



St Michael's CE Primary Pupil Premium Statement 2019

Review of 2018-19 spend and Planned spend for 2019-20

Aim

To raise the achievement/progress of all PP students to above the national average benchmark while closing the gap between PP and non-PP students.

Background

The Pupil Premium is funding which is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Context

The information below outlines the funding which was allocated of St Michael's CE Primary for the 2018-2019 academic year, how this was spent and the impact of that spend. In the 2018-2019 academic year, each FSM Ever 6 eligible pupil attracted £1,320 through the Pupil Premium. Each Looked After Child attracted £2,300 through the Pupil Premium Plus. Each Service Child attracted £300.

2018/2019	
Number on Roll	660
Eligible for PP	101

Total pupils eligible (Jan 18 census)	Number of post-LAC	Number of service children	Total resource allocation:
98	1	2	£132,260
£129,360	£2,300	£600	

Pupil Premium Spend 2018-19

	Area of support	Detail	PP expenditure
Quality of teaching for all	Catch up intervention	Salary, resources and training	£26,047.00
	Additional morning teachers to support attainment and progress in English and Maths in Y4,5,6	Salary, resources and training	£19,618.00
	Additional TAs in Y3	Salary, resources and training	£785.00
	Additional Y6 teacher every afternoon	Salary, resources and training	£1,897.00
	In-class provision	Support to PP pupils in class	£29,415.00
Targeted support	Reading Plus	Daily sessions on Reading Plus programme	£222.00
	Precision teaching	Cost for 2 TAs in the afternoons	£4,525.00
	Emotional Literacy Support Assistants	Members of the pastoral team employed by the school	£11,286.00
	Nurture Room Provision	Members of the pastoral team employed by the school	£9,869.00
	Family Support – parental engagement	Member of the pastoral team employed by the school	£6,137.00
	Easter Booster	Cost of teachers	£790.00
	BACP Accredited Counsellor	Externally contracted to support higher level needs not met by the School's pastoral team	£6,120.00
	Breakfast Club	Provision for 4 students over the year	£2,912.00
	After School Provision	Provision for 3 students 1 hour per day	£1,957.00
	Holiday Club Provision	Provision for 3 students during holidays	£7,243.00
Other approaches	School related charges	Contributions to school related charges such as uniform & instrumental lessons	£2,750
	Music club for PP children	Cost of 10 sessions with Cathy Murray	£600
	Matilda Trip	Cost of tickets for PP children to attend the performance	£1300
	Beowulf	Cost of tickets for parents to watch the performance	£117
	TOTAL SPEND OF PUPIL PREMIUM FUNDING		£133,590.00

Impact of Pupil Premium Funding 2018-19

Below we have measured the impact of the PP spend through looking at the in-line progress and accelerated progress of pupil premium children compared to non-pupil premium children.

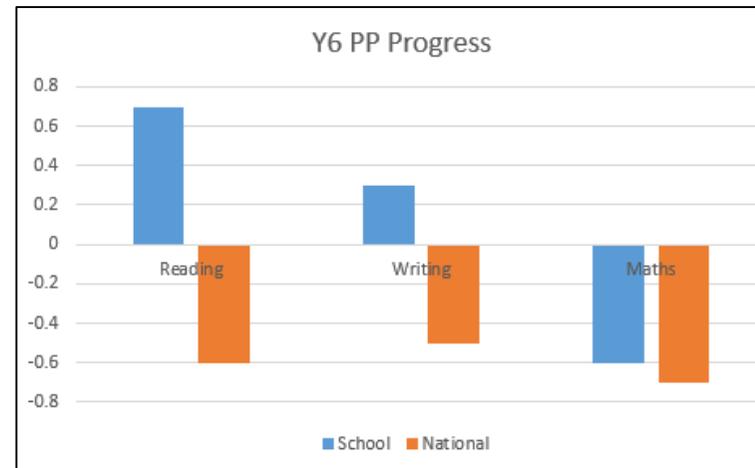
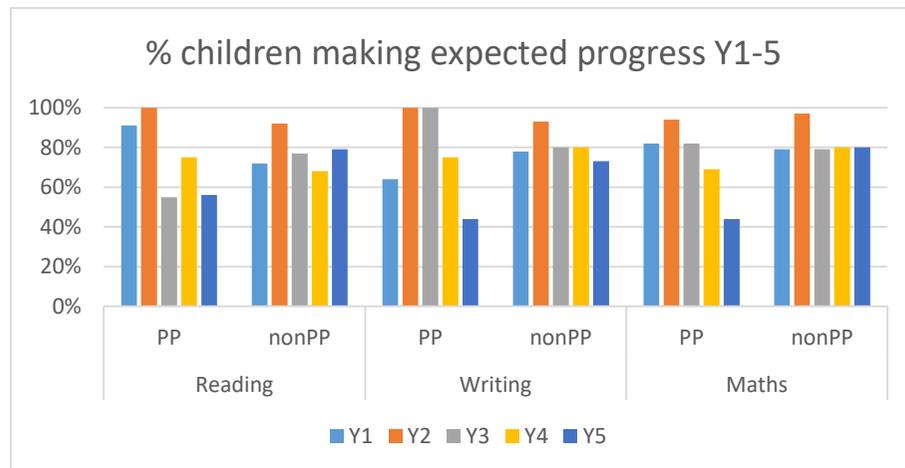
The chart below shows the percentage of children in each year group (1-5) who made at least expected progress in each of reading, writing and maths in the 2018/19 academic year, and the progress scores for Y6. We have measured expected progress as continuing at the same age related standard between the beginning and end of the year. For example, a child in reading at the Wa standard at the end of Y4 continuing to be Wa at the end of Y5 would be making expected progress.

In Line + Progress		Y1	Y2	Y3	Y4	Y5	Y6
Reading	PP	91%	100%	55%	75%	56%	0.7
	nonPP	72%	92%	77%	68%	79%	-0.4
Writing	PP	64%	100%	100%	75%	44%	0.3
	nonPP	78%	93%	80%	80%	73%	0.8
Maths	PP	82%	94%	82%	69%	44%	-0.6
	nonPP	79%	97%	79%	80%	80%	1.6

The charts show that more PP children made expected progress in at least 2 subjects in Y1, Y2 and Y3. In Y4 more PP children made progress in reading but not in writing or maths. In Y5 and Y6, more non-PP children made expected progress.

This shows that, at the expected progress level, PP children performed well last year in KS1 and Y3, whilst less well in Y4, 5 and 6; compared with non-PP children.

Additional national data for Y6 shows that our PP children made better progress than PP children nationally. Nationally, PP children's progress scores were Reading -0.62, Writing -0.47 and Maths -0.71.



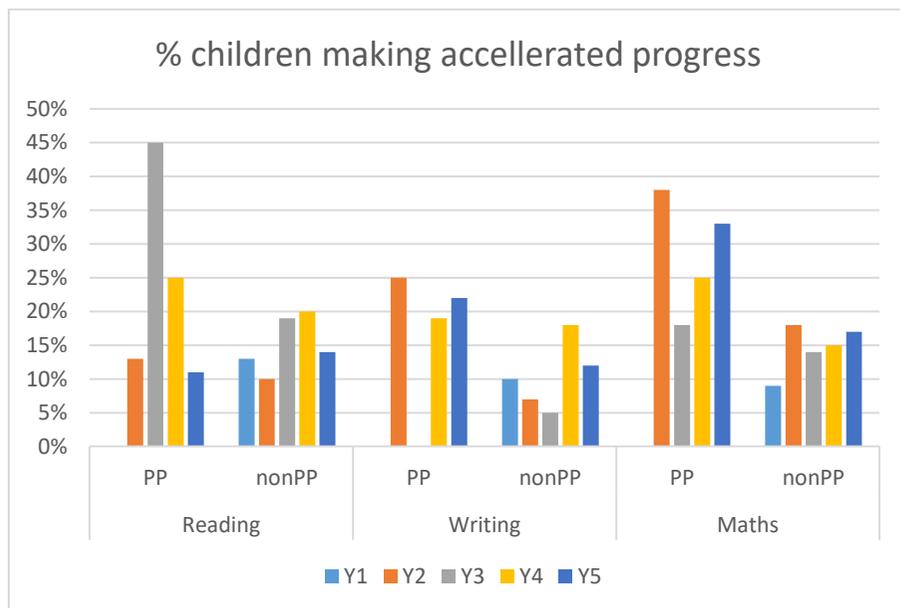
The chart below shows the percentage of children in each year group who made accelerated progress in each of reading writing and maths in the 2018/19 academic year. We have measured accelerated progress as moving up a standard between the beginning and end of the year. For example, a child in reading at the Wa standard at the end of Y4 reaching Gd at the end of Y5 would be making accelerated progress.

Accelerated progress		Y1	Y2	Y3	Y4	Y5
Reading	PP	0%	13%	45%	25%	11%
	nonPP	13%	10%	19%	20%	14%
Writing	PP	0%	25%	0%	19%	22%
	nonPP	10%	7%	5%	18%	12%
Maths	PP	0%	38%	18%	25%	33%
	nonPP	9%	18%	14%	15%	17%

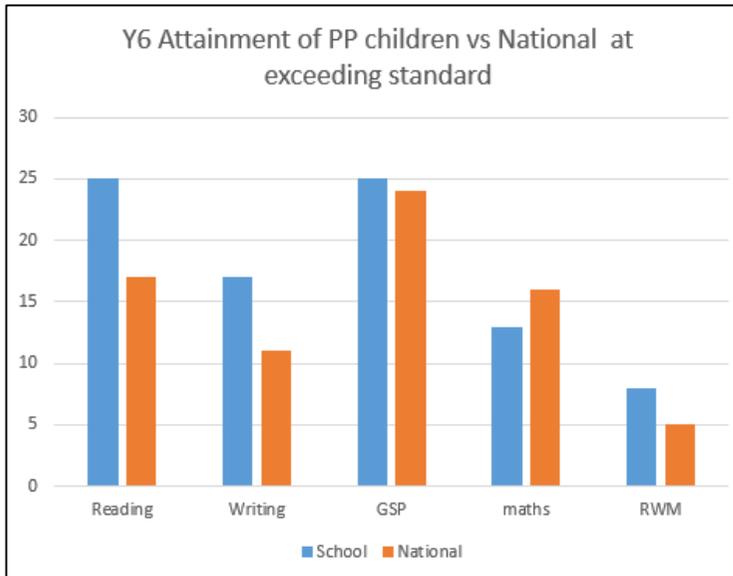
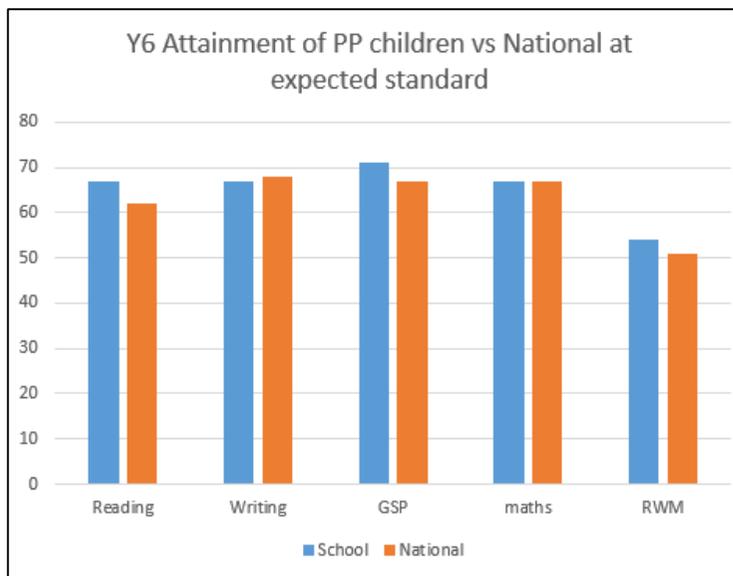
The charts show that more PP children made accelerated progress in at least 2 subjects in Y2, Y3, Y4 and Y5. In Y1 more PP children made progress in all three subjects.

