

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Our Lady of Mount Carmel Catholic Primary School				
Academic Year	17/18	Total PP budget	£19,660	Date of most recent PP Review	July17
Total number of pupils	214	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	50% (2 out of 4)	<i>tbc</i>
% making at least 2 levels of progress in reading (or equivalent)	100% (4 out of 4)	92%
% making at least 2 levels of progress in writing (or equivalent)	75% (3 out of 4)	95%
% making at least 2 levels of progress in maths (or equivalent)	50% (2 out of 4)	91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor language/literacy skills
B.	Lack of appropriate/supportive home environment
C.	Social/emotional/mental health issues
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Family issues (bereavement, EAL, Family split)

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved progress and attainment of PP pupils; narrowing of the gap in reading, writing and mathematics between PP and non-PP pupils.	Greater percentage of children at ARE by end of year (teacher assessment).

B.	Improved parental engagement.	Greater attendance of parents to workshops (and other learning activities).
C.	Pupils able to apply coping strategies and develop greater emotional resilience.	Reduced need for pastoral support; greater engagement in extra-curricular activities.
D.		

5. Planned expenditure

Academic year

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?
Lessons are adapted and varied to meet the needs of all learners.	Mastery approach	Ofsted PP Report Using the PP Effectively-an Evidence Based Approach to Closing the Gap	Work scrutiny Learning walks Pupil voice Observations Performance management	SLT	Termly
Reading comprehension is delivered to support weaker pupils and EAL pupils.	Reciprocal Reading strategies	As above	Learning walks Pupil voice Observations	SLT	Termly

Marking and feedback enables pupils to understand how to improve and time is allocated for improvements to be made.	Agreed marking and feedback policy followed.	As above	Work scrutiny Pupil voice	SLT	Half-termly
Total budgeted cost					£11,500
ii. Targeted support					
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?
Support staff are well trained and fully understand how to support pupils effectively (in classes and through the delivery of specific interventions).	Appropriate CPD	Research by EEF (Education Endowment Foundation 2016)	TA appraisal Observations	SLT	Termly
Total budgeted cost					£1850
iii. Other approaches					
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?
Impact of interventions for vulnerable	Analysis of half termly assessments/	Timely identification and addressing of gaps in the understanding of individual	<ul style="list-style-type: none"> Intervention timetables 	GG/SLT	Termly

groups is monitored and provision is adjusted as required.	teacher assessments.	pupils.	<ul style="list-style-type: none"> • Grid analysis • Work scrutiny 		
Total budgeted cost					£7160

6. Review of expenditure					
Previous Academic Year		2016-2017			
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
All day-to-day teaching meets the needs of each learner.	Quality First teaching for all pupils.	All teaching in school has been judged as good or outstanding (externally verified).	To continue, with regular monitoring both internally and externally.		£11356
Pupils are given clear feedback on how to improve.	Marking policy updated and agreed by all.	Work scrutiny and progress data.	Marking policy will continue to be reviewed.		
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
Support staff to fully recognise the impact of their role.	Relevant CPD	Support staff appraisal and observation indicates enhanced confidence and high quality support for pupils.	To continue-support staff kept up to date with new initiatives.		£819

Delivery of high quality interventions.	Interventions to be planned and/or delivered by class teachers.	Maximum impact achieved when interventions support classroom teaching and learning.	Continue with regular monitoring.	£600
iii. Other approaches				
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
Class data analysis undertaken by teachers.	Analysis of grids to identify and close gaps.	Ongoing assessment, planning for personalised learning.	To continue-gaps addressed through interventions and targeted support for individuals.	£11200 split over the whole approach
Progress of Pupil Premium children closely monitored by class teachers.	Use of portfolios and writing of case studies to track progress.	Able to build picture of 'whole' child in order to provide pastoral as well as academic support.	New approach-pupil progress meetings will focus more clearly on the progress of Pupil Premium children.	