

St Michael's Church of England Primary School
Pupil Premium Strategy Statement 2016-17

1. Summary Information					
School	St Michael's Church of England Primary School				
Academic Year	2016/17	Total PP budget	£35,820	Date of most recent PP Review	July 2016
Total number of pupils	161	Number of pupils eligible for PP	26	Date for next internal review of this strategy	February 2017

2. Current Attainment

KS2 2015 Test Summary Information		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard + in reading, writing & maths	67%	89%
% achieving expected standard + in reading	67%	91%
% achieving expected standard + in writing	83%	94%
% achieving expected standard + in maths	50%	90%

KS2 2016 Test Summary Information (unvalidated)

Disadvantaged = D 5 FSM Ever 0 CiC	Expected standard %						Higher threshold %					
	St Michael's		Kent		National		St Michael's		Kent		National	
	D	Non	D	Non	D	Non	D	Non	D	Non	D	Non
Reading	80	80	54.7	69	52.4	66	0	0	1.5	6	9.6	5
Writing	100	68	67.5	80	63.2	74	60	20	10.4	21	8.1	19
GPS	60	60	57.2	72	60.2	72	0	12	15	6.1	13.2	15
Mathematics	80	64	57.1	71	56.7	70	20	4	11.4	22	8.4	23
RWM Combined	80	56	41.2	58	38.4	53	0	8	7.5	17	1.9	17

KS2 2016 Progress Measure Averages

Group Focus / pupil number		Reading	Writing	Maths
Pupil Premium	5	3.79	0.58	-0.57

Non Pupil Premium	22	2.25	-1.41	-0.58			
KS1 2016 Pupils reaching expected standard							
Group Focus / pupil number		Reading		Writing		Maths	
		St Michael's	National	St Michael's	National	St Michael's	National
Disadvantaged	5	60	78	40	70	80	77
Non disadvantaged	19	83	78	78	70	78	77

3. Barriers to Future Attainment (for pupils eligible for PP)		
In-school Barriers		
A.	Low levels on entry particularly in social skills, literacy, communication and language	
B.	Some pupils have low self-esteem/wellbeing which affects longer-term achievement e.g. wearing same uniform as their peers	
C.	Pupils with specific social ,emotional and mental health needs which affect their learning	
External Barriers		
D.	Some parents are not skilled in providing support for basic learning at home	
E.	Some parents do not ensure that children are in school on time every day	
4. Desired Outcomes		Success criteria
A.	Improved language and social skills Increased number of pupils reaching 'greater depth' across the curriculum	Outcomes at the end of the EYFS show that at least 50% of vulnerable children achieve GLD. In KS1 at least 50% disadvantaged children achieve expected standard in English. Outcomes at KS2 show at least 50% disadvantaged children achieve expected standard in English with at least 50% reaching 'greater depth' in writing.
B.	Pupils with low self-esteem have access to a variety of personalised and group initiatives so that achievement is in line with that of peers.	Improved self-esteem as measured by Boxall Profile

C.	Pupils with specific social, emotional and mental health needs receive the support they require to enable them to behave appropriately so that achievement is in line with that of peers.	Pupils make consistent progress and at least 60% achieve expected standard in reading and writing and maths
D.	Increased parental engagement through workshops and courses being offered by the school	High attendance at workshops Evaluations and parent questionnaires show that parents welcome support with their child's learning
E.	That all children will arrive at school on time and with the correct equipment	Attendance is at least 96.2%

5. Planned Expenditure

Academic year £35,820

The three headings below demonstrate how we 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?
Improved language skills Increased number of pupils reaching 'greater depth' across the curriculum	Teachers and TAs staff receive effective, targeted guidance and CPD. Staff training on high quality feedback, reading comprehension strategies, oral language tuition and mastery learning.	Quality First teaching and targeted training and support is effective in ensuring consistent / rapid progress. Some pupils need targeted support to diminish differences Evidence sources (EEF Toolkit) suggest that high quality feedback, reading comprehension strategies, oral language tuition and mastery learning are all effective ways to improve attainment	Quality CPD used and acted upon Robust tracking feeding through to Pupil Progress Meetings. Evaluation of strategies through monitoring books, lessons and through pupil consultation	SLT English and Maths co-ordinators	February 2017 April 2017 July 2017
Pupils take ownership of their learning and are able to recognise their progress and use this as a springboard to independence. Increased number of pupils reaching 'greater depth' across the curriculum	Growth mindset training for all staff and pupils. Pupils will be actively involved in the decision making about learning tasks and will be able to articulate their progress with teachers and leaders Tracking of pupil progress leads to	Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils. Higher attainment through consistent progress is achieved by effective assessment and targeted teaching.	Quality CPD focussed on Meta cognition and self-regulation in addition to growth mindset training. Robust tracking feeding through to Pupil Progress Meetings.	SLT	February 2017 April 2017 July 2017
Total budgeted cost					£10,520

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?
Improved language skills Increased number of pupils reaching 'greater depth' across the curriculum	Intervention groups in phonics, reading and maths HLTA teacher 1:1 and small groups Peer tutoring through using expeditionary learning approach	School data shows that we need to increase the number of most able PP pupils reaching the higher standard. Intervention and small group tuition will make an impact if it is additional to and explicitly linked with normal lessons – pre-teaching and short term intensive catch up sessions employed. Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress.	Quality CPD used. Pre and post intervention assessments to track progress and ensure interventions adapted where necessary. Robust tracking feeding through to Pupil Progress Meetings. Monitoring of links to class teaching	SLT English and Maths Co-ordinators	February 2017 April 2017 July 2017
Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers. Pupils with specific social, emotional and mental health needs receive the support they require to enable them to behave appropriately so that achievement is in line with that of peers.	Early identification of issues and effective mentoring. Liaison with and intervention with other professionals including FLO, Counsellor, pastoral support worker and art therapist.	Emotional wellbeing is key to supporting pupils' learning. Some pupils need additional support to address these needs. Well-being and self-esteem are barriers to learning. Removal or alleviation of these barriers prepare pupils to learn and achieve more. Social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment.	Robust monitoring feeding through to Pupil Progress Meetings. Use of Boxall Profile to assess developmental progress pre and post support.	SENCo	February 2017 April 2017 July 2017
Total budgeted cost					£16,000

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?
<p>Increased parental engagement through workshops</p> <p>That all children will arrive at school on time and with the correct equipment</p>	<p>FLO, Senior leaders and subject leads to deliver workshops</p> <p>Attendance to be closely monitored and action taken if it starts dropping.</p>	<p>Parents are key in supporting effective learning as shown by a number of research projects (EEF Toolkit)</p> <p>Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less.</p>	<p>Monitoring of parental/carer attendance at workshops</p> <p>Good communication with children and families.</p> <p>Regular liaison with FLO</p> <p>Attendance tracked</p>	SLT/FLO	<p>February 2017</p> <p>April 2017</p> <p>July 2017</p>
Other costs such as equipment, material and monitoring					<p>January 2017</p> <p>March 2017</p>
Total budgeted cost					£9,300

1. Review of expenditure – Previous academic year

Pupil Premium Grant Expenditure Financial Year 2015/16

Amount of PPG	£48,604
Total Number of Children Eligible for PPG	34

Initiative/Activity	Objective	Cost
<i>Provision of expert teaching and interventions including 1:1.to close attainment gap</i>	<ul style="list-style-type: none"> • <i>To support pupils to make accelerated progress</i> • <i>To enable small group and 1:1 tuition teaching in Maths and English</i> • <i>To facilitate focused teaching and high quality feedback</i> 	£9700
<i>SENCo support</i>	<ul style="list-style-type: none"> • <i>To accelerate progress for pupils in receipt of PPG with SEN making slow progress in KS1 and KS2</i> • <i>Monitoring and ensuring provision for Looked After children / liaising with Virtual School Kent to claim funding</i> 	£4700
<i>After school clubs/sports clubs</i>	<ul style="list-style-type: none"> • <i>To instil well-being and promote healthy lifestyle</i> 	£1350
<i>English intervention programme – Read, Write Inc</i>	<ul style="list-style-type: none"> • <i>To accelerate progress for FSM and disadvantaged students making slow progress across school.</i> 	£8750
<i>Targeted maths group work by TA</i>	<ul style="list-style-type: none"> • <i>To enrich pupil experiences and raise expectations by</i> <ul style="list-style-type: none"> ✓ <i>Developing confidence and raising self esteem</i> ✓ <i>Developing basic life skills</i> 	£3060

<i>Family Liaison Officer</i>	<ul style="list-style-type: none"> <i>To empower parents to take an active role in their child's social, emotional and educational development.</i> <i>Support parents regarding a range of issues that are impacting on their ability to parent effectively.</i> <i>Provide a range of activities for parents that encourage them to be safe, healthy, enjoy and achieve economic well-being.</i> 	£10,671
<i>Residential Trips & Gymnastics</i>	<i>To ensure all pupils have access to school visits to enrich their curriculum, increase their first hand experiences and remove the potential cost barrier</i>	£2299
<i>Guitar lessons</i>	<i>To instil well-being</i>	£120
<i>School uniform</i>	<i>To instil well-being</i>	£156
<i>Supply costs for staff training to support pupil premium children</i>	<i>To facilitate appropriate targeted learning opportunities</i>	£330
<i>Behavioural support from Pastoral carer</i>	<i>Specially trained adult to provide support for those pupils who are not engaging with learning due to behavioural issues</i>	£5726
<i>Computers for use at homework club</i>	<i>IT based provision to enable children to access research for homework</i>	£500
<i>Theatre Group – Anti-bullying play</i>	<i>To instil well-being and develop social skills</i>	£495
<i>Maths on line tutoring x 3 Year 6 children</i>	<i>IT based provision to accelerate learning</i>	£747
		Total £48,604