

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mount Carmel RC Primary
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	18/12/2021
Date on which it will be reviewed	07/2022
Statement authorised by	LGB
Pupil premium lead	Jacqui Potts
Governor / Trustee lead	N. Malone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,246.50
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£223,561

Part A: Pupil premium strategy plan

Statement of intent

At Mount Carmel RC Primary, we are ambitious for all of our learners and have high aspirations for each one of them. We believe that all children should be able to reach their potential, making good progress and achieving well throughout their entire learning journey at our school. Our Pupil Premium Strategy aims to support all disadvantaged pupils to achieve this ambition.

For our children in receipt of PP funding, including those we deem as being vulnerable, we aim to provide the support and guidance needed to overcome the specific barriers that they face.

The key principle of our strategy is that all children deserve quality-first teaching and that the strategies we use will enable our disadvantaged children to access this at a level consistent with those whose are not deemed as such. We not only support within school but provide a service that also supports families to support their children.

This strategy is an essential component of our post-pandemic, educational recovery plan. Additional to these activities is the plan for targeted support that is funded through the school-led Tutoring Grant, which aims to support pupils whose education has been worst affected, including non-disadvantaged pupils.

Common and individual challenges have been identified through robust assessment, professional dialogue and observation. We will ensure that this approach is successful through:

- Ensuring the curriculum provides appropriate levels of challenge.*
- Early identification of need and effective intervention or support put in place.*
- Collective responsibility for the outcomes achieved by all children, especially our disadvantaged.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lack of wider life experience, which increased during the partial school closures. It has led to a widening gap in knowledge and experiences. Closures have also had a negative impact on the pupils' ability to be resilient learners.

2	Poor language and communication skills on entry to school, as evidenced through 'on entry' assessments, observations and involvement from specialist speech and language therapist service. These gaps extend beyond the nursery setting and disproportionately affect our disadvantaged pupils.
3	Social and emotional needs can inhibit learning. We are increasingly having to support children and adults whose mental health has a long term effect on the educational aspirations and achievements, particularly for the disadvantaged.
4	Increasing transience means that education is interrupted for an increasing number of children.
5	Missed educational experience due to the pandemic. Gaps in understanding, which have widened during the recent lockdowns, has disproportionately impacted on our disadvantaged pupils.
6	Attendance and punctuality issues for a group of children, which is negatively impacting on the progress of our disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improved wider life experiences</i>	Pupils access experiences and cultural capital opportunities through curriculum visits and from visitors to school.
Improved language and communication skills.	Welcom training ensures a consistent approach, across the school, in improving pupils' language, vocabulary and communication. The NELI programme intervention improves communication outcomes in YR.
Attendance is in line with national expectations for all disadvantaged pupils	Sustained high attendance demonstrated by: Attendance of disadvantaged pupils above 96%.
Gaps in understanding are addressed and pupils have developed a range of strategies to support their own learning.	Pupils understand how they learn and are resilient learners. Increasingly, pupils know more and remember more.
Mental Health Issues in children and in adults are less of a barrier to learning.	Children succeed in class and are given a range of strategies to cope with anxieties/ stress. Parents have extra support from EH and MH support agencies, signposted from school.

Children who arrive at school during the year are supported to settle quickly into their learning.	
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Specialist to work with all teachers on cognitive science. – 2x twilight sessions	Effective professional development: <ul style="list-style-type: none"> • Builds knowledge; • Motivates teachers; • Develops teaching techniques; • Embeds practice. Evidence: Effective Professional Development – The Mechanisms of PD. Education Endowment Foundation (EEF)	5, 2, 1
- Whole staff phonics training	Being able to read opens up the curriculum for disadvantaged children. The aim is for every PP to attain the phonics screen by the end of Y1 then by the end of Y2.	
- NELI training for EY staff	Evidence: Oral language interventions. Toolkit Strand. Education Endowment Foundation (EEF)	
Subject leader development: <ul style="list-style-type: none"> - Curriculum development specialist to work with leaders - EY specialist to work with leaders to develop environment and curriculum. 	It is expected that teachers should: <ul style="list-style-type: none"> • keep their knowledge and skills up-to-date and be self-critical; • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; • demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching; 	

	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas; • reflect systematically on the effectiveness of lessons and approaches to teaching; and • know and understand how to assess the relevant subject and curriculum areas. <p>Evidence: Standard for teachers' professional development. Department for Education.</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 160000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School contributions for residential trip and other trips - £4500	Learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development.	1,2,3
Provision of additional adults to provide small group / 1:1 teaching opportunities in Speech/ Language and in literacy and maths - £150000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one: Evidence: One to one tuition. EEF (educationendowmentfoundation.org.uk) And in small groups: Evidence: Small group tuition. Toolkit Strand. Education Endowment Foundation (EEF). Oral language interventions. Toolkit Strand. Education Endowment Foundation (EEF). The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.	2,5
Provision of Educational Psychology agency	Through consultation with the school's SENDCo and each class teacher, children who meet the threshold for Educational	2,5

<p>support to children who appear to have specific gaps in understanding that may indicate an underlying SEND need.</p> <p>£7,500 (12 days Ed Psych)</p> <p>£3,160 (8 days associate Ed Psych)</p>	<p>Psychology support will be prioritised for involvement. The aim is identify specific need and implement a plan to address the next steps identified.</p> <p>Evidence: Special Educational Need in Mainstream School. Recommendation 2. Education Endowment Foundation (EEF).</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Caritas Social worker to work with children and families that require specialist intervention, perhaps as part of a CiN programme - £10509</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Evidence: EEF Social and Emotional Learning.</p>	3
<p>Drama Therapist to work in every KS2 class delivering sessions in resilience, self-monitoring and wellbeing - £14040</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Evidence: EEF Social and Emotional Learning.</p>	3
<p>Inclusion AHT time/ admin time to chase up attendance, outreach to families. - £25500</p>	<p>Evidence: Improving School Attendance. DfE guidance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6,3

Total budgeted cost: £ 215000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

[..\Documents\2021-22\Assessment data\percentages ARE 2020- 2021 SUMMER.docx](#)

EY: Higher percentage of Pupil Premium achieving ARE all areas of learning except Writing (-2%) and Physical development (-1%)

The lowest percentage of Pupil Premium children achieving ARE was in Writing.

Pupil premium children have made accelerated progress in Communication and Language. From 6% at ARE on entry – 81% ARE at week 30.

Y1: Pupil Premium EXP Reading, Writing, Maths combined- 41% (-1%)

Y2: Pupil premium EXP Reading, Writing, Maths combined – 48% (-7%)

Y3: Pupil premium EXP Reading, Writing, Maths combined – 54% (-5%)

Y4: Pupil premium EXP Reading, Writing, Maths combined – 38% (-12%)

Y5: Pupil premium EXP Reading, Writing, Maths combined – 30% (-12%)

Y6: Pupil premium EXP Reading, Writing, Maths combined – 52% (-4%)

During lockdown – children supported at home by Caritas calls/ Drama therapy video sessions.

Computers were given to those that needed them and support given over the phone to parents to get them working effectively.

Writing done remotely has not had the same effectiveness as class based lessons, which accounts for the lower combined data.

The gap in achievement between PP and all children is not significant except in Y4 and 5 where there are also specific learning needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Ten Ten	School Spider
Life to the Full	TT Rock Stars

iTrack	GL Assessment
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