

# St Michael's C of E Pupil Premium Strategy 2016-17



## **Our key principles for using pupil-premium 2016-17:**

1. The school thoroughly analyses which pupils are underachieving, particularly in English and mathematics and why. This then informs interventions which are set up across school.
2. The school draws upon evidence from research based interventions and activities that have an impact on improving achievement.
3. The school, senior leaders, teachers and governors, uses achievement data to check whether interventions are working and make adjustments accordingly, rather than using data retrospectively to see if something has worked.
4. We provide teachers with high-quality CPD to ensure pupils' receive high-quality intervention.
5. The school ensures that a designated senior leader, plus the head teacher have a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils termly.
6. All senior leaders, teachers and teaching assistants know which pupils are eligible for the pupil premium so that they can take responsibility for accelerating their progress.
7. The action/approaches we have set up tackle a range of issues. For example: attendance, behaviour, factors outside school, professional INSET on Pupil Premium pupils, effective teaching and learning, literacy support, targeted support and further enrichment.

### ***Summary of the barriers to learning:***

**Deprivation:** The school serves a community which reflects extreme social and economic challenges. 42% of children eligible for free school meals, this is significantly higher than the national average of 25.2%. The school's deprivation indicator is 0.37, which is significantly higher than the national average of 0.21.

**Social Care needs:** 10% of families supported historically or currently by Social Care, which is a nationally exceptional figure. Parents need support from school to help them to address their needs and to support their children's learning.

**Behavioural, Mental and Social health and wellbeing needs:** Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

**Diversity:** 100% of children come from minority ethnic families, 72.9% speak English as an additional language. Some of the children need targeted support in order to catch-up with their peers in terms of language and oracy.

**Start Points:** Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. In 2016 baseline to Reception showed 100% of children coming in below or significantly age related expectations in language and communication.

**Mobility:** The school has very high mobility putting the school in the bottom quintile for stability, with many children arriving from overseas, often with no English.

1. Summary information					
School	St Michael's C of E Primary Academy				
Academic Year	2016-17	Total PP budget	£106,920	Date of most recent PP Review	Oct '16
Total number of pupils	190	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Jan '17

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	26%	50%
% making progress in reading	37%	70%
% making progress in writing	63%	90%
% making progress in maths	37%	60%

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>	The progress of Pupil Premium children in maths and reading. This impacts on the percentage of children achieving the expected standard in KS2.
<b>B.</b>	Behaviour issues of a small group of pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.
<b>C.</b>	21% of children in school (mostly eligible for PP) are either new to English, just acquiring English or developing their competency in English. This limits the children's opportunities to participate fully in the curriculum and so reducing the number of children achieving the expected standard in KS2.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance for Pupil Premium children is x. This reduces their school hours and causes them to fall behind on average.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in maths and reading so that attainment is at national average.	Pupils eligible for pupil premium make as much progress as other pupils in maths and reading. Measured from Y1-6 by teacher assessments and successful moderation practices established across the academy.

<b>B.</b>	For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.	Fewer behavioural incidences for children who are eligible for PP.
<b>C.</b>	Improve English language acquisition for children who are eligible for Pupil Premium.	Pupils who are new to English make rapid progress so they can meet age related standards.
<b>D.</b>	Increase attendance rates for pupils who are eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP by 10%. Overall PP attendance improves from x% to x% in line with other pupils.

5. Planned expenditure					
Academic year		2016/17			
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?
A. To improve progress and attainment in maths and reading to national average.	Introduction of a new marking policy and staff training on high quality feedback.	Work scrutinises and learning walks identified that a wide range of marking and feedback strategies were being used. The consistency of progress, as a result of marking and feedback, was variable. The EEF toolkit suggests feedback is a highly effective method to improve progress and attainment. By introducing a new policy we can embed this effective practice across school. Feedback and marking can increase progress by +8 months.	The attendance of the Head teacher on marking feedback course of the most effective methods will allow best practices to be adapted. We will use inset days to disseminate effective methods. Monitoring of marking and feedback will take place by senior leaders on a rolling programme. The pupil premium leader will monitor feedback of pupil premium children. Evidence of progress will be in books and successful intervention evident for children not making progress.	Head teacher  Senior Leaders	Jan '17
	We will buy in music tuition to enable arts participation.	Access to the 'Arts', such as music, can enhance progress by +2 months (EEF Toolkit). Improved outcomes have been identified in English and mathematics, particularly in younger learners. Improvement to attitudes of learning and well-being have been documented.	Classes in KS2 will each have targeted music provision.  Year 3: Year 4: Year 5: Year 6:  The service will be monitored by class teachers and senior leaders to ensure that children receive a good standard of music provision. Half-termly reviews of the music service will be undertaken.	Head teacher  Senior Leaders	Jan '17  Cost: £6,000
<b>Total budgeted cost</b>					£6,000
ii. Targeted support					

<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>A. To improve progress and attainment in maths and reading to national average.</p> <p>C. Improve English language acquisition for children who are eligible for Pupil Premium.</p>	<p>To fund additional Teaching Assistants in the Early Years (reception), KS1 and KS2 to carry out specialised interventions for reading, maths and communication and language.</p>	<p>The EEF toolkit suggests early intervention for children at a young age can add +5 months to progress. This will allow children to enter KS1 with the ability to cope with the demands of the curriculum in reading and maths. Therefore, on track to meet age related expectations in KS2. Our previous experience, trialled on a small sample, has shown that this method works and should now be rolled out throughout the school.</p>	<p>Targeted children will be in small groups with a teaching assistant/teacher working on their next steps through a rolling programme. This provision will be systematically timetabled and rigorous monitoring that it is being carried out.</p>	<p>Pupil Premium Leader</p>	<p>Jan '17</p> <p>Cost: £6,000</p>
<p>A. To improve progress and attainment in maths and reading to national average.</p> <p>C. Improve English language acquisition for children who are eligible for Pupil Premium.</p>	<p>To fund a HLTA to deliver systematic targeted EAL sessions based on topic work that develops vocabulary.</p>	<p>Children who are new to English will receive specific vocabulary intervention to ensure they have the knowledge to fully participate in the curriculum. The practice of pre-teaching vocabulary is endorsed by Ofsted on a review of pupil premium spending. This method has been used previously. Writing progress (x) in 2015/16 shows that pupil premium children are in line with the national average (x) in writing progress.</p>	<p>HLTA will be given time to liaise with teachers to plan interventions specifically based on children's topic work and areas of need.</p> <p>We will use the Birmingham EAL toolkit to pinpoint where each child is in their competency to the English language and use this to work on the child's individual next steps.</p>	<p>EAL Leader</p> <p>Pupil Premium Leader</p>	<p>Jan '17</p> <p>Cost: £28,500</p>
<p>A. To improve progress and attainment in maths and reading to national average.</p>	<p>To fund teaching assistants in the afternoon to deliver targeted small group and 1:1 interventions. These interventions will be based on maths and reading that is delivered in the morning.</p>	<p>Small group and 1:1 teaching is identified as effective by NFER, Ofsted and the EEF Toolkit. Children can be quickly identified who have not understood age-related content and catch-up can be carried out on the day to ensure they continue to work towards making progress of the age related standard.</p>	<p>Intervention will be recorded in an intervention log by the class teacher that is to be carried out. The intervention log will be monitored to ensure intervention is taking place as a result of maths and reading lessons. Teaching assistants are held accountable for carrying out intervention as set out in their appraisal targets. The intervention sessions will be timetabled into the working day of teacher assistants/teachers.</p>	<p>Senior leaders</p>	<p>Jan '17</p> <p>Cost: £6,000</p>

<p>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.</p>	<p>To fund a Learning Mentor to develop and support children's social, emotional and behavioural needs. The Learning Mentor develops targeted behavioural interventions for specifically identified, pupil premium children. The Learning Mentor will also organise parental workshops.</p>	<p>Behaviour interventions seek to reduce challenging behaviour in the classroom. Our experience has shown parents value the work that the Learning Mentor carries out with their children. The EEF toolkit and the Ofsted Report, 2013 on Pupil Premium spending suggests that targeted interventions matched to specific needs of behaviour can be effective. This will allow academic attainment to rise.</p>	<p>Early on we will identify children with behavioural issues. Weekly pastoral meetings will be held to analyse and put into place actions for key individuals. Observations of behaviour for identified pupils will be carried out through learning walks. The Learning Mentor will compile case studies of pupils that they work with. Interventions will be driven through liaison with external agencies to ensure interventions best meet the individuals needs.</p>	<p>Learning Mentor Head teacher</p>	<p>Jan '17 Cost: £13,000</p>
<p>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.</p>	<p>We will fund a specialist in dealing with social, emotional and behavioural needs to carry out Art therapy.  We will also fund a Social and Emotional intervention programme for 38 weeks targeting the most need pupil premium children and families.</p>	<p>We want to tackle the underlying social and emotional needs of identified pupil premium children. The interventions we employ seek to improve attainment by improving the social and emotional dimensions of learning instead of tackling with the academic element of learning. When these issues have been tackled, the EEF Toolkit suggests a gain +4 months on attainment. To do this, we will use external agencies to tackle the root causes of the social, emotional and behavioural needs of Pupil Premium children.</p>	<p>We will identify children and families with social and emotional issues early on. We will hold regular meetings to analyse and put into place actions for key individuals through liaison with the external agencies. Observations of behaviour of identified pupils will take place through learning walks. Case studies of pupils put onto this programme will be carried out.</p>	<p>Head teacher  Pupil Premium Leader</p>	<p>Jan '17 Cost: £9,000</p>
<p>A. To improve progress and attainment in maths and reading to national average.  B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.</p>	<p>1:1 support for specific pupil premium identified children.</p>	<p>In our experience, this is beneficial for children who have severe social and emotional needs to access the curriculum. 1:1 tuition can accelerate a learners' progress by 5 months (EEF Toolkit). We want to ensure the children who need this the most are tackled. The children are rigorously selected based on their background.</p>	<p>The class teacher will ensure that the teaching assistant providing support closes the gap between their current age related score and the age related score that they should be. Senior leaders will monitor the progress that each child is making.</p>		<p>Jan '17 Cost: £42,000</p>

