

**St Michael's Church of England Primary School**  
**Pupil Premium Strategy Statement 2018-19**

1. Summary Information					
<b>School</b>	St Michael's Church of England Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£35,640	<b>Date of most recent PP Review</b>	Sep 2018
<b>Total number of pupils</b>	139	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	Jul 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All PP pupils (nationally)</i>
% achieving expected standard in reading (KS2)	66%	80%
% achieving expected standard in writing (KS2)	66%	83%
% achieving expected standard in maths (KS2)	66%	81%
% exceeding expected standard in reading (KS2)	33%	33%
% exceeding expected standard in writing (KS2)	33%	24%
% exceeding expected standard in maths (KS2)	0%	28%
% achieving expected standard in reading (KS1)	50%	76%
% achieving expected standard in writing (KS1)	50%	68%
% achieving expected standard in maths (KS1)	50%	75%

\* This is 2017 national data, 2018 unavailable at present

3. Barriers to Future Attainment (for pupils eligible for PP)	
In-school Barriers	
<b>A.</b>	Low levels on entry particularly in social skills, literacy, communication and language.
<b>B.</b>	Some pupils have low self-esteem/wellbeing which affects longer-term achievement.

<b>C.</b>	Pupils with specific social, emotional and mental health needs which affect their learning.	
<b>D.</b>	Three year trend of prior attainment for KS2 disadvantaged pupils shows a widening gap.	
<b>External Barriers</b>		
<b>E.</b>	Some parents are not skilled in providing support for basic learning at home.	
<b>F.</b>	Some parents do not ensure that children are in school on time every day.	
<b>G.</b>	Pupils from disadvantaged backgrounds often lack the resilience of their peers.	
<b>4. Desired Outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Improved language and social skills. Increased number of pupils reaching 'greater depth' across the English curriculum.	Current EYFS 87% of children achieve a 'Good Level of Development' by the end of Reception. In KS1 at least 50% children achieved expected standard in English. Outcomes at KS2 at least 50% disadvantaged children achieved expected standard in English.
<b>B.</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 Resilience Toolkit (Headstart)
<b>C.</b>	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 50% achieve expected standard in reading and writing and maths
<b>D.</b>	Mastery teaching approach with scaffolded support and pre-teaching, where required, ensures all children achieve the age related learning expectation. To continue accelerated progress each term to narrow attainment gap.	PP termly tracking and pupil progress meetings demonstrate that gaps are diminishing and PP attainments are at least in line with cohort targets.

<b>E.</b>	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
<b>F.</b>	That all children will arrive at school on time and with the correct equipment.	Attendance is at least 96.2%
<b>G.</b>	To further develop resilient learners through implementation of forest school.	Pupils are willing to attempt challenging tasks without fear of failure. Self-esteem increases in pupils - evident through pupil voice, parent views and profiling pre and post intervention.

<b>5. Planned Expenditure</b>					
<b>Academic year</b>	<b>£35,640</b>				
The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of Teaching for All</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>

<p>Improved language skills</p> <p>Increased number of pupils reaching 'greater depth' across the curriculum</p>	<p>Teachers and TAs staff receive effective, targeted guidance and CPD.</p> <p>Continue to provide staff training on high quality feedback, reading comprehension strategies, oral language tuition and mastery learning.</p>	<p>Quality First teaching and targeted training and support is effective in ensuring consistent / rapid progress</p> <p>Some pupils need targeted support to diminish differences</p> <p>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</p>	<p>Quality CPD used and acted upon</p> <p>Robust tracking feeding through to Pupil Progress Meetings</p> <p>Evaluation of strategies through monitoring books, lessons and through pupil consultation</p> <p>Robust tracking feeding through to Pupil Progress Meetings</p> <p>Regularly reviewed and updated intervention programmes</p>	<p>SLT</p> <p>English and Maths co-ordinators</p>	<p>February 2019</p> <p>April 2019</p> <p>July 2019</p>
<p>To close the progress gap between PP and non-PP pupils</p>	<p>TA support of vulnerable groups to close the gaps</p>	<p>Some of the students need targeted support to keep up/ catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practice during external reviews of teaching and learning</p>	<p>SLT observations of interventions carried out by TAs.</p> <p>English and Maths leaders to provide training to staff through twilights / key stage meetings</p>	<p>SLT</p> <p>Class Teachers</p>	
<p>To ensure that quality first teaching has a high impact through targeted intervention support</p>	<p>Regular review of quality of teaching through:</p> <ul style="list-style-type: none"> <li>• Work sampling</li> <li>• Pupil progress reviews</li> </ul>	<p>Effective teaching and pre-teaching ensures consistent and rapid progress by all pupils</p>	<p>SLT monitoring timetable focus</p>	<p>SLT</p>	
<b>Total budgeted cost</b>					<b>£12,500</b>

