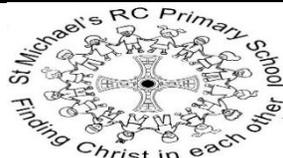


ST MICHAEL'S RC VA PRIMARY SCHOOL



CONTINUE TO NARROW THE ACHIEVEMENT GAP BETWEEN DISADVANTAGED GROUPS AND THEIR PEERS
A PUPIL PREMIUM STRATEGY

Previous Pupil Premium and Impact

Academic Year	Total PP Budget	Total number of pupils	Number of pupils eligible for PP
2017/18	£18,100	186	13
2018/19		186	18

Attainment for PP Pupils for the academic year 2017/2018

Early Years:

EYFS 2016-2018 - Good Level of Development Analysis

St Michael's RC Primary		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	13	13	26	13	13	26	15	13	28
School Disadvantage	School Disadvantaged	2	0	2	1	0	1	2	1	3
	SEN	1	0	1	0	0	0	1	0	1
	EAL	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	0.0%		0.0%	100.0%		100.0%	50.0%	100.0%	66.7%
	National Other	65%	79%	72%	67%	80%	73%	67%	80%	73%
	GAP School Dis vs National Other	-65.0%		-72.0%	33.0%		27.0%	-17.0%	20.0%	-6.3%
	National All Pupils	62%	77%	69%	64%	78%	71%	63%	78%	72%
	National Disadvantaged	46%	63%	54%	48%	64%	56%	48%	64%	56%

End of Key Stage 1

Pupil Characteristics Analysis

Percentage of pupils working at expected standard or greater depth

PERFORMANCE DATA	SCHOOL 2018				
	No. of Pupils	Reading	Writing	Maths	RWM*
ALL	27	85.2%	81.5%	81.5%	77.8%
Boys	14	85.7%	78.6%	85.7%	78.6%
Girls	13	84.6%	84.6%	76.9%	76.9%
Pupil Premium	2	50.0%	0.0%	50.0%	0.0%
Non Pupil Premium	25	88.0%	88.0%	84.0%	84.0%
SEN	1	0.0%	0.0%	100.0%	0.0%
No SEN	26	88.5%	84.6%	80.8%	80.8%
EAL	1	100.0%	100.0%	100.0%	100.0%
Non EAL	26	84.6%	80.8%	80.8%	76.9%

**RWM - Reading, writing & maths combined*

Percentage of pupils working at greater depth

SCHOOL PERFORMANCE DATA	SCHOOL 2018				
	No. of Pupils	Reading	Writing	Maths	RWM*
ALL	27	22.2%	14.8%	22.2%	14.8%
Boys	14	14.3%	0.0%	14.3%	0.0%
Girls	13	30.8%	30.8%	30.8%	30.8%
Pupil Premium	2	0.0%	0.0%	0.0%	0.0%
Non Pupil Premium	25	24.0%	16.0%	24.0%	16.0%
SEN	1	0.0%	0.0%	0.0%	0.0%
No SEN	26	23.1%	15.4%	23.1%	15.4%
EAL	1	100.0%	100.0%	100.0%	100.0%
Non EAL	26	19.2%	11.5%	19.2%	11.5%

**RWM - Reading, writing & maths combined*

End of Key Stage 2

Pupil Characteristics Analysis

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard	SCHOOL 2018						NAT 2018
	No. of Pupils	SPaG* TEST	Reading TEST	Writing TA	Maths TEST	RWM**	RWM**
ALL	26	92.3%	92.3%	92.3%	100.0%	92.3%	64%
Boys	12	91.7%	91.7%	91.7%	100.0%	91.7%	60%
Girls	14	92.9%	92.9%	92.9%	100.0%	92.9%	68%
Disadvantage	1	100.0%	100.0%	100.0%	100.0%	100.0%	48%
Other	25	92.0%	92.0%	92.0%	100.0%	92.0%	67%
SEN	4	75.0%	50.0%	50.0%	100.0%	50.0%	18%
No SEN	22	95.5%	100.0%	100.0%	100.0%	100.0%	70%
EAL	2	100.0%	100.0%	100.0%	100.0%	100.0%	58%
Non EAL	24	91.7%	91.7%	91.7%	100.0%	91.7%	62%

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Percentage of pupils achieving high standard (high score SATs or GDS Writing TA)

PERFORMANCE DATA High Standard	SCHOOL 2018						NAT 2018
	No. of Pupils	SPaG* TEST	Reading TEST	Writing TA	Maths TEST	RWM**	RWM**
ALL	26	38.5%	42.3%	15.4%	19.2%	7.7%	10%
Boys	12	33.3%	25.0%	16.7%	33.3%	8.3%	8%
Girls	14	42.9%	57.1%	14.3%	7.1%	7.1%	12%
Disadvantage	1	100.0%	100.0%	0.0%	0.0%	0.0%	4%
Other	25	36.0%	40.0%	16.0%	20.0%	8.0%	11%
SEN	4	0.0%	25.0%	0.0%	25.0%	0.0%	1%
No SEN	22	45.5%	45.5%	18.2%	18.2%	9.1%	10%
EAL	2	50.0%	100.0%	50.0%	50.0%	50.0%	8%
Non EAL	24	37.5%	37.5%	12.5%	16.7%	4.2%	9%

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

REVIEW OF EXPENDITURE 2017/2018

ACTIONS	RESOURCES	EVIDENCE SOURCE (Monitoring)	PROGRESS REVIEW DATE	EVALUATION By whom when	Impact
Improve percentage of PP children achieving expected outcomes in RWM in KS1 & 2	Additional classroom support and interventions 4 x TAs: £37,074	Half termly data used at Pupil Progress Meetings identifies PP group Intervention evaluations at the end of each term	First week after each half term – using data from tracking system	Data / pupil progress summaries Monitoring of intervention folders	Comparing PP and peers shows gap is narrowing at both expected and higher levels, however this is based on such a small number that trends are not reliable.
Improve percentage of PP children achieving expected outcomes at the end of FS	Additional full time TA enabling 1:1 and group support: £23,337	EYs evidence in learning Journals	At the end of each term	UPS post holder in EYs monitoring the impact on progress of children	Comparing PP and peers shows gap is narrowing at both expected and higher levels
Visits and visitors used every half term to enrich curriculum offer	2 trips per child paid for. Approