pupils (lower attaining) have made at least one step progress in writing.  7 out of 9 pupils (lower attaining) have made at least one step progress.	LSAs will continue to support target Pupil Premium pupils during intervention sessions.  Pupil Premium pupils continued to be addressed during Pupil Progress meetings.  Case studies to be kept up-to-date regularly to monitor progress.	£1260  (all years)  (8 pupils)  £1080  (Y6)  (9 pupils)

Support the acquisition of basic number and literacy skills	Small groups of identified pupils working with intervention support teacher	Interventions implemented by class teachers and LSAs as and when deemed appropriate.  3 children followed Project X phonics intervention programme.  1 child taken off as had very little measureable impact.	See above	£2520  am support  (16 pupils)
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Working with outside agencies to offer pupils opportunity to take part in extra-curricular activities	Use of Club Doncaster for after schools / lunchtime clubs	School fund a variety of activities, however, there is no cost to parents for the extra-curricular activities.	To continue to actively promote the involvement of Pupil Premium children in extra-curricular activities.	No cost to parents
1:1 tuition with identified pupils and 1:1 support for vulnerable pupils	Additional support for one SEN child including toileting and playground support	Yes.  One SEN child is now independent with toileting and no longer needs this support.	To cease this approach.	£100