

PUPIL PREMIUM STRATEGY 2019/2020

Summary information.					
School	St Michael's CE Primary School				
Academic Year	2019/20	Total PP budget	£79,200	Date of most recent PP Review	n/a
Total number of pupils	352	Number of pupils eligible for PP	60	Date for next internal review of this strategy	July 2020
Current Attainment (end of KS2 2019)					
	Pupils eligible for PP at our school		Pupils not eligible for PP (national average)		
% achieving expected standard or above in reading, writing & maths	36% (36% R, 55% M, 55% W)		TBC (national all pupils 2019 65%)		
% making expected progress in reading (as measured in the school)	TBC		0		
% making expected progress in writing (as measured in the school)	TBC		0		
% making expected progress in reading (as measured in the school)	TBC		0		
Current attainment in year data 2019					
	Y1	Y2	Y3	Y4	Y5
% achieving expected standard in reading at the end of 2019	100	64	56	57	36
% achieving expected standard in maths at the end of 2019	100	64	67	71	55

% achieving expected standard in writing at the end of 2019	100	64	33	64	55
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Barriers to future attainment (for pupils eligible for PP)
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)
A. The % PP pupils achieving RWM combined expected at the end of KS2 is below national at 36%, although 5/10 of the pupils had high SEN need. This is largely attributed to performance in reading (36%). Y2 reading, maths and writing attainment for PP pupils was also below national at 64%. Pupil Premium pupils in most cohorts struggle to maintain strong attainment in combined RWM other than those cohorts with small PP cohorts: this is particularly evident in cohorts with large PP SEN cohorts. Tracking for combined for these pupils needs to be improved.
B. In year data suggests that PP pupils perform less well in reading across school.
C. Pupil Premium pupils in school have specific language barriers compared to their peers (limited vocabulary and use of standard English). This impacts on their ability to access English.

Intended Outcomes (specific outcomes and how they will be measured)	Success criteria
A. Narrow gap between the performance of pupil premium pupils and their peers/ national in RWM at the expected standard in all year groups, with a focus on Y6 2020.	Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2020 and in year data also evidences that the gap between PP attainment and peers is narrowing.
B. Raise attainment in reading for pupil premium pupils.	Pupil Premium Reading attainment at the expected standard will be at least 85% by the end of 2020 for all cohorts and all PP non-SEN pupils will attain expected standards in reading.

C. Raise attainment in writing for underperforming pupil premium cohorts in school by focusing on writing interventions, spelling (RWI spelling) and developing pupils language/ vocabulary.	Pupil Premium writing attainment at the expected standard will be at least 85% by the end of the year for all cohorts, with improvements evident in spelling and use of vocabulary within books.
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Review of Expenditure				
Previous academic year 2018/19				
I. Quality teaching for all				
Action	Intended outcome	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>Whole school investment in the spelling scheme to ensure rigour in the content delivered, coverage for all year groups and opportunities to continually monitor and assess progress for PP children. In addition, tighten the delivery of specific teaching of common exception words.</p> <p>Targeted support for writing and spag, including interventions at point of need. Ensure curriculum offer is fluid and responsive to individual needs. Interventions provided by TAs plus qualified teachers (overstaffing).</p>	<p>Improve the attainment in reading, writing and maths for PP in all year groups, particularly y2 and y5</p>	<p>Pupil premium pupils at the end of KS2 performed below peers, however this was largely due to 50% of PP pupils in y6 having high SEN need.</p> <p>Pupil Premium KS2 outcomes: 36% RWM 36% Expected standard in reading 55% Expected standard in maths 55% Expected standard in writing.</p>	<p>Continue – however, improve monitoring and evaluation of progress of PP pupils in 2019/20, with a focus on reading.</p>	<p>£</p>
Action	Intended outcome	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

<ul style="list-style-type: none"> - Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress. - Optimum learning plans in place for all PP pupils not on track for attainment or progress. - Additional TA support deployed for interventions - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all PP pupils read regularly to practice skills and improve fluency. Develop 'love for reading' – book club to be extended to include all KS2 pupils and monitored to ensure PP pupils access it. - Teacher PP intervention 	<p>PP children across all year groups achieve well and make progress.</p>	<p>Pupil premium pupils at the end of KS2 performed below peers, however this was largely due to 50% of PP pupils in y6 having high SEN need. Pupil Premium KS2 outcomes: 36% RWM 36% Expected standard in reading 55% Expected standard in maths 55% Expected standard in writing.</p> <p>In year data shows that for some cohorts and classes the PP gap was reduced in 2018/19</p>	<p>Pupils to continue to access interventions – quality assure with more rigour in 2019/20</p>	
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3. Other approaches

