

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | St Michael's RC Primary School | | | | |
| Academic Year | 2016/2017 | Total PP budget | £65 840 | Date of most recent PP Review | Jan 2016 - OFSTED |
| Total number of pupils | 240 | Number of pupils eligible for PP | 49 | Date for next internal review of this strategy | September 2017 |

| 2. Current attainment – AS AT JULY 2016 | | | |
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| <p>At KS2 the average scaled score for the 10 disadvantaged children was 100.6 Average scaled score.</p> <ul style="list-style-type: none"> At KS2 the GPS was 90%, which was 18% above national figures. In GPS Disadvantaged chn were 2% higher than National at expected. In Maths Disadvantaged chn were 4% higher than National at expected. At KS1 the combined at expected or above was 57%, which was in line with national At Year 1 Phonics, 90% of children passed the phonic screening test, which was well above national figures. 71% of disadvantaged children achieved expected standard compared with 70% national average. 3 out of 4 children re-sitting the Phonics test in Y2 passed 75% - above Nat. At EYFS, good level of development has been seen a slight upward trend of 67% in 2016 from 63% in 2015, slightly below national figures – at 69%. | <i>All Pupils</i> | <i>Pupils not eligible for PP (national average)</i> | <i>Pupils eligible for PP (Nat av)</i> |
| % achieving in reading, writing and maths | 65% (53% national av.) | 81% (60% national av.) | 30% (Nat other 60%) |
| % making progress in reading | 74.2% (66% national av.) | 90% (72% national av.) | 40% (Nat other 72%) |
| % making progress in writing | 77.4% (74% national av.) | 81% (79% national av.) | 70% (Nat other 79%) |
| % making progress in maths | 84% (70% national av.) | 86% (76% national av.) | 80% (Nat other 76%) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (and external barriers are interlinked) | |
| A. | Poorer maths skills in some disadvantaged children. |

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| B. | Poorer reading and writing skills for some disadvantaged children | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| C. | Low attendance and persistence absence for disadvantaged and SEN pupils. | |
| D. | Parents/carers and school need to work in an effective partnership to overcome internal/external barriers. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To ensure good progress for all disadvantaged learners in maths and English through QFT and enhanced curriculum opportunities and support. | <ul style="list-style-type: none"> ✓ Disadvantaged KS1 pupils' progress will not be significantly below in the prior attaining for reading and maths. ✓ Disadvantaged pupils in KS1 will be close to or in line with the national average for other pupils in all subjects including Phonics. ✓ Disadvantaged KS2 pupils' writing outcomes for middle prior attainment group will not be significantly below national. ✓ Diminish the difference for more able disadvantaged children by raising expectations of enhanced progress. ✓ Curriculum is planned so that disadvantaged pupils have access to high quality and up-to date technology to build upon prior learning, help them acquire new skills and increase confidence for their next steps in future learning. ✓ Lessons provide disadvantaged pupils with opportunities to experience interactive learning gaining an insight into the global world and the opportunities it holds for them. ✓ Children are supported effectively, with recognition of and support of any additional factors that disadvantaged children face. |
| B. | To build on the successful Phonics results | <ul style="list-style-type: none"> ✓ Children are supported effectively, with recognition of and support of any additional factors that disadvantaged children face. ✓ Disadvantaged children make expected progress, with some of those whose attainment is below age related starting to catch up. ✓ Increase in staff confidence (development and training). ✓ Parents/carers supported effectively through workshops and meetings. ✓ Rigorous monitoring and regular assessments by the English team in EYFS and KS1 to identify children not making expected progress and plan provision. |
| C. | Improve attendance and reduce persistence absence for disadvantaged and SEN pupils | <ul style="list-style-type: none"> ✓ Attendance/punctuality issues diminished. ✓ Improvements in overcoming barriers to personal, social, emotional development for specific children. These include reducing incidence of behavioural problems, increasing participation in class, reduction in friendships/social issues and increased social integration. ✓ Provision is planned so that disadvantaged pupils develop a wider awareness of the world, resilience, social skills, and behaviour for learning and reinforcing skills in a safe and happy environment |
| D. | Continue to develop home school links by improving partnership with parents/carers so that barriers are overcome. | <ul style="list-style-type: none"> ✓ Increased attendance by parents/carers at school meetings and events. ✓ Increased parental support for learning at home. ✓ Parent/carers workshops in reading, writing and maths. |

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| | | ✓ Where necessary, parents are supported by workshops, individual support and referral to external agencies. |
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5. Planned expenditure

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| Academic year | 2016/2017 |
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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? |
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| Good progress through enhanced curriculum. | <ul style="list-style-type: none"> ✓ Through QFT disadvantaged children's learning opportunities are planned for ensuring high expectations. ✓ Sharing of planning and resources made available to all teachers on the school server. ✓ Investment in learning tools and resources to enhance learning and curriculum such as Phonicsbooks Scheme, Better Reading Partners, PM Books, Mentor Reading partnership, maths resources - Collins, computing equipment etc. ✓ Increase or redeployment of staffing to ensure that all classes have a TA and access to HLTAs. | <ul style="list-style-type: none"> ✓ Pupil progress meetings highlighted the need to raise expectations for all pupils so that children can achieve their full potential and are not under attaining (promoting full potential of all children, no matter what barriers). ✓ Training needs for staff identified through observations, book scrutinises, learning walks and pupil progress meetings. ✓ School to school moderation indicated areas of development with expectations and handwriting. | <ul style="list-style-type: none"> ✓ Up-skilling practitioners through training and observations of good practice in order to develop QFT. ✓ Rigorous moderation in-house and in school clusters to ensure effective assessment of children and identify next-steps in learning. ✓ Regular tracking and monitoring of attainment and progress through Pupil progress meetings, Target tracker allows analysis of data and provision maps evaluated ✓ Curriculum leads made available to staff to help coach, support and plan bespoke programmes. ✓ Book scrutiny, pupil voice evidence, observations and learning walks. | Assessment Coordinator, PP lead/SENCo, SLT & class teacher. | Half termly during Pupil Progress meetings. |

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| <p>Enriched curriculum.</p> | <ul style="list-style-type: none"> ✓ Enhance and enrich lessons with 'hooks' to instantly engage learners. ✓ Enrich curriculum through visits/trips e.g. Science activities, after school activities, Mindfulness/Yoga, Curriculum focused fun days, Music lessons – groups and individual. ✓ Increase children's engagement and responsibility for their own learning opportunities. | <ul style="list-style-type: none"> ✓ Curriculum overview monitoring and book scrutiny by subject leads and external advisor indicated gaps in learning opportunities. | <ul style="list-style-type: none"> ✓ Opportunities to meet with subject leads to help plan hooks and enrichment opportunities. ✓ Monitoring of long term planning to ensure full curriculum coverage in year groups and key stages. ✓ Staff INSET. | <p>SLT, subject leads & class teacher/HLTAs.</p> | <p>On-going</p> |
| <p>Provision for PSED continues to be outstanding.</p> | <ul style="list-style-type: none"> ✓ Rigorous monitoring and detailed record keeping by staff if they are concerned about the welfare needs of children. ✓ Work with parents/carers and outside agencies when necessary to enhance child's well-being and development. ✓ Staff including SLT made available to parents e.g. communication books, class dojo (some classes in KS2), teachers greet children before and after school on the schoolyard and through an open door policy. ✓ Plan and deliver structured activities to enhance social and emotional development. ✓ Mentors made for children with social and communication difficulties. ✓ Basic needs of children met when appropriate. | <ul style="list-style-type: none"> ✓ Section 48 Inspection highlighted that 'Welfare' was Outstanding at the school. Continue to build upon successes. | <ul style="list-style-type: none"> ✓ Feedback from class teachers and observations made by staff. ✓ Child centred meetings with a clear agenda, setting of SMART targets and APDR cycles. ✓ Breakfast e.g. toast, cereal, fruit and milk made available for children if they come to school without breakfast. ✓ Monitoring of impact on children's social and emotional development through observations and number of recorded incidents in behaviour logs. ✓ Termly SSA and SENCo team meetings to monitor and raise concerns. ✓ Trained staff to deliver social skills group and lunchtime mentoring. ✓ Regular communication with parents to ensure support is provided or links made with outside agencies to support families | <p>SLT, safeguarding lead, PP lead/SENCo and class teacher, HLTAs and Teaching Assistant.</p> | <p>On-going</p> |

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| Raise attainment | <ul style="list-style-type: none"> ✓ Investment in reading tools and resources such as Phonicsbooks Scheme, Better Reading Partners, PM Books, Mentor Reading partnership, maths resources - Collins, ✓ Redeployment of staffing to ensure that class groupings meet the needs of the pupil rather than best fit. ✓ Redeployment of staffing for 1:1 sessions ensures that support is focused and fully meets the learning needs and gaps. | <ul style="list-style-type: none"> ✓ Maintain the high performance of Phonics results in Y1. ✓ Reading results across all classes to be in line or above National | <ul style="list-style-type: none"> ✓ Rigorous and transparent monitoring of lessons through learning walks, observations and pupil voice to ensure standards are high and consistent throughout the school. ✓ Detailed and standardised assessment to ensure progress is monitored so that barriers to learning are identified and adequately addressed. | SLT, English lead & class teacher. | Termly |
| 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? |
| Good progress | <ul style="list-style-type: none"> ✓ Where necessary/appropriate, bespoke programmes are planned to enable disadvantaged pupils to consolidate learning, make progress or extend learning opportunities. To be led by teacher / HLTA/ TA / SSA aimed at boosting progress. ✓ Targeted support within class from an adult or peers when appropriate through cooperative learning approaches. ✓ Additional TA made available to targeted disadvantaged children or redeployment of HLTAs. | <ul style="list-style-type: none"> ✓ Pupil progress meetings highlighted the need to raise expectations for all pupils so that children can achieve their full potential and are not under attaining. ✓ Continue to address under-attainment and boost progress. Interventions will be time limited, more focused and tightly tracked. | <ul style="list-style-type: none"> ✓ Regular tracking and monitoring of attainment and progress through Pupil progress meetings and Target tracker allows analysis of data. ✓ Moderation of disadvantaged books to ensure consistency and accuracy with assessment. | SLT, PP lead/SENCo, subject leads, assessment lead and class teacher and HLTAs. | Termly |

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| Provision for PSED continues to be outstanding. | <ul style="list-style-type: none"> ✓ Allocation of funding for trips and visits – communicate with parents. ✓ Encourage disadvantaged children to take places on trips/clubs where these are optional (music lessons funded by school). ✓ Breakfast and After school club financial support – to improve attendance and support for families ✓ Additional needs of disadvantaged pupils supported effectively. | <ul style="list-style-type: none"> ✓ Section 48 Inspection 2017 highlighted that 'Welfare' and 'Welcome' was Outstanding at the school. Continue to build upon successes. ✓ Multiple barriers faced by some disadvantaged children with cumulative effect on children with cumulative effect on progress and/or well-being. | <ul style="list-style-type: none"> ✓ Monitor uptake of disadvantaged children in optional events and clubs. ✓ Case study for disadvantaged children. ✓ Track progress of children. | SLT, safeguarding lead, PP lead/SENCo, assessment lead and class teacher. Before and After school club team. | On-going |
| Good progress. | <ul style="list-style-type: none"> ✓ Investment in reading tools and resources such as above. ✓ Redeployment of staffing to ensure that Reading groups meet the needs of the pupil rather than best fit. ✓ Redeployment of staffing for 1:1 sessions ensures that support is focused and fully meets the learning needs and gaps. ✓ Rigorous and transparent monitoring to ensure standards are high and consistent throughout the school so all children make expected progress. | <ul style="list-style-type: none"> ✓ The number of disadvantaged children achieving expected standard in the Year 1 phonics screening check was above national | <ul style="list-style-type: none"> ✓ Rigorous and transparent monitoring of lessons through learning walks, observations and pupil voice to ensure standards are high and consistent throughout the school. ✓ Detailed and standardised assessment to ensure progress is monitored so that barriers to learning are identified and adequately addressed. | SLT, English lead & class teacher. | Termly |
| 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? |

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| Improve attendance and reduce persistence absence for disadvantaged and SEN pupils | <ul style="list-style-type: none"> ✓ Whole school approach/ways of communicating with parents/carers. ✓ Tighten up attendance and punctuality procedures and monitoring. | <ul style="list-style-type: none"> ✓ Increase in the number of attendance/punctuality issues for FSM, ECH/statement and SEN support children. | <ul style="list-style-type: none"> ✓ Monitor attendance/punctuality speaking to parents if a pattern or consistent absence occurs. ✓ Analysis of a child's attendance and punctuality alongside their academic results and PSED outcomes. (Case study highlights progress made). | SLT, safe guarding lead & class teacher. | Termly |
| Continue to develop home school links by improving partnership with parents/carers so that barriers are overcome. | <ul style="list-style-type: none"> ✓ Continue to develop whole school approach/ways of communicating with parents/carers. ✓ Parental views gathered through questionnaires. ✓ Parent workshops. ✓ School meetings e.g. curriculum meetings, transition meetings, parents evening, drop-ins and curriculum workshops. ✓ Target parents who have little or no-involvement. | <ul style="list-style-type: none"> ✓ Parental questionnaires from previous year. ✓ Changes to curriculum and school strategies. ✓ Monitoring of parent/carer attendance at previous meetings and parents evenings. | <ul style="list-style-type: none"> ✓ Parent questionnaires and feedback. ✓ Monitoring of attendance and chasing parents who don't attend parents evening offering another opportunity to meet the teacher. | SLT, safe guarding lead & class teacher. | On-going |
| Itemized costs: | | | | | |
| Additional Teaching Assistant support for EYFS, KS1 &KS2 | | | | | £21,350 |
| Resources to support the teaching and learning in Maths | | | | | £ 2,250 |
| Resources to support reading and writing | | | | | £2,180 (part funded) |
| Computing Resources | | | | | £7,940 |
| Staff CPD opportunities | | | | | £6,760 |
| SENCO assistant role for disadvantaged children across all year groups | | | | | £10,200 (part-funded) |
| Pastoral support for SEMH needs and Rainbow group | | | | | £5,380 |
| Financial support for school trips | | | | | £1,200 |
| Financial support for Music tuition | | | | | £500 |
| Before school booster classes and Homework Club | | | | | £2150 |
| P.E. resources, outdoor play equipment, holiday club sporting opportunities | | | | | £5,930 (part funded) |
| Total budgeted cost | | | | | £65,840 |