In particular, more PP children were able to make accelerated progress in maths compared to non-PP children. This shows that, at the accelerated progress level, PP children performed well last year in Y2-5, whilst less well in Y1.

This shows we are closing the gap between PP and non-PP children in terms of accelerated progress.



Looking in more detail at Y6, below are the attainment graphs for the school when compared to national data. They both show that, at the end of KS2, our children perform well compared to children nationally at both the expected and exceeding levels.



3. Review and impact of expenditure

Academic Year 2018-19

i. Quality of teaching for all

Action	Intended outcome	Impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
<p>To provide catch up intervention sessions for KS1 and KS2 children. These were small groups targeted booster sessions set up by class teachers and YGLs based on progress review meetings. The support varied.</p> <p>Additional morning teachers to support attainment and progress in English and mathematics in Y4,5,6.</p> <p>Additional TAs in Y3</p> <p>Additional Y6 teacher in the afternoon.</p> <p>Classroom based teaching assistants.</p>	<p>For the number of children making in-line or accelerated progress to be at least the same as non-PP children across all of KS2 in reading.</p> <p>For the number of children making in-line or accelerated progress to be at least the same as non-PP children across all of KS2 in maths.</p>	<p>Following progress meetings and discussions at YGL meetings, staff deployed a range of strategies for engaging, targeting and formatively assessing PP children. These strategies are specific to the needs of each individual year group, and decided upon by the YGL in discussion with SLT at progress meetings.</p> <p>Approaches include:</p> <ul style="list-style-type: none"> - Changing seating arrangements to ensure they are in a prime position for visibility and accessibility for teachers - Targeted marking (eg marking PP books first each day) - Reading every day with targeted PP children - Reminders for individuals about presentation in maths books - Formative assessment of PP children's choice of challenge in maths lessons. <p>During the spring observations, the quality and quantity of work of both PP and non-PP children was investigated, following an external consultant's observation that quantity and quality were not as good in PP books. The observations concluded there was no noticeable difference in either.</p> <p>Additional morning teachers in Y4, 5 and 6 enabled specific children and groups of children to be targeted for support and individualised teaching.</p> <p>The additional Y6 teacher in the afternoon was able to further support individual needs. Our PP Y6 pupils made more progress than PP children nationally in all three subjects.</p>	<p>We will continue the extra teacher in Y5&6. As Y4 contains 120 children, we will not place an additional teacher into this year group, but instead deploy class based TAs who will be able to cater for more class-specific needs.</p> <p>We will continue with the additional Y6 teacher in the afternoon.</p> <p>We will continue to have class based teaching assistants in YR-4 for at least mornings and most full days.</p>	<p>Approx £90K</p>

ii. Targeted support				
Action	Intended outcome	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
Reading Plus	To develop children's ability to read fluently and develop comprehension skills.	All of the 5 PP children who used the R+ scheme were able to at least maintain progress from Y5, and one moved from Wa to Gd. From their Autumn tests, the children all scored higher in their final test by an average of 5.4 marks.	Reading + continues to be an effective way to develop children's reading speed and stamina.	Approx £40K
Precision teaching	To provide focussed support for individuals through precision teaching.	12 children across KS2 received precision teaching. Precision teaching was primarily used to support children with spelling needs.	We will continue to support individuals with specific needs through precision teaching.	
Emotional Literacy Support Assistants	Provide strategies to promote independence and resilience to ACE (adverse childhood experiences).	These sessions have enabled the children to integrate more readily into their classroom settings.	Continue to provide vulnerable children and their families with the same range of pastoral support.	
Nurture Room Provision	To develop socialisation and self-awareness skills in a nurturing environment.	Children have benefited from focused one-to-one and small group support to develop their self-esteem and confidence. Whilst this is difficult to measure specifically with attainment information, these children have been more-able to play an active role in classroom learning.		
Family Support – parental engagement	Member of pastoral team employed to support PP families in order to seek Early Help (to prevent social service involvement).			
BACP Accredited Counsellor	To support children with developing SEMH (social, emotional mental health).	5 PP children received counselling support during the year and was successful in supporting those children with a range of different needs.		
Easter Booster	Easter booster sessions for targeted children to accelerate progress in reading and maths.	The PP children who attended the Easter booster had average progress scores of: reading -0.5, writing +3.6 and maths +1.5. These scores are better than the cohort as a whole for writing and maths (+0.7 +1.0 respectively) and similar to reading (-0.1).	This targeted support will be repeated as it had a very positive impact on these children.	

iii. Other approaches				
Action	Intended outcome	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
Breakfast club	To provide PP children with a healthy breakfast so they are ready to learn in class.	15 children were supported at some point during the year to receive Breakfast Club funding. This guaranteed that, on these day, these PP children were in class at the correct time ready to learn.	Providing the funding for breakfast club has worked for the majority of children and we will be continuing to identify other children who may require support to ensure they are at school on time.	Approx £15K
After school club provision	To provide a safe and stimulating environment after school to develop social experiences.	The children who received After school/holiday club provision had the opportunity to take part in a number of additional activities and trips.	Providing the funding for individuals identified as benefitting from 'wrap around' care will be continued in 2019/20.	
Holiday club	To provide a safe and stimulating environment after school to develop social experiences.			
School related charges	To provide FSM families with help towards the purchase of school uniform, to enable them to feel part of the school community. To contribute 50% of the residential cost for PP children.	We have enabled children to wear uniform and take part in residential visits, therefore enabling them to feel part of the school community.	We will continue this contribution of £100 for anybody receiving FSM, not all PP children. We will continue to contribute 50% of the residential cost for PP children.	
Music club for PP children	To provide PP children from Y2-6 with an opportunity to take part in a percussion music group.	The early-morning group was well-attended by 13 children, who enjoyed the opportunity to develop their sense of rhythm.	We needed to have a follow on for this group as there was not an opportunity to take this further later in the year.	

<p>Matilda Trip & Shelley Theatre Trip</p>	<p>To provide all children in the school with the opportunity of attending a theatre experience. Y1 and YR: M&M production at the Shelley theatre; Mayflower Matilda for Y2-6.</p> <p>To contribute 50% of the cost for PP children.</p>	<p>With the exception of a few children, all of Y2-6 went to the Mayflower Theatre to see Matilda. It was a fantastic opportunity for all of our children and feedback was overwhelmingly positive. YrR and Y1 also enjoyed their trip to the Shelley Theatre.</p>	<p>We will not be repeating the theatre trips on the same scale next year, but there will be a Y4 trip to the theatre to watch Lion King.</p>	
<p>Beowulf</p>	<p>To provide Y4&5 PP children in the school with the opportunity of singing with the Armonico Consort.</p>	<p>24 children took part in the Beowulf performance at the Poole Lighthouse Theatre with the Armonico Consort. It was a fantastic opportunity which the children thoroughly enjoyed.</p>	<p>Next year, these same children will get the opportunity to perform in the Royal Albert Hall with the same orchestra.</p>	

4. 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.	PP pupils entering Y6 (2019/20) did not make as much progress as non-PP children, across all subjects, in Y5 last year. This is a significant group as there are 24 PP children in Y6.
B.	On average, PP children are not reading as regularly at home as non-PP children.
External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
C.	PP children's attendance was below the whole school in 2018/19, at 94.38% (whole school 95.50%).
D.	Financial constraints mean some PP children do not have access to opportunities non-PP children have, such as extra curricular activities.

5. Desired outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	PP children will have progress at least in line with non-PP children.	<ul style="list-style-type: none"> The end of year progress score will be either the same or higher for PP as for non-PP.
B.	PP children will read more at home.	<ul style="list-style-type: none"> The average number of reads will be either the same or higher for PP as for non-PP across the school.
C.	To ensure the attendance of PP children increases to in line with non-PP children.	<ul style="list-style-type: none"> PP attendance in line with non-PP pupil attendance figures.
D.	To support PP children further in a wider range of opportunities in and out of school.	<ul style="list-style-type: none"> There will be more opportunities for PP children to attend after school clubs, music lessons and extra-curricular activities.

6. Planned expenditure (£164,200, based on 125 children including 2 LAC, 5 postLAC and 3 service children)

Academic year **2019-20**

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?
<p>PP children will have progress at least in line with non-PP children.</p>	<p>Termly progress reviews with a focus on PP group of children leading to targeted interventions based on outcomes and progress.</p> <p>Additional teachers in Y5 and 6.</p> <p>Additional TAs in Y4 this year (due to 120 children requiring 4x TAs rather than 1x additional teacher).</p> <p>Careful positioning of PP children in classroom settings.</p> <p>Additional Y6 teacher every afternoon.</p> <p>Focused volunteer support for PP children.</p>	<p>Progress reviews have worked well for many years in identifying individuals requiring support and for year group to gain a cohort overview.</p> <p>These teachers allow all groups of children to be targeted for support.</p> <p>The class TAs in Y3 worked well for this larger year group, therefore we will continue this year as well.</p> <p>This worked well last year for individual children and teachers.</p> <p>Increase in number of PP children in 2018 19 Y6 cohort (24 compared to 16 in 2017 18).</p> <p>To support vulnerable PP readers.</p>	<p>DHT and HT to lead progress and attainment review. They will unpick the PP provision and tracking with each year group.</p> <p>Learning walks and year group observation mornings will have a focus to look at the PP children.</p>	<p>BK and RF – whole school overview.</p>	<p>Termly</p>

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?
PP children will read more at home.	<p>All children's reading will be tracked.</p> <p>TAs and volunteers will be used to target PP children who are not reading as much at home.</p> <p>Reading conferences termly with PP children, to determine their individual barriers to reading.</p>	<p>We have tracked reading before and it is an efficient way of highlighting non-readers.</p> <p>Reading conferences are an informative way of unpicking reading behaviours of children, and an opportunity to give 1:1 advice and guidance on habits.</p>	Half termly analysis of reading trackers by DHT to ensure they are being used effectively.	DHT	Termly
To ensure the attendance of PP children increases to in line with non-PP children.	<p>Breakfast Club places for PP children.</p> <p>BACP Counsellor employed to see PP children who require SEMH support but who are not accessible to CAHMS.</p> <p>ELSA support for PP children who may be struggling emotionally or socially.</p> <p>Systematic monitoring by ESW/Attendance officer, effective management of attendance and robust policy.</p> <p>Proactive support for individual cases (e.g taxis, home visits)</p> <p>Meetings with parents</p> <p>School nurse deployment</p> <p>Liaison with relevant agencies</p>	<p>This has been an effective strategy in the past.</p> <p>Key families (many with mental health issues) struggle to support their child's education, trying to relieve the pressure on these families.</p> <p>Many PP pupils identified as struggling to conform to school routines and need additional time /support to succeed.</p> <p>ESW and attendance officer use attendance data and intelligence about families to anticipate and support needs, and have identified that PP children currently 94.85%.</p> <p>EEF studies show that parental engagement and social and emotional learning develop pupil's self-esteem, emotional resilience and readiness to learn.</p>	<p>Discussed as part of termly progress review.</p> <p>Counselling reports and supervision.</p> <p>Tracking of individual progress: ELSA reports.</p> <p>Systematic monitoring by ESW/Attendance officer. Termly report to HT.</p>	NW and JG	

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?
<p>To support PP children further in a wider range of opportunities in and out of school.</p>	<p>To spark interest in a wider range of activities, which PP children may not otherwise access (eg learning to play a musical instrument, take part in cross country club, residential visit), by offering places in clubs and music lessons.</p> <p>To attend the Armonico Consort's performance at the Royal Albert Hall.</p> <p>To engage children in IHAKII (I Have A Keen Interest In...) opportunities.</p>	<p>Identification that not all families entitled to additional educational funding are accessing grants for: School uniform, residential trip costs (Y6), Breakfast club, ASC, music lessons.</p> <p>All children should have access to opportunities which enhance the school curriculum and provision.</p>	<p>Identifying the services that will benefit pupils / families and ensuring fair access to all for.</p> <p>The School Business Manager will work with ASC manager, music leader, PE leader and DHT to identify additional opportunities for PP children.</p>	RF and EM	Termly

Date of pupil premium strategy review: September 2020