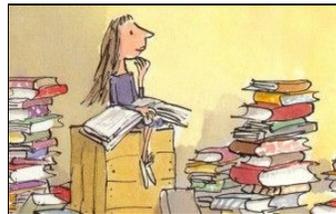




St. Michael's Church of England Primary School

Closing the Disadvantaged Gap 2016-17

Pupil Premium Strategy Statement



Pupil premium strategy statement 2016/17: St. Michael's C of E Primary School

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities of disadvantaged children, those eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. At St. Michael's C of E Primary School the aim is for ALL pupils to achieve their full potential and that the school compares well with other schools both locally and nationally.

Implementation

St. Michael's C of E Primary school receives a substantial amount of money called Pupil Premium funding. This is now a significant contribution to the school's overall budget. Pupil Premium money at our school is used to raise attainment further, raise aspirations and extend opportunities.

Approaches used across the key stages are:

Raising Attainment:

- Use of high quality teaching assistants to lead small group work
- Use of high quality teaching assistants to provide personalised learning for key individuals
- Use of high quality teaching assistants to deliver Speech and Language programmes of work
- Purchasing of a Specialist Teacher to assess and recommend personalised strategies for teaching and learning
- Purchasing of the Educational Welfare Service to support higher school attendance of disadvantaged children.

Raising Aspirations:

- Addressing emotional needs through use of CAMHS recommended interventions
- Enhanced SENCO role to encourage parental involvement through the implementation of Early Help Assessments (EHA) and Team Around the Child meetings.
- Increasing pupil and parent voice by implementing person centred planning to inform plan, do, review cycles, including Individual Education Plans (IEP).

Extended Opportunities:

- The funding of extra-curricular activities and residential visits.
- Purchasing of equipment and resources recommended by outside agencies.
- Parental involvement activities to support children's' learning.

1. Summary information					
School	St. Michael's C of E Primary				
Academic Year	2016/17	Total PP budget	£95.0400	Date of most recent PP Review	n/a
Total number of pupils	283	Number of pupils eligible for PP	77 (27.2%)	Date for next internal review of this strategy	April 6 th 2017

2. Current attainment		
Achievement of Pupil Premium Children at Key Stage 2 (2016)	<i>Pupils eligible for PP (8)</i>	<i>Pupils not eligible for PP (22)</i>
% of pupils achieving the expected standard in reading, writing and maths	50%	57%
Reading progress score	-4.48	1.58
Writing progress score	-5.25	1.06
Maths progress score	1.61	2.57

SPTO - Autumn term 2016

DFE SCHOOL PROGRESS MEASURE

Below expected progress

Above expected progress

School Progress Score: **- 0.6** Writing

46.7% [14/30]

53.3% [16/30]

School Progress Score: **= 0.0** Reading

50.0% [15/30]

50.0% [15/30]

E Wood - September 2016

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Many pupils eligible for pupil premium also have SEN: 44.4% of our SEN children are also PP (Oct 2016)
B.	EYFS on-entry 2016 baseline assessments for reading are low: 66% of PP chn on entry are below expected & 66% of PP are summer births.
C.	With the school expansion programme there is limited space for small group or individual booster or extension work.
D.	Staffing of small group or individual booster or extension work.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Lack of family engagement in school related activities such as Tapestry, homework, reading etc.
B	Families involved in CP, CIN or TAC
C	Attendance
D	Family Aspirations

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading for all PP (77) pupils across the school.	+10% improvement in reading scores across the school. 56.6% of all 77 PP children are ARE and above. Target 1: 66.6% (to match whole school reading score) Target 2: 69.9% (to match not PP reading score)
B.	Higher rates of attainment for high attaining pupils eligible for PP. Focus group: 5 children in Year 4 all identified as ARE and above.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability. Autumn 2016 % children ar DOL #3. Target : 80% (4 out of 5) achieve depth of learning at least #3
C.	Increased attendance rates for pupils eligible for PP. Non PP attendance for whole school attendance end of academic year 2015/16 was 96.85% PP attendance 94.57%	Whole school attendance target is 96%. Target 1: Close the attendance gap between PP and non PP chn. Target 2: PP at 96+%

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. Improved reading for all 77 PP pupils across the school.	Identify children who may benefit from reading interventions with TAs. Effective use of intervention Tell Phonics in Y1/Y2 had a positive impact last academic year 2015/16 – to ensure continued success this academic year.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit, suggest developing effective reading comprehension strategies is an effective way to improve attainment across all subjects and it is suitable as an approach that we can embed across the school.	Staff meeting time set aside to follow up from the initial training Increased % of children on track and above track in end of year assessments (based SPTO). Higher number of points scored in Year 6 SATs in key areas: inference, identifying themes, vocabulary.	PF/CRG/KW	Jan 2017
B. Higher rates of attainment for high attaining pupils eligible for PP.	Improved deployment of TA's to deliver evidence based interventions. Whole school to adopt pedagogy of Project Mobilise 'Making the Best Use of Teaching Assistants'.	Research produced by EEF has evidence based recommendations for change in the use of Teaching Assistants. At St Michael's we aim to analyse the context of TA use in school, understand the evidence and recommendation for change and introduce a sensitive process for managing change.	Each KS leader will manage their team to best need the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings. Staff meetings after attendance at Project Mobilise Roadshow events will reflect learning and allow time to complete audits, surveys and RAG observations.	PF/CW/EW/JM/CRG	Half termly
C. Improved CPD for all staff, related to Autism and other specific SEN issues.	AET Tier 1 Training for all school staff. Positive Handling Training for identified members of staff.	Research from Autism Education Trust (AET) suggests that increased understanding and awareness of autism and the way it affects pupils in school will help school staff to become better at building relationships with pupils who have autism, therefore enabling them to work more	Use of Blue Sky for all members of staff, training and support given by CW in regular meetings.	PF/CW/EW	Tier 1 28.9.16 Positive Handling 31.10.16

		effectively in a welcoming and safe environment.			Review Jan 2017
Total budgeted cost					£24,987

ii. Targeted support					
FS					
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?
For all children to make a Good Level of Development.	<p>Additional TA employed to target PP children one day a week.</p> <p>Each EYFS staff member is allocated a PP child on a half termly basis. They provide individual support in a specific area of need.</p>	<p>All children benefit from additional adults in the class; one teacher, one TA2 and one TA1.</p> <p>Daily intervention based on individual targets set by the teacher.</p> <p>Children benefit from having a key person. This helps them to develop secure attachments and supports their PSE development.</p>	<ul style="list-style-type: none"> • Thorough planning and tracking documents • Ongoing assessments • Flexible groupings • Monitoring of results and impact of support • Appropriate resources • Staff training - FS meetings, sharing best practice and peer observations. • Observations and regular monitoring by PF/GP 	GP	Termly
For children to meet the expected standard in reading by the end of Foundation Stage.	<p>4 differentiated groups in Phonics</p> <p>Individual target setting (3 week cycle)</p> <p>Planning from children's interests</p> <p>Objective led planning</p> <p>Bookmark reward system</p>	<p>The children benefit from working in small ability groupings.</p> <p>Children are set SMART targets from ongoing assessments and spontaneous observations. Targets are regularly shared with parents through Tapestry.</p> <p>Children learn best when activities interest them. Objective led planning allows staff to deliver individual targets during play, when children are showing high levels of engagement.</p> <p>The bookmarks encourage the children to read their banded book through a reward</p>	<ul style="list-style-type: none"> • Thorough planning and tracking documents • Ongoing assessments • Flexible groupings • Monitoring of results and impact of support • Appropriate resources • Staff training - FS meetings, sharing best practice and peer observations. • Discussions with parents who are not engaging in reading activities • Observations and regular monitoring by PF/GP 	GP	Termly

	<p>Reading meeting for parents and weekly phonic newsletters</p> <p>Morning support groups</p> <p>Individual reading support</p> <p>Guided reading sessions (HA)</p>	<p>incentive. This also encourages parents to support their child's reading at home.</p> <p>Parental support is proven to have a significant impact on a child's achievement. Parents are well informed and are given examples of how they can support their child at home.</p> <p>Precision teaching groups are planned each morning. Children are grouped by an identified area of need.</p>			
<p>For children to meet the expected standard in writing by the end of Foundation Stage.</p>	<p>4 differentiated groups in Phonics</p> <p>Daily differentiated fine motor activities</p> <p>Individual target setting (3 week cycle)</p> <p>Planning from children's interests</p> <p>Objective led planning</p> <p>Weekly phonic newsletters</p> <p>Morning support groups</p> <p>Individual writing support</p>	<p>The children benefit from working in small ability groupings.</p> <p>The children are split into 4 ability groupings to support their fine motor development.</p> <p>Children are set SMART targets from ongoing assessments and spontaneous observations. Targets are regularly shared with parents through Tapestry.</p> <p>Children learn best when activities interest them. Objective led planning allows staff to deliver individual targets during play, when children are showing high levels of engagement.</p> <p>Parental support is proven to have a significant impact on a child's achievement. Parents are well informed and are given examples of how they can support their child at home.</p> <p>Precision teaching groups are planned each morning. Children are grouped by an identified area of need.</p>			

	Guided writing sessions (HA)				
KS1					
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?
For children to make good progress and reach the expected end of year standard in maths.	Maths: 3 differentiated sets	The least able children benefit from additional adults in the class; one teacher, one TA2 and one TA1. The middle and higher attainers work with one teacher and one TA1 per group.	Observations by PF/CRG. Assessments of the children.	CRG/PF	Termly.
For children to meet the expected standard in phonics by the end of Year 1. For children to meet the expected standard in phonics by the end of Year 2 if they didn't meet the standard in Year 1. For children to be secure in Phase 6 by the end of Year 2.	Phonics: 5 differentiated groups	5 groups for phonics in KS1. The children benefit from working in mainly small groups (ranging from a small group of 8 to a group of 21) in Phases 3, 4 and 5. The majority of the Year 2 children who met the expected standard in phonics at the end of Year 1 work in a group of 30 on Phase 6.	Observations by PF/CRG. Assessments of the children.	CRG/PF	Termly.
For children to meet individual targets set.	IEP Support	1:1 support for children who have an IEP in KS1. The children work on targets suggested by the specialist teacher of their class teacher with a TA2.	Class teachers to liaise with TA2 delivering content. SENCO and STAPS, other professionals to advise.	CRG/PF	Termly.
For children to meet the expected standard in phonics by the end of Year 1. For children to meet the expected standard in phonics by the end of Year 2 if they didn't meet the standard in Year 1.	TELL Phonics Support	Targeted small group support for children in Year 2 who did not meet the expected standard in phonics at the end of Year 1 and children in Year 1 who have been identified as being at risk of falling behind and not meeting the expected standard at the end of Year 1.	Assessments of children. Observations by PF/CRG.	CRG/PF	Termly.

For children struggling with spelling to become more confident. For children to apply spelling knowledge in their writing.	Spelling Support	Children in Year 2 who have been identified as needing support with spelling. Different approaches are used such as 'rainbow' writing, air tracing and writing.	Assessments of children. Observations by PF/CRG.	CRG/PF	Termly.
For children to make progress towards meeting/ to meet the expected standard by the end of the year.	Guided reading (comprehension focus)	Children work in a small group to complete a guided reading activity or a reading comprehension activity. Supported and guided by a TA2.	Assessments of children. Observations by PF/CRG.	CRG/PF	Termly.
For children to make progress towards meeting/ to meet the expected standard in writing by the end of the year.	Sentence Writing	Children work in a small group with a TA2 to improve basic literacy skills such as CL, FS, spacing, spelling and checking for sense.	Assessments of children. Observations by PF/CRG.	CRG/PF	Termly.
For children to make progress towards meeting/ to meet the expected standard in reading by the end of the year.	Individual reading	Children read 1:1 with a TA2 and are asked comprehension questions	Assessments of children. Observations by PF/CRG.	CRG/PF	Termly.

Lower KS2

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?
For children to make good progress and reach the expected end of year standard in maths.	Maths: 3 differentiated sets	The least able children benefit from additional adults in the class; one teacher and one TA1, also class size is smaller at 22. The middle and higher attainers work with one teacher and one TA1 per group.	<ul style="list-style-type: none"> ● Depth of Learning approach to planning ● Targeted and dialogue marking ● Assessment ● Flexible groupings ● Monitoring of results ● Appropriate resources ● Linked to Project Mobilise ● Observations by PF 	JM/GF	Termly.
For children to make good progress and reach the expected end of year standard in Literacy.	Literacy: 3 differentiated sets	The least able children benefit from additional adults in the class; one teacher and one TA1, also class size is smaller at 22. The middle attaining group of 32 work with one teacher and two TA1s. The higher	<ul style="list-style-type: none"> ● Depth of Learning approach to planning ● Targeted and dialogue marking ● Assessment ● Flexible groupings ● Monitoring of results 	JM	

		attaining group of 34 working with just a teacher .	<ul style="list-style-type: none"> • Appropriate resources • Linked to Project Mobilise • Observations by PF 		
For children struggling with spelling to become more confident. For children to apply spelling knowledge in their writing.	Spelling	Phonic Booster group - running parallel with the Reading Wheel. Spelling: 3 spelling groups (4 x 30 mins - am) and phonic booster group (3 x 20 mins - pm) Autumn term 2 - introduction of dictation spelling test and investigative approach.	<ul style="list-style-type: none"> • Assessment • Flexible groupings • Monitoring of results • Appropriate resources • Linked to Project Mobilise 	JM	
For children to make progress towards meeting/ to meet the expected standard in writing by the end of the year.	Topic with a writing focus (History, geography, DT and Art)	4 groups of 22/23 streamed for ability in year groups. RED - lower year 3 (Tuesday 22 children, 2 teachers) BLUE - lower Year4 (Tuesday 22 children, 2 teachers)	<ul style="list-style-type: none"> • Depth of Learning approach to planning • Targeted and dialogue marking • Assessment • Flexible groupings • Monitoring of results • Appropriate resources • Linked to Project Mobilise • Observations by PF 	JM	
For children to make progress towards meeting/ to meet the expected standard by the end of the year.	Reading comprehension	Monday: timetabled for all children to change up to 2 new reading books. Benchmarking used to ensure children reading correct colour band book. Tuesday -Thursday: Reading comprehension part of 3 time per week Reading Wheel. Over 2 week rotation all non-phonics group children complete reading comprehensions. Friday: Cracking Comprehension programme in groups of 15 (other half doing French). Week A: whole group work , followed by reading activities. Week B: Practice test, followed by reading activities Targeted support and marking of SEN, PP, Red Zone and high attaining Year 4 PP. School reading log programme.	<ul style="list-style-type: none"> • Marking • Assessment • Monitoring of results • Appropriate resources • Link to project mobilise • Observations by JM/PF 	JM	Termly
For children to make progress towards meeting/ to meet the expected standard in reading by the end of the year.	Individual reading	Targeted children read 1:1 with a TA or adult helper and are asked comprehension questions. Build up reading resources to enthuse the child to want to read. Eg. Wide range of books (fiction and nonfiction), reading games and activities.	<ul style="list-style-type: none"> • Assessments of children. • Appropriate resources • Build into Year 3 and 4 timetable • Link to Project Mobilise • Observations by PF/JM 	JM	Termly.

For PP children on the SEN Register to meet individual targets set.	IEP Support	1:1 or small group support for children who have an IEP in year 3 and 4. The children work on targets suggested by the specialist teacher or their class teacher with a TA.	<ul style="list-style-type: none"> Class teachers to liaise with TA delivering content. SENCO and STAPS, other professionals to advise. Timetabled into worship slots 3 times a week. 	JM/EW	Termly.
Upper KS2					
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?
For PP children to make good progress in maths and literacy.	All children to have quality first teaching and well planned small group intervention. Class sizes smaller for those with greater needs.	Small class sizes improve progress.	<ul style="list-style-type: none"> 3 classes of (17 - 24 children) across two year groups. Observations by PF/JM 	KW/VC /CW/KF	Termly
For PP children to make good progress in maths and literacy.	Planned intervention for phonics, literacy and maths.	Smaller adult to child ratio of adult led, evidenced based interventions.	<ul style="list-style-type: none"> Class teachers to liaise with TA delivering content. SENCO and STAPS, other professionals to advise. Observations by PF/JM Monitored by SENCO 	KW/VC /CW/KF	Termly
For PP children to make good progress and reach the expected end of year standards in reading.	Individual reading Targeted children read 1:1 with a TA or adult helper and are asked comprehension questions.	Research has shown children will progress quicker in reading with regular 1:1 opportunities to read, where focused questioning can develop understanding.	<ul style="list-style-type: none"> Assessments of children. Appropriate resources Build into Year 5 and 6 timetable Link to Project Mobilise Observations by PF/JM 	KW/VC /CW/KF	Termly
For PP children on SEN Register to meet individual targets set.	IEP Support 1:1 or small group support for children who have an IEP in year 5 and 6. The children work on targets suggested by the specialist teacher or their class teacher with a TA.	SEN intervention meet specific needs of children and allows for precision teaching.	<ul style="list-style-type: none"> Class teachers to liaise with TA delivering content. SENCO and STAPS, other professionals to advise. Timetabled into worship slots 3 times a week. 	KW/VC /CW/KF	Termly.

Whole School

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?
For children to enjoy reading and make progress towards meeting/ to meet the expected standard in reading by the end of the year.	Reading Log Program (Roald Dahl)	The more often a child reads the better they should be. School promoting the enjoyment of reading - Roald Dahl Theme Day Encouraging children to read through Reward Incentives.	Headteacher taking the lead raises the profile. Certificates presented weekly during Friday's Celebration Assembly. Reading Logs collated centrally by the School Office. Teachers informed termly on % of children achieving Reading Logs. Letters home to parents of those not reading regularly.	PF	December 2016 April 2017 July 2017
Any underlying need of PP children to be identified early.	Purchasing of a Specialist Teacher service to assess individual children identified as working below ARE. Quality first teaching and interventions implemented to support individual needs.	Early identification of need is essential in delivering quality first teaching and/or intervention work to suit the particular needs of an individual pupil.	Sharing of specialist teacher reports with relevant staff and parents Recommendations in the reports should be reflected in an IEP (if the pupil has one)	EW	Annually (after initial request for assessment)
Total budgeted cost					£71,157
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?
Develop support networks for families to help engage parents with school in a more positive way.	Identify families in need of support through increased contact with SENCO and completion of Early Help Assessments and Team Around the Child.	Early Intervention is recognised as best practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children.	Case supervision from the Early Help Consultants. Regular monitoring of SENCO role by SMT and governors.	EW/PF and governors	6 – 8 weeks in line with TAC/CIN deadlines.

Increased attendance rates for pupils eligible for PP.	Employment of EWO	Early Intervention is recognised as best practice approach to help families most in need, providing support to help families engage with school with an aim to improve outcomes for children.	Implementation of Attendance Policy. Termly monitored attendance. Attendance to be celebrated with children in Worship and on Facebook.	EW/RH/P F	Termly £100
Access to educational visits for all.	Subsidised trips for PP chn, including the PGL residential trip.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Business Manager	LT	April 17
Extra curricular activities and music tuition available to all PP children.	Subsidised peripatetic music tuition and paid for after school clubs.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Business Manager	LT	April 17
Total budgeted cost					£3,000