## 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?
Increased number of pupils reaching required standard across the curriculum	<p>Intervention groups in phonics, reading and maths</p> <p>HLTA teacher 1:1 and small groups</p> <p>Peer tutoring through using expeditionary learning approach</p>	<p>School data shows that we need to increase the number of PP pupils reaching the required standard</p> <p>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</p> <p>Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress</p> <p>Audit of processes and procedures to evaluate the impact of current practice has identified greater need for implementing targeted programmes by TAs/HLTA</p>	<p>Quality CPD used</p> <p>Pre and post intervention assessments to track progress and ensure interventions adapted where necessary</p> <p>Robust tracking feeding through to Pupil Progress Meetings</p> <p>Monitoring of links to class teaching</p>	SLT English and Maths Co-ordinators	<p>February 2019</p> <p>April 2019</p> <p>July 2019</p>

To increase pupils well-being, aspirations for wanting to learn and to develop positive attitudes towards learning	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  Improved attitude towards learning will led to a reduction in behaviour incidents	Robust monitoring feeding through to Pupil Progress Meetings  Use of Resilience Toolkit from Headstart to assess developmental progress pre and post support  Observations  Pupil voice questionnaires	SENCo/FLO Class Teachers	
<b>Total budgeted cost</b>					£17,000

<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>

Increased parental engagement through workshops	FLO, Senior leaders and subject leads to deliver workshops	Parents are key in supporting effective learning as shown by a number of research projects (EEF Toolkit)	Monitoring of parental/carer attendance at workshops Good communication with children and families	SLT/FLO	February 2019 April 2019 July 2019
Continue to develop resilient learners	Behavioural support from pastoral carer. Use of Forest School. All staff reinforce growth mindset with pupils	Encouraging pupils to believe they can achieve as long as they are willing to put in the effort	Regular liaison with FLO/SLT Pupil voice carried out Monitor behaviour log Pupil attitude to learning and challenge in lessons - monitored by SLT	Pastoral Carer and all staff	
That all children will arrive at school on time	Attendance to be closely monitored and action taken if it starts dropping	Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less	Attendance monitored by SLT and FLO Intervention from FLO / Early Help where meet criteria	FLO/SLT	
Other costs such as additional support for PP needs, specialist equipment/resources, uniform, residential trips and Music lessons					£6,140
<b>Total budgeted cost</b>					<b>£35,640</b>

## 1. Review of expenditure – Previous academic year

### Pupil Premium Grant Expenditure Financial Year 2017/18

<b>Amount of PPG</b>	£34,900 - Adjustment to funding after Oct 2017 census £ 31,000
<b>Total Number of Children Eligible for PPG</b>	22 and 1 LAC

<b>Initiative/Activity</b>	<b>Objective</b>	<b>Cost</b>
<i>Focused teaching, high quality feedback and mastery learning</i>	<ul style="list-style-type: none"> <li>• <i>To support pupils to make accelerated progress</i></li> <li>• <i>To enable small group and 1:1 tuition teaching in Maths and English</i></li> <li>• <i>To maintain and increase the number of pupils reaching at least 'expected' standards</i></li> <li>• <i>To maintain robust monitoring feeding through to Pupil Progress Meetings.</i></li> </ul>	£12,000
<i>Increased number of pupils reaching 'greater depth' across the curriculum with the use of growth mindset</i>	<ul style="list-style-type: none"> <li>• <i>To achieve higher attainment through consistent and effective assessment and targeted teaching</i></li> <li>• <i>To provide opportunities for pupils take ownership of their learning and to recognise their progress and use this as a springboard to independence.</i></li> </ul>	
<i>Provision of expert teaching and interventions including 1:1 to close attainment gap</i>	<ul style="list-style-type: none"> <li>• <i>To accelerate progress for FSM and disadvantaged students making slow progress across school</i></li> <li>• <i>Early identification of issues and effective mentoring and support</i></li> <li>• <i>To liaise with other professionals</i></li> </ul>	£8,500
<i>SENCo support</i>	<ul style="list-style-type: none"> <li>• <i>To enrich pupil experiences and raise expectations by</i> <ul style="list-style-type: none"> <li>✓ <i>Developing confidence and raising self esteem</i></li> <li>✓ <i>Developing basic life skills</i></li> </ul> </li> </ul>	

<p><i>Family Liaison Officer</i></p>	<ul style="list-style-type: none"> <li>• <i>To empower parents to take an active role in their child's social, emotional and educational development</i></li> <li>• <i>Support parents regarding a range of issues that are impacting on their ability to parent effectively</i></li> <li>• <i>Provide a range of activities for parents that encourage them to be safe, healthy, enjoy and achieve economic well-being</i></li> <li>• <i>To closely monitor attendance</i></li> <li>• <i>Provide workshops</i></li> </ul>	<p>£10,500</p>
<p><i>Other costs such as equipment, materials and monitoring</i></p> <ul style="list-style-type: none"> <li>• To instil well-being</li> <li>• To facilitate appropriate targeted learning opportunities</li> <li>• To accelerate learning</li> </ul>		
		<p><b>Total</b> <b>£31,000</b></p>