

Pupil premium strategy statement (primary)

1. Summary information					
School	St Michael's Primary School				
Academic Year	2018-2019	Total PP budget	£17160 (+300s)	Date of most recent PP Review	09/10/18
Total number of pupils	187	Number of pupils eligible for PP	13 (14s)	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
61% achieving in reading, writing and maths	38	70%
61% making progress in reading	38	70%
78% making progress in writing	50	90%
71% making progress in maths	50	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Consistent approach to teaching and learning pedagogy in English and Maths
B.	Prior assessment information is not used effectively to accelerate progress
C.	Social and emotional problems affecting wellbeing and progress
D.	Learning environments need to be consistent
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance of some pupil premium children
F.	Parental engagement including attending extra-curricular activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Clear, articulated approach to teaching and learning is consistent throughout the school	Teaching sequences are planned consistently using a range of activities to support learning
B.	Prior assessment is used to ensure gaps are closed and pupils make accelerated progress	All PP children make at least expected progress in R, W & M

		<p>There will be an increase in PP children reaching ARE</p> <p>Reading assistants will ensure children read regularly and improve pupils' comprehension skills</p> <p>Speech & language therapist ensure that PP children improve level of understanding of language</p>
C.	Children can articulate their feelings in a controlled way and understand that problems can be overcome	<p>Pupils are motivated to learn</p> <p>Pupils are willing to take risks in their learning, in turn improved progress will be evident</p> <p>Thrive assessments will show an improvement in social and emotional wellbeing from the initial assessment</p>
D.	All classroom environments to be consistent so that children are aware of expectations and can easily access learning resources	<p>Each classroom to have an English and Maths wall that uses consistent approach</p> <p>Children use learning walls to improve their learning</p>
E.	All pupil premium pupils' attendance improved	<p>Attendance is in line with at least national and closing the gap towards non-pp children</p> <p>Those with low attendance last year to have improved attendance this year</p>
F.	More pupil premium pupils attending extra-curricular clubs	<p>Improved attendance at clubs</p> <p>Increased parental support for learning at home</p> <p>Increased attendance at parents' meetings</p>

5. Planned expenditure

Academic year

2018-2019

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. Clear, articulated approach to teaching and learning is consistent throughout the school	<p>English and Maths subject leads to lead an INSET on the Reading, Writing and Maths offer in each class focussing on quality first teaching</p> <p>English and Maths leads to monitor the Reading, Writing and Maths offer in each class</p> <p>Flexible groupings, mixed ability groupings to ensure targeted support and challenge</p> <p>PP children targeted to give feedback each maths and English lesson</p> <p>Booster sessions for maths in small groups</p> <p>CPD for Planning teaching sequences led by LA advisors</p>	<p>Quality first teaching has the most impact on the attainment of disadvantaged pupils, linked to Master learning EEF +5 months</p> <p>1:1 Feedback provided to pp children each English and Maths lesson EEF +8 months</p> <p>Small group tuition +4 months</p>	<p>All teachers show understanding of the offer evident through learning walks, lesson observations and book looks</p> <p>Pupil progress meetings Pupil conferencing Data deadlines 3xyear</p>	SLT	Termly – SLT meetings
D. All classroom environments to be consistent so that children are aware of expectations and can easily access learning resources	<p>Agree an empty classroom checklist</p> <p>Visit other classrooms to see best practice examples within our own school and across schools in FVA and beyond</p>	<p>Quality first teaching</p> <p>Raise expectations for all pupils</p>	<p>Monitor classroom environments through learning walks</p> <p>Teachers and TAs who go out to visit other schools to feedback to rest of staff</p>	SLT	Termly – feedback through staff meetings

					Total budgeted cost	8928
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?	
B. Prior assessment is used to ensure gaps are closed and pupils make accelerated progress	Teachers discuss and agree transition information on handover	No learning time is lost repeating what is already learnt.	Book looks to ensure objectives are appropriate and work is challenging, triangulated with teaching and assessment Pupil progress meetings	KR/EP	Oct	
	Teachers use PAG groups and set targets against FFT50 or above	Teachers are aware of where the children need to get to in order to be on track to achieve progress				
	Reading assistants read at least 3x pw with children that don't read at home Reading assistants to visit Blackhorse primary to meet with RAs	Children who do not read regularly at home do not make as much progress, reading assistants are skilled at asking questions in relation to the text to encourage them to engage with and talk about the text Reading comprehension strategies EEF +6 months	Tracking of children at beginning and end of year to ensure progress has been made, reading age has improved Feedback to HT re: visit	KR KR	Sept, Mar & July Nov	
	Speech and Language therapist weekly sessions to improve language and understanding	SALT supports articulation of ideas and spoken expression. Develops vocabulary. EEF +5 months	Provision map monitored and reports written	SENCO	Sept, Mar & July	
C. Children can articulate their feelings in a controlled way and understand that problems can be overcome	Jigsaw PSHE programme	Research shows that embedded practice has a higher impact on improving emotional wellbeing linked with effective raising of attainment EEF +4 months	SENCO has training which is disseminated to staff, review 3xper year with all staff	SENCO	July 18 Sep-Dec training Dec begin work with children	
	ELSA assistant trained to work with most vulnerable					
	Behaviour Support specialist	Involvement of specialists to overcome social and emotional issues ensures that the barriers to learning are reduced. Make referrals when necessary	Making referrals at appropriate time to support children	KR	As apt	
	Parent Support Advisor					
Play therapist	Make referrals when necessary					
Teachers to complete Thrive assessments on each child at beginning and end of year	Teachers aware of the thrive assessments and the impact that the areas have on barriers to learning.	Analysed at end of year to show improvement in areas		SENCO	Sep & July	
Total budgeted cost					7232	

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?
E. All pupil premium pupils' attendance improved	<p>Class teachers to talk to parents about the direct impact that non-attendance has on learning and social integration</p> <p>Work with EWO to monitor attendance and broken weeks</p>	<p>When children attend school on a regular basis they make more progress and have better relationships with peers and adults within school.</p>	<p>Attendance monitored each half term</p>	<p>SCS EWO KR</p>	<p>Half termly</p>
F. More pupil premium pupils attending extra-curricular clubs	<p>Nominated teacher to contact parents to encourage attendance at extra-curricular clubs</p> <p>Offer of breakfast club to be used</p>	<p>Sports participation improves emotional wellbeing and a sense of belonging EEF +2 months</p> <p>If children are receiving appropriate nutrition to start the day this has huge beneficial impact on the brain, prepared and ready to learn</p>	<p>Club responses monitored each half term</p>	<p>TP</p>	<p>Termly</p>
Total budgeted cost					<p>1000</p>

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
<p>Clear, articulated approach to teaching and learning is consistent throughout the school</p>	<p>English and Maths subject leads to lead an INSET on the Reading, Writing and Maths offer in each class focussing on quality first teaching</p> <p>English and Maths leads to monitor the Reading, Writing and Maths offer in each class</p> <p>Flexible groupings, mixed ability groupings to ensure targeted support and challenge</p> <p>PP children targeted to give feedback each maths and English lesson</p> <p>Booster sessions for maths in small groups</p> <p>CPD for Planning teaching sequences led by LA advisors</p>	<p>English and Maths offers in place and shared with staff so that expectations ensure consistency of teaching approach across the school. Revisited throughout the year and CPD referred to English and Maths offers explicitly.</p> <p>All classes using flexible grouping teaching approach which was seen during HT observations as well as Teaching & Learning reviews with School Improvement Advisor.</p> <p>PP children have regular 1:1 feedback sessions with teachers has meant that pupils' misconceptions were addressed.</p> <p>Teaching sequences in English have a clearer and consistent approach. English Advisor worked with individual teachers on planning which improved the outcomes of PP children.</p>	<p>Continue to make reference to the English and Maths offers. The English offer is going to be split into a separate Reading and Writing offer next year.</p> <p>Continue with flexible grouping and giving 1:1 feedback.</p>	<p>£8928</p>

All classroom environments to be consistent so that children are aware of expectations and can easily access learning resources	Agree an empty classroom checklist Visit other classrooms to see best practice examples within our own school and across schools in FVA and beyond	Agreed and used to monitor 3x per year. HT and Y1 teacher visited other schools	Continue to use as part of monitoring process Continue to make links with local and schools further afield.	
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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
Prior assessment is used to ensure gaps are closed and pupils make accelerated progress	Teachers discuss and agree transition information on handover Teachers use PAG groups and set targets against FFT50 or above Reading assistants read at least 3x pw with children that don't read at home Reading assistants to visit Blackhorse primary to meet with RAs Speech and Language therapist weekly sessions to improve language and understanding	Teachers more informed about the children entering their class and gaps in knowledge. Targets set Confidence and fluency of children improved considerably. New resources purchased after the visit Lots of progress and improvement evidenced by S&L assessments	Need to aim for FFT20 target setting results Change the groupings, fewer children for more sessions and then change termly. Continue to fund where appropriate need	£7232

<p>Children can articulate their feelings in a controlled way and understand that problems can be overcome</p>	<p>Jigsaw PSHE programme</p> <p>ELSA assistant trained to work with most vulnerable</p> <p>Behaviour Support specialist</p> <p>Parent Support Advisor</p> <p>Play therapist</p> <p>Teachers to complete Thrive assessments on each child at beginning and end of year</p>	<p>The tiered approach to offering nurtured support has had an impact so that vulnerable children receive an appropriate level of support.</p>	<p>Not referred to throughout out the year so will cease to complete these.</p>	
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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
<p>All pupil premium pupils' attendance improved</p>	<p>Class teachers to talk to parents about the direct impact that non-attendance has on learning and social integration</p> <p>Work with EWO to monitor attendance and broken weeks</p>	<p>Parents have better understanding of impact on missed learning due to absence</p> <p>Termly meetings with EWO to discuss actions and ways forward with dealing in low attendance</p>	<p>Continue to do but needs logging when conversations have been had</p> <p>Continue to work with EWO</p>	<p>£1000</p>

<p>More pupil premium pupils attending extra-curricular clubs</p>	<p>Nominated teacher to contact parents to encourage attendance at extra-curricular clubs Offer of breakfast club to be used</p>	<p>No child misses out on the wider curriculum opportunities including residential camp through lack of capital funding. Maslow's hierarchy of needs – ensure that basic needs are being met so that the children are ready to learn.</p>	<p>Continue to provide these opportunities</p>	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk