

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

## 1. Summary information

The aim of our Pupil Premium (PP) funding at Our Lady of Mount Carmel Catholic Primary school is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of the spend as an ongoing process throughout each academic year. These include headline measures as well as individualised monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

- Curriculum - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups
- Specific need - Pupils who are identified with a specific need including SEND pupils, high attaining pupils on entry and pupils with behavioural issues are supported to ensure that the gap between PP and non PP pupils with these needs narrows
- Teaching and Learning - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between PP and non PP pupils whilst improving provision for all
- Cultural capital - Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils including music provision
- Attendance and punctuality - to implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupils

<b>School</b>	Our Lady of Mount Carmel Catholic Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget (financial year)</b>	£28,452	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	Oct 2019

	Current Attainment 2017/2018			
	School		National	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
<b>EYFS Good Level of Development (GLD)</b>	67%	78%	% (all children)	% (all children)
<b>Year 1 Phonics</b>	100%	81%	70%	84%
<b>Key Stage 1 Reading – expected +</b>	50%	75%	60%	78%

Key Stage 1 Writing – expected +	50%	86%	53%	73%						
Key Stage 1 Maths – expected +	50%	89%	61%	79%						
Key Stage 1 combined RWM – expected +	50%	75%	64% (all children)	64% (all children)						
Key Stage 2 Reading – expected +	100%	91%	60%	77%						
Key Stage 2 Writing – expected +	75%	88%	66%	81%						
Key Stage 2 Maths – expected +	50%	81%	63%	80%						
Key Stage 2 combined RWM – expected +	50%	75%	48%	67%						
Persistent absenteeism %	0%	0%	10.1% (all children)	10.1% (all children)						
% making progress in maths	%	%	%	%	80%	86%	80%	77%	90%	82%

## 2. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Social / emotional skills: children needing pastoral support for issues such as low self-esteem, family background |
| B. | Low literacy levels (for some PP children)   |
| C. | Poor home learning environment (for some PP children) / parents with limited English (EAL)                         |

### External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Emotional well-being and home issues are barriers to learning, this impacts on children's ability to engage and therefore has a detrimental effect on academic progress |
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## 3. Desired outcomes (Desired outcomes and how they will be measured)

### Success criteria

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| A. | To reduce the gap that exists between PP Pupils in KS1 and KS2 in English and Maths by ensuring that all adults have high expectations of pupils and that teaching is consistently good across all key stages | Pupils eligible for PP remain on track to be age related/greater depth in English and Numeracy by the end of KS2. Formative assessments will show gaps being addressed tests |
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<b>B.</b>	Developing skills and personal qualities through engaging in extra curricular activities	All children will grow in self-confidence. School activities to be inclusive to PP children (including extra-curricular clubs / visits, etc).
<b>C.</b>	Improving family engagement to ensure vulnerable pupils are supported in their learning and engagement, including improving support with parents and families. Parents and carers to have easy access to early help and support	To provide regular opportunities to engage parents in their child's learning.
<b>D.</b>	Pupils able to apply coping strategies and develop greater emotional resilience through pastoral support	Reduced need for high level intervention

#### 4. Planned expenditure

**Academic year**

**2018 - 2019**

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

<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>
Closing the gap: To support PP pupils in their learning to bring attainment of these pupils in line with expected levels of progress	Appointment of two Assistant Heads to lead on teaching and learning who will implement strategies	The gap between PP pupils and non PP pupils is high	Review of interventions will be assessed half termly to demonstrate impact  Pupil Progress meetings will address progress of PP pupils	Head/SLT	Pupil progress meetings  Lesson observations and work scrutiny

	Targeted intervention including 1-1 tuition	Attendance of PP pupils, especially in year 4 have impacted on their attainment	Regular monitoring and assessment to gauge impact of targeted intervention		Half termly
	Concerns and issues to be acted upon quickly Vulnerable pupils supported to increase self-esteem All children to feel safe	Increase parental support and engagement More vulnerable PP pupils performing in line with their peers	School safety manager/PSA to respond to all CPOMs entries Case studies		Termly report
<b>Total budgeted cost</b>					£19,665
<b>ii. Targeted support</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 support staff are highly trained and understand their role in helping pupils achieve. Targeted strategies to address underachievement in English and Maths	Focus on attainment of PP pupils	Based on research undertaken by EEF. Pupils are identified based on assessment data	Assessment will identify impact of intervention strategies	Class teacher SLT	Termly

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	Classteacher / SLT	Termly
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.	Classteacher / SLT	Termly
<b>Total budgeted cost</b>					£7956
<b>iii. Other approaches</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 children will grow in self-confidence. School activities to be inclusive to PP children (including extra-curricular clubs / visits, etc).	Focus on social skills	Pupils have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the extra-curricular opportunities that they receive	Review of interventions will be assessed half termly to demonstrate impact  Observations of confidence of children	Designated staff	Termly

Reduced need for high level intervention	Provide an opportunity for pupils to apply coping strategies and develop greater emotional resilience through pastoral support	Number of low level situations need attention earlier in order to prevent high level interventions	Children confident to use strategies in order to deal with challenges	Hallam Caring Service/ Head	Termly/after each block of work with individual children.
<b>Total budgeted cost</b>					£ 3,498

5. Review of expenditure				
Previous Academic Year		2017 - 2018		
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.	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**

<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>
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).	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)

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.	See above	£2520 am support
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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 hygiene and playground support	Yes.  One SEN child is now independent with toileting and no longer needs this support.	To cease this approach.	£100