

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	St. Michael's CE Primary				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b> Financial year 2016-2017	£36,360	<b>Date of most recent PP Review</b>	n/a
		Financial year 2017-2018	£41,940		
<b>Total number of pupils</b>	205	<b>Number of pupils eligible for PP in academic year 2016/17</b>	32	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (Year 6)</i>	<i>National average all pupils (PP and Non-PP) provisional results</i>
<b>% achieving in reading, writing and maths</b>	67%	61%
<b>% making progress in reading/ achieving secure or above</b>	83%	71%
<b>% making progress in writing/ achieving secure or above</b>	67%	76%
<b>% making progress in maths/ achieving secure or above</b>	67%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Limited vocabulary and access to books impacting on writing/ reading abilities for some
<b>B.</b>	Behavioural challenges/ issues with concentration for some impacting on access to learning
<b>C.</b>	Gaps in mathematical understanding
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Lower than school average attendance rates for some

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP children to achieve same reading levels as non-PP children through accelerated learning	PP children secure at reading unless very specific (probably SEN) reason why not

<b>B.</b>	PP children to significantly close gap in writing attainment with non-PP children through accelerated learning	Internal assessment of PP and non-PP children to show less disparity in results of writing attainment
<b>C.</b>	PP children to significantly close gap in maths attainment with non-PP children through accelerated learning	Internal assessment of PP and non-PP children to show less disparity in results of maths attainment
<b>D.</b>	Improved learning behaviours	More evidence of resilience and growth mind set as assessed by teachers

5. Planned expenditure					
Academic year	2017-18				
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					
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?
Accelerated learning for PP children	Additional training for teachers/ TAs on ways to target and engage lower achievers	A small percentage of PP children across the school are not making expected progress in maths and although many PP children are making accelerated progress it is not presently enough to close the gap with non-PP	Constant monitoring of PP children's progress and flagging up weekly at staff meeting in Special Children slot. Particular focus on PP/ lower achievers in Pupil Progress meetings	HT and SENCo	Termly in Pupil Progress meetings
Accelerated learning for PP children and/or better continuity for children	Teacher/ sports coach to cover some PPA sessions in targeted classes	Teachers can teach the class thus ensuring continuity and progression whilst freeing up TAs for targeted support in class Children respond positively to Sports coaches and this ensures quality PE sessions are happening too impacting positively on fitness and mental health	Discussions and monitoring	HT	Termly
<b>Total budgeted cost</b>					£8,500
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?
Closing gap between PP and non-PP children's results	Targeted 1:1 tuition for some KS2 children (especially Y5 and Y6)	Proven impact (see Sutton Trust research etc.) across the country and impact evident for some Y6 children in SATs results	Monitor children who have accessed 1:1 for impact in class and relevant assessments.	SENCo, HT and Y6 teacher	After each 10 hour set of sessions.
Ensuring PP children achieve at same level in reading as non-PP children	Targeted reading provision from dedicated TA using New Reading for Thinking	Proven impact (see Provision Mapping)	Monitoring that PP children most at risk from not achieving are targeted and prioritised	SENCo	Pupil Progress meetings (termly)

As above	Targeted reading provision from librarian	Mrs Pope has developed a rapport with a number of our PP children and helps them to see reading as a joy	Discussions with Mrs Pope and feedback from children/ teachers	Librarian and SENCo	Pupil Progress meetings (termly)
Closing gap between PP and non-PP children's results	Targeted group/ 1:1 provision run by class teacher/ TA in English and Maths	Provision mapping shows a number of small group/ 1:1 interventions have been effective in narrowing the gap Specific interventions (such as Project X and Catch-Up Maths) are highly effective when run by TAs but where the focus is based on responding to specific need, without following a published scheme, teacher run interventions often have greater impact	Monitoring of Provision Maps	SENCo	Pupil Progress meetings (termly) Staff meetings to review provision
Accelerated progress in use of language impacting on reading and writing skills positively	Use of Speech and Language Therapist from Oxford Owl to target specific need	Impact clear (especially with younger children) in vocabulary and comprehension skills in the past	TAs freed up to attend Owl sessions so they can follow-up on work throughout the week	SENCo	Pupil Progress meetings (termly) Staff meetings to review impact
Improved behaviour for learning	Use of key worker from Domino focusing on good mental health leading to resilience, growth mind set and positive interaction between children/peers/adults in turn impacting on learning	Impact clear although this is not always a quick process	Frequent discussion between key worker and staff as well as monitoring of the behaviour of children Good communication with parents is key	SENCo	Staff meeting time (key worker to be invited to speak and explain different approaches)

**Total budgeted cost** £32,700

### 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?
Enrichment opportunities provided to give children wider life experience which benefit them by building vocabulary and building self-esteem	Some PP children accessing musical instrument tuition through Music Service and access to school trips (especially residential trips)	Historically, we have seen children who are included in activities which they would not have access to without school funding respond positively to the idea that we value them enough to pay for this access; this has impacted on behaviour and attainment	Good communication between staff, children and home	HT, SENCo and class teachers	PP meetings and some staff meetings

**Total budgeted cost** £800

6. Review of expenditure				
Previous Academic Year				
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
Accelerated learning for PP children and/or better continuity for children	Teacher/ sports coach used to cover some PPA sessions in targeted classes	Behaviour was better in classes covered for PPA by a known teacher and also where sports coaches were used (funding not entirely from PP) There was some evidence of accelerated progress for some PP children	We are extending this approach as we have seen a positive impact on behaviour and by using sports coaches teachers have the opportunity to use their time more effectively We are also using one of our part-time teachers to cover sessions again which has proven to be successful this year although we are working to make sure that more PP children benefit directly by targeted support from TAs (who would have previously been used to cover the class)	£6380.83
ii. Targeted support				
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
Accelerated progress for PP children	1:1 tuition	We targeted Y6 children and the majority of PP children achieved the expected standard in the reading, writing and maths	We decided that we need to target some children earlier (e.g. in Y5) and that we need to be even more strategic about which children we target and when; we are also reviewing the length of the sessions and what time they take place	£1050
Accelerated progress in reading for PP children	Targeted reading provision from dedicated TA using New Reading for Thinking and use of volunteer reader service	Clear evidence of accelerated progress for children working regularly with TA	We will target children across the school, timetable the sessions and ensure that PP children with the most need get the most targeted provision	£3460
Closing gap between PP and non-PP children's results	Targeted group/ 1:1 provision run by class teacher/ TA in English and Maths	There was evidence of some accelerated progress but more is needed to close the gap	It was clear from Provision Maps that many interventions were run sporadically we have examined the reasons for that and recognised the need to staff trips and additional activities differently; we will continue with this approach but ensure that staff are onsite to deliver these interventions	£10048.50

Accelerated progress in use of language impacting on reading and writing skills positively in Rec and KS1	Use of Speech and Language Therapist from Oxford Owl to target specific need	Targeted children showed significant progress but more is needed to close the gap	We are extending access to older children we know would benefit and ensuring that a TA accompanies sessions in order that children benefit from follow-up activities throughout the week	£5750
Improved behaviour for learning	Use of key worker from Domino focusing on good mental health, growth mind set and positive interaction between all members of the school impacting on learning	Progress evident but in some cases this is a long-term approach	We are targeting and reviewing need more frequently	£6100

### iii. Other approaches

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
Improving approaches towards some challenging behaviours and therefore improving academic achievement	Training for TAs and teachers from specialists from Northern House and access to conference focusing on disadvantaged pupils	This is an ongoing issue and changes in staff mean additional training is still relevant	This is an ongoing issue and changes in staff mean additional training is still relevant	£2171
Children feel valued and have access to opportunities which they could not afford to access; this additional life experience also helps build vocabulary	Access to music lessons, trips, clubs etc.  Family links	Teachers could see a positive impact in most cases	Making sure children and families know we are willing to financially support extra-curricular activities where it is possible/appropriate	£443

## 7. Additional detail

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