D. Increase attendance rates for pupils who are eligible for Pupil Premium.	To fund places in Breakfast Club for identified pupil premium children.	Extra-curricular clubs have been identified as a strategy to improve progress and attainment as they seek to engage children at the start of the day ready for learning. This is a new initiative for the whole school. We want to see if this has an effect on targeted, pupil premium children.	We will Identify pupil premium children with attendance issues and liaise with parents to ensure children attended the club. There will be systematic calling for children who do not attend. Senior leaders will regularly review attendance.	Attendance officer Head teacher	Jan '17 Cost: £4,000
<b>Total budgeted cost</b>					£114,500
<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>
D. Increase attendance rates for pupils who are eligible for Pupil Premium.	To fund an attendance officer to monitor the attendance of pupil premium children.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Same day calls about progress for target students. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly at SLT meetings. Attendance Officer to call meeting with parents and senior leaders if necessary.	Senior Leaders Attendance Officer	Jan '17 Cost: £11,000
<b>Total budgeted cost</b>					£11,000

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2014/15</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To provide opportunities for pupil's entitled to PPG, across both Key Stages, develop their musical talents. musical	A wide range of peripatetic instrumental instruction provided with a particular focus on FSM pupils. Guitar, Ukulele, Sitar, Steel Pans, Brass.	Increased number of musicians gaining ability to read music.	It is important to regularly review the quality of the music sessions through rigorous monitoring to ensure value for money. There are indications that PPM progress is increasing. Children say that they look forward to coming to school to participate in music sessions. We will continue this next year and evaluate if there is an impact on progress and attainment.	£8,385
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To raise pupil attainment in line with age related expectations in KS2 with a focus on FSM pupils.	KS2 Maths booster groups	85% achieved ARE.	Whilst 85% of children achieved ARE it is better to deal with the problem earlier on. Next year, KS1 data will be rigorously analysed to tackle gaps in children's knowledge to help prevent the problem occurring in KS2. We will continue to use this strategy to address new gaps and new children who enter our school as we have high mobility rates.	£19,500
To raise pupil attainment in line with ARE through additional support in KS1.	Support staff	Attainment and progress maintained in core areas.	To achieve good ARE in KS2 gaps in pupils' knowledge needs to be addressed in KS1. This will be continued into next year.	£20,000
To provide vulnerable pupils with 1:1 support.	3 x integration assistants	There was a positive impact on all pupils such as less distraction and incidents of negative behaviour.	This will be continued next year to ensure all pupils benefit and that they have the opportunity to work towards ARE. Analysis of behavioural incidents has shown we need to deal with the social and emotional aspects in order to reduce behaviour incidents further.	£40,000
<b>iii. Other approaches</b>				

<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>
To provide opportunities for parent and pupil learning across both key stages.	Family learning opportunities in place with a focus on FSM pupils. Funding allocated for transport and resources.	Maths and English courses were provided. Parents spoke positively about the courses and they were able to facilitate their children with homework. There was a reduction in behaviour incidents as parents were more equipped to deal with the causes of the behaviour.	The uptake was not as expected and although PPM took up the opportunities individuals needed to be targeted. Next year, specific PPM families will be targeted with specific targeted social and emotional support.	£2,000

## 7. Additional detail