Action		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
ii. Provide nurture provision for targeted children (access to a Learning Mentor)	2018/19	Good impact and vulnerable pupils are given the support they need to keep them in class accessing first quality teaching.	Provide nurture for those pupils in crisis only, managed well to enable them to still access a full curriculum.	£

Planned expenditure

Academic Year 2019/20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

1. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (reflex maths, Cornerstones)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum. Invest in drama opportunities in order to develop PP pupil's confidence, speaking and listening skills and therefore improving their cultural capital (Shakespeare project and also drama classes for all year groups). Devise optimal; seating plans for PP pupils.	The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's new pedagogy: "teach simply, practice thoroughly, feedback constructively, embody excellence. Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school make rapid progress in all areas but particularly reading and writing, and the % gap with their peers is closed. Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2020 and reading attainment for all cohorts will be at least 85% in reading in writing and maths.	EEF research evidences that Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	The leadership tea will conduct half termly reviews of teaching and learning with a focus on the learning of pupil premium pupils.	AA/PC/MW	At the end of each term and at the end of July 2020.
RWI spelling: £700; Cornerstones curriculum: £5000; Reflex maths: £1,300; CPD opportunities including release time to observe outstanding teaching: £3000; Drama and vocabulary development activities £6000				Total budgeted cost:	£16,000

2. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
- Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress.	Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age	Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	The leadership tea will conduct half termly reviews of both interventions and use of the TA	AA/PC/MW	At the end of each term and at the end of July 2020.

<ul style="list-style-type: none"> - Optimum learning plans in place for all PP pupils not on track for attainment or progress. - Additional TA support deployed for interventions/nurture when required - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all PP pupils read regularly to practice skills and improve fluency. Develop 'love for reading' – book club to be extended to include all KS2 pupils and monitored to ensure PP pupils access it. Train new TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom - Teacher PP interventions - Small classes and overstaffing to achieve the above. 	<p>related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school make rapid progress and the % gap with their peers is closed. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded and quality evaluated; structured conversations with PP families to continue. Ensure equality of opportunity / access to additional reading. Promote reading for pleasure. Continue with small classes and overstaffing to support all of the above.</p>	<p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>within the classroom, with a focus on the learning of pupil premium pupils.</p>		
<p>Overstaffing to achieve the above; additional reading resources to promote love of reading.</p>				<p>Total budgeted cost:</p>	<p>£31,600</p>

3. Other approaches

Action	Intended outcome	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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Fund contributions to visits for FSM pupils including residential visits	Raise children's aspirations and life chances	Positive impact for students who attended residential visits and enables equality of opportunity.	Management account monitoring	Admin	Termly
Provision of a Learning Mentor to work closely with disadvantaged pupils and families	Support for the wellbeing of pupils is achieved in order to enable them to access learning and first quality teaching.	EEF research evidences that access to good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Supporting the wellbeing of pupils will enable them to be 'learning ready' and function well in the classroom.	Termly pupil progress meetings and discussions about individual pupils, including leadership checking regularly that pupils are accessing first quality teaching.	PC/Sally	Termly
Fund scholarships for FSM pupils to access music/ instrumental lessons	Raise children's aspirations and life chances; develop resilience and discipline.	Positive impact for students who attended residential visits and enables equality of opportunity.	Management account monitoring	Admin	Termly
£5000 contribution towards visits; £25,000 contribution towards Learning Mentor role; £1600 towards music scholarship.				Total budgeted cost:	£31,600

Additional detail:

Exceptional support will be provided to pupils via our **enhanced staffing ratios**, with bespoke interventions at point of need. All Pupil Premium pupils who are at risk of not performing at the expected standard have individual action plans and are tracked closely and robustly monthly. This will mean that each disadvantaged child will receive individual input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions are planned for and adapted regularly to meet pupil's needs. Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually. Staff development in 2019/20 will include research into raising confidence and resilience of PP pupils in the classroom.