



# PUPIL PREMIUM STRATEGY STATEMENT

2023-2024

## Pupil premium strategy statement – Mount Carmel RCP

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	<b>2023-2024</b> 2024- 2025 2025- 2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Kirsty Seaborn     Headteacher
Pupil premium lead	Kirsty Seaborn     Headteacher
Governor / Trustee lead	Gerry Hodson     Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,615
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22,330
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year	£244,954

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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## **Part A: Pupil premium strategy plan**

### **Statement of intent**

At Mount Carmel RC Primary, we are ambitious for all our learners and have high aspirations for each one of them. We believe that all children should be able to reach their potential, make good progress and achieve well throughout their entire learning journey. We strive for all our children to be successful and enabled to use their God given gifts and talents. Our Pupil Premium (PP) Strategy aims to support all disadvantaged pupils to achieve this ambition.

Some of our children encounter barriers to their learning. The barriers to learning which some of our vulnerable children face include: poor communication skills, English as an additional language, less support at home, lack of confidence and academic aspirations, lack of resources at home and those who come from deprived areas (27% of our families are in the top 5% of areas of deprivation and 91% of our families are in the top 30% of areas of deprivation).

Children enter school with very low attainment and the majority of children are not ready for school and lack essential personal, social and emotional skills. We also have some children who need extra nurturing and encouragement in school to achieve their full potential.

For our children in receipt of PP funding, including those we seem as being vulnerable, we aim to provide the support and guidance needed to overcome these barriers. Our strategy works towards a three tiered approach that balances approaches to improve quality first teaching, targeted academic support and pastoral support and wider strategies.

Our ultimate objectives are:

- Narrow the gap between disadvantaged and non- disadvantaged pupils through an ambitious curriculum.
- Boost the communication and language skills of all our pupils.
- Support our pupil's health and wellbeing so they can be successful, resilient, happy and equipped to access their learning.
- Raise aspirations across the school so children have hope, desire and ambition to achieve their potential.
- Support children and families who are challenged by SEMH issues, hardship or other barriers which prevent them from providing their children with opportunities to flourish in school.

We aim to do this through:

- Providing high quality teaching and learning which meets the needs of all pupils.
- Early identification of need and effective intervention and support put in place for vulnerable and disadvantaged pupils.

- Accelerating progress, moving children to at least age- related expectations
- Ensuring that pupils’ emotional well- being is prioritised alongside their academic achievement.
- Provide SEMH and behaviour support for targeted pupils
- Provide opportunities, activities and experiences to enrich pupils’ education
- Collective responsibility for the outcomes achieved by all pupils, 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	The impact of the pandemic and loss of quality first teaching continues to have a specific impact on the academic attainment of PP pupils across the school, particularly in phonics, reading, writing and maths. Children entering the EYFS have low attainment.
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 EYFS setting and disproportionately affect our disadvantaged children.
3	Increased transience means that education is interrupted for an increasing number of children. This transience has led to gaps in knowledge and understanding. Some children who are new arrivals to the country are less developed with their language, knowledge and understanding.
4	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.
5	Lack of wider life experiences as a direct result of low income. It has led to a widening gap in knowledge and experiences and disproportionately affects our disadvantaged, SEN/D and vulnerable pupils.
6	Attendance is a barrier to learning for some pupil premium pupils, which is negatively impacting on their progress and their ability to be motivated and resilient learners.

## 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
Improved oral language and communication skills and vocabulary among disadvantaged pupils.	<p>Elklan to be used to identify the children with delayed speech and language/ communication needs. A range of skills and strategies will be used across the school to support children's communication.</p> <p>WellComm programme improves communication and language in the Nursery</p> <p>The NELI programme interventions improves communication outcomes in Reception.</p> <p>SALT assessments and support for staff and parents in place across the curriculum.</p>
Improved reading, writing and maths attainment for disadvantaged pupils across KS1 and KS2.	<p>Appropriate academic support in place via quality first teaching.</p> <p>Regular provision mapping strategically identifies most need for interventions.</p> <p>An increasing number of pupils achieve ARE for reading, writing and maths.</p> <p>Disadvantaged pupils close the gap on non-disadvantaged pupils.</p>
To improve wellbeing, behaviour and mental health for all our children so that it becomes less of a barrier to learning	<p>Children are happy and enthusiastic learners.</p> <p>High levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Children succeed in class and are given a range of strategies to cope with anxieties/ stress.</p> <p>Children with SEMH needs are able to access whole class teaching and regulate their own behaviour successfully</p>

	Parents have extra support from Early Help and Mental Health support agencies, signposted from school
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils. Attendance is in line with national	<p>Improve attendance levels to be more in line with pre- pandemic above 96%</p> <p>Attendance and punctuality is monitored regularly and rigorously monitored.</p> <p>Poor attendance is challenged with communication with phone calls, a letter and invites to supportive meetings</p>
Children who arrive at school during the year are supported to settle quickly into their learning.	<p>All new arrivals are made to feel welcome and initial assessments are carried out to identify any emerging needs.</p> <p>Provision mapping identifies needs and interventions required.</p>
Improved wider life experiences	Children access experiences and cultural capital opportunities through curriculum visits and from visitors to school.

### 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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue SLA with 'Little Wandle' a DFE validated synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>CPD for all staff on scheme, access to learning portals and assessment trackers</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1 + 2

<p>Resources purchased to support scheme</p> <p>Phonics/ English leader to provide ongoing CPD for staff</p> <p><i>Little Wandle SLA and resources £2000</i></p>		
<p>EYFS staff trained in NELI (Nuffield Early Language Intervention) and WellComm</p> <p>Additional staff across the school trained in Elklan</p> <p><i>Elklan training plus release cover for staff to attending training- £3500</i></p> <p><i>WellComm Training plus release cover - £500</i></p>	<p>Staff will be trained to deliver targeted interventions that will support those children who are entering school with lower than expected communication and language skills to make rapid progress, with an aim to achieve expected in communication and language by the end of the EYFS.</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.nuffieldfoundation.org/early-language-intervention-impact">Nuffield Early Language Intervention   Impact   Nuffield Foundation</a></p>	2 + 3
<p>All teachers to access high quality, relevant CPD- including that which is led in-house And externally</p> <p>Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher 'career stage development'</p> <p>Real Trust CPD £4,000 Other CPD opportunities - £3,000</p>	<p>The best available evidence indicates that quality first teaching is the most important lever schools have to improve pupil attainment.</p> <p><a href="https://www.eef.org.uk/media/1024/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1

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

Budgeted cost: £ 167,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><i>£ 30,000 ( EYFS, KS1 and KS2 phonics support)</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Early Morning Phonics (KS1) and Maths (Y6) Interventions. Targeted before school provision for identified PP pupils who are making less than expected progress in maths or reading.</p> <p><i>Freckle Programme EM Maths £1, 200</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on pupil outcomes:</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 + 2 + 3</p>
<p>All EYFS pupils screened for language development delay and pupils requiring support identified and targeted with Wellcomm and NELI</p> <p><i>£14,000</i></p>	<p>These targeted interventions will support those children who are entering school with lower than expected communication and language skills to make rapid progress, with an aim to achieve expected in communication and language by the end of the EYFS.</p>	<p>2 + 3</p>



	<p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Nuffield Early Language Intervention   Impact   Nuffield Foundation</a></p>	
<p>Elklan intervention and approaches to be used successfully across the whole school with pupils identified and targeted for additional support.</p> <p><i>£5,000 to release teacher 1 day a week to support across school</i></p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2+ 3
<p>Teaching assistant deployment and interventions - for example, by supporting high quality provision within the classroom and delivering targeted interventions</p> <p>£100,000</p>	<p>Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on pupil outcomes:</p> <p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	1 + 2 + 3
<p>Provision of Educational Psychologist to support children who appear to have specific gaps in understanding that may indicate an underlying SEND need</p> <p>Catalyst Educational Psychology £12,000 SALT £4,000</p>	<p>Through consultation with the school's SENDCo and each class teacher, children who meet the threshold for Educational Psychology support will be prioritised for involvement. The aim is identifying specific needs and implement a plan to address the next steps identified.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a> (Recommendation 2)</p>	2 + 3 + 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working Together To Improve Schools Attendance.</p> <p>This will involve an attendance audit from One Education an time for staff training and to develop and implement new procedures.</p> <p><i>Audit and attendance admin lead to manage attendance and chase up attendance £6,000</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>4 + 6</p>
<p>Caritas Social worker to work with children and families that require specialist intervention.</p> <p>Caritas Social Worker will not only support vulnerable children but also with our vulnerable families, particularly with those going through crises. This will help support emotional and behavioural needs so that they are in school and accessing their learning to make better progress.</p> <p><i>Caritas Social Worker £ 12,000</i></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><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4 + 5 + 6</p>
<p>Drama Therapist to work in every KS2 class delivering sessions in resilience, self-monitoring and wellbeing.</p> <p>Drama therapist will support vulnerable children to manage anxiety and provide strategies</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>4 + 6</p>

<p>to cope with emotions in class so they are happier and can access learning and make better progress.</p> <p><i>Drama Therapist £12,000</i></p>	<p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Pastoral Leader (SENCO / Safeguarding/ Mental Health Lead/ Attendance)</p> <p>Non- teaching commitment time to work with vulnerable children and families including Early Help</p> <p><i>£30,000</i></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><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>2 + 3 + 4 + 6</p>
<p>Provide enrichment opportunities and school contributions for classes and residential trips to support</p> <p><i>£5,000</i></p>	<p>Learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development:</p> <p><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

Total budgeted cost: **£ 245,000**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Gaps in understanding are addressed and pupils have developed a range of strategies to support their own learning.

By the end of KS2 disadvantaged children performed well albeit slightly below our non-disadvantaged children see table on next page.

Our disadvantaged children performed significantly higher than the national average for disadvantaged pupils at the expected level and at greater depth. E.g.

- Disadvantaged at the expected level compared to national disadvantaged- Reading 75% (national 60%), Writing 71% (national 58% ) Maths 71%(national 59% )
- Disadvantaged at greater depth compared to national disadvantaged at greater depth- Reading 23% (17% national) Writing 7.7% (national 7%) and Maths 27% (national 13%)

In the Y1 screening check our disadvantaged children performed slightly lower than non- disadvantaged however this is still significantly higher than the national figure of 67%.

Disadvantaged children at KS1 performed as well as non-disadvantaged in reading and writing and performed above in maths .

The disadvantaged children were tracked closely and discussed at pupil progress meeting and the provision mapping from these meetings strategically identified the most need for intervention.

Tuition was targeted at PP children as a priority. Pupil progress meetings demonstrated that the tuition had positive impact on progress even if they did not achieve ARE.

Early morning phonics groups as well as additional 1:1 keep up and group keep up delivered daily. A full time TA in the Infant Department was allocated to offer support for children not on track again PP are a focus of these groups. Please with the progress children made

Little Wandle Rapid Catch up was used in KS2 to support children who needed additional phonics support. Accelerated progress made. Many of these children are now confident fluent readers and off the scheme.

A Maths club ran four days a week for year 6 pupils. Around 50/60 pupils attended on a regular basis including attendance of PP pupils.

Educational Psychologist worked with children across the school to assess and support with any application for Statutory assessment. Specific targets for children with complex SEND needs have been identified and support plans put in place.

School continues to close the gap between disadvantaged and non- disadvantaged children. This work is ongoing.

EYFS GLD						
Disadvantaged			Non Disadvantaged			
42%			56%			
Phonics Y1						
Disadvantaged			Non Disadvantaged			
76%			82%			
	Reading		Writing		Maths	
	Dis	Non Dis	Dis	Non Dis	Dis	Non Dis
Year 1	48%	57%	33%	50%	43%	54%
Year 2	59%	58%	50%	50%	82%	63%
Year 3	66%	70%	48%	45%	62%	70%
Year 4	59%	68%	55%	63%	66%	52%
Year 5	75%	75%	50%	57%	83%	81%
Year 6	75%	80%	71%	75%	71%	82%

### Challenge 2: Improved wider life experiences

Last year a wider range of activities were offered to all children to enrich the curriculum. During the pandemic this had dwindled. We offered a range of educational visits and other activities. PP families were supported with the cost. Experiences included: the theatre, musical concert at the Halle, museum trips, author visits, visits to places of worship, restaurants, science workshops in school, geography field trips, trip to the seaside, an outdoor team building residential for Y6. Each activity was chosen with purpose and enhanced both the children’s wider experiences (especially PP children) and curriculum related learning.

PP children are targeted for after school clubs e.g. after school book club and sports clubs.

### Improved language and communication skills.

NELI programme and WellComm was completed and had a positive impact on CLL for a targeted group of PP pupils in Reception and Nursery, considering the very low starting point on entry.

17 children from the Reception cohort accessed Neli as this was picked up by the screening. Children made good progress with speech and language across Reception. Listening, attention and understanding 52% on track at the start of the year and 76% achieved ELG. Speaking 53% at the start of the year and 70% achieved the ELG.

SALT assessments took place across the school, particularly in Early Years. These enabled teachers to give targeted and more personalised support to these pupils. This feedback was given to parents to enable them to help at home. The reports also fed into any EHCP applications for these children.

This work is ongoing as we continue to develop a whole school approach to language and communication.

**Attendance is in line with national expectations for all disadvantaged pupils**

End of year attendance was 95.3%

For PP pupils 93.9%

Persistent absenteeism is 13.62%

Attendance has continued to be monitored regularly

Letters and invites to supportive meetings were set up and the school issued fixed penalty notices to parents. Early help offered to families to help them engage.

Attendance has a higher profile in school including rewards and celebrations in assembly.

This work is ongoing as there continues to be a group of parents who struggle to get their children to attend more regularly our attendance is still not at our pre pandemic levels.

**Mental health issues in children and in adults are less of a barrier to learning.**

School invested in a Caritas social worker and a drama therapist. These professionals provided additional support for pupils' needs many of whom are PP children. This provision has meant that children who are in crisis received therapeutic support and for some it has enabled them to remain in school, avoiding the need for suspensions.

In KS2 a drama therapist delivered a programme which covers: promoting resilience across the school; managing emotions in Year 4; being the best you can be in Year 5 and being kind to yourself in Year 6. The therapist held weekly drop-in sessions for all other pupils which gave them a safe space to discuss concerns over personal issues and mental health. This support helped children to manage anxiety and gave children strategies to cope with emotions in class and access work.

Our Caritas social worker works not only with our vulnerable children but also with our vulnerable families, particularly with those going through crises. Once again this allows us to support children and to keep them in school when they might have had time off in the past.

School is working towards a Mental Health Charter Mark, supported by Catalyst Psychology. The impact of this is improvements in our provision for mental health and welfare across our school family.

School has worked with Bridgelea AP special school, Bowker Vale Outreach , M thrive to support PP children with complex mental health needs. Their support and advice has helped support children until assessments have been complete and manage mental health in school.

This work is ongoing.

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

New arrivals were closely monitored and discussed at pupil progress meeting and the provision mapping from these meetings strategically identified the most need for intervention. These children accessed tuition, catch up and interventions if needed.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Accelerated Maths	Renaissance Learning
My Maths	Oxford University Press
GL Progress Tests	Renaissance Company
TTRS	Maths Circle
Abacus Evolve	Pearsons
Ten Ten: Life to the Full	Ten:Ten