

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	St. Michael's CE Primary				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b> Financial year 2018-2019	£41, 220	<b>Date of most recent PP Review</b>	September 2019
		Financial year 2019-2020	£31,340		
<b>Total number of pupils</b>	195	<b>Number of pupils eligible for PP in academic year 2018/19</b>	20	<b>Date for next internal review of this strategy</b>	July 2020

2. Year 6 attainment summer 2019		
	<i>Pupils eligible for PP (Year 6)</i>	<i>National 'benchmark' all pupils (PP and Non-PP) provisional results</i>
<b>% achieving in reading, writing and maths</b>	25%	
<b>% making expected or accelerated progress in reading/ achieving secure or above</b>	50%	
<b>% making expected or accelerated progress in writing/ achieving secure or above</b>	50%	
<b>% making expected or accelerated progress in maths/ achieving secure or above</b>	50%	

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>D.</b>	Staff not targeting PP children specifically with well-chosen/ proven interventions
<b>E.</b>	Teaching of specific reading skills needs to be revisited and improved
<b>F.</b>	Teaching of writing needs to be revisited and improved
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Lower than school average attendance rates for some

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved learning behaviours	More evidence of resilience and growth mind set as assessed by teachers impacting on learning positively
<b>B.</b>	PP children secure at reading unless very specific (probably specific SEN) reason why not in which case should still be evidence of accelerated progress	PP children to achieve same reading levels as non-PP children through accelerated learning
<b>C.</b>	Internal assessment of PP and non-PP children to show less disparity in results of writing attainment	PP children to significantly close gap in writing attainment with non-PP children through accelerated learning
<b>D.</b>	Internal assessment of PP and non-PP children to show less disparity in results of maths attainment	PP children to significantly close gap in maths attainment with non-PP children through accelerated learning

5. Planned expenditure					
Academic year	2019-20				
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 in core subjects (following on from disadvantaged learners' training)	A small percentage of PP children across the school are not making expected progress in core subjects and although some 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
PP children reading at expected standards	Teachers to teach specific lessons on how to unpick questions and find answers in texts. Teachers also to teach children what inference is and how to infer.	Our reading results do not reflect the capabilities of the children and so we need to focus on teaching skills explicitly	As above	As above	As above
PP children closing the gap with non-PP children in maths	Adoption of Mastery approach in maths from Feb 2019; additional training for teachers/TAs, using Power Maths scheme alongside appropriate manipulatives	Department for Education recommends use of Mastery approach in maths and Power maths is also recommended as a way to diminish difference between PP non PP	As above	As above	As above
Accelerated learning for PP children and/or better continuity for children	Teacher/ sports coach to cover some PPA sessions in targeted classes (funding not from PP budget)	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>					£2000

<b>ii. Targeted support</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>
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 plus additional resources and class TAs used to target PP children with 1:1 and small group teaching/interventions	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 language 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, Catch-Up Maths, spelling) 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 as is ongoing PSHE in classes and overall approach to behaviour	SENCo	Staff meeting time (key worker to be invited to speak and explain different approaches)
<b>Total budgeted cost</b>					£28000

**iii. Other approaches**

<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>
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
<b>Total budgeted cost</b>					£1200

6. Review of expenditure				
Previous Academic Year		2018-19		
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	Additional training for teachers/ TAs on ways to target and engage lower achievers in core subjects	Staff have attended a range of courses aimed specifically at disadvantaged pupils (Disadvantaged Learners Conference, Writing for Disadvantaged Learners, Maths for Disadvantaged Learners) We are changing the way we teach English to reflect what has been learned and adopted the Mastery approach in Maths. Impact should be more apparent at the end of 2019	We need to make sure information is fully disseminated to all staff and that we have a more coherent whole school approach to English as we now do by using the Power Maths scheme	£1700.05
Accelerated learning for PP children and/or better continuity for children	Teacher/ sports coach to cover some PPA sessions in targeted classes (funding not from PP budget)	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 extended this approach as we saw a positive impact on behaviour and by using sports coaches teachers have the opportunity to use their time more effectively We are also now using two of our part-time teachers to cover sessions 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)	£662.18  (Mostly funded from other budgets)
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
Closing gap between PP and non-PP children's results	Targeted 1:1 tuition for some KS2 children (especially Y5 and Y6) Closing gap between PP and non-PP children's results	This was impactful but some children struggled to access this because it was in two hour chunks largely after school.	We are now providing this earlier in the year in one hour sessions within the school day to make it fully accessible to all PP children	£1200
Ensuring PP children achieve at same level in reading as non-PP children	Targeted reading provision from dedicated TA using New Reading for Thinking plus additional resources and Arch reader/ other reading interventions	Target children made expected progress and more, but still need more input to close the gap	Continue with existing provision but extend by recruiting and training additional volunteer readers.	£2865.60

As above	Targeted language provision from librarian	This proved difficult to measure as it happened less regularly than initially envisioned	Need to review and discuss this with librarian and staff	
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 diminish the difference. Use of precision teaching in some classes had significant positive impact.	It was clear from Provision Maps that some interventions were run sporadically because of staffing issues (illness and other reasons why staff could not be in school); we will continue with this approach but monitor impact of absent staff. Ensure precision teaching methods used more consistently across the school	£13,076
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	Targeted children showed significant progress but more is needed to diminish the difference	Continue to monitor how the advice of the SLT is followed up in class	£6437.50
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  Furniture for new Domino room	Progress evident but in some cases this is a long-term approach	We are targeting and reviewing need more frequently and altering Mrs Chorley's timetable accordingly. We are now drawing on mental health interventions via County additionally	£11062.50  £281.05

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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) Access to music lessons, trips, clubs etc.  Uniform	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	£1165.94

## 7. Additional detail

£38,450.82 total spend

It needs to be noted that our PP funding is dropping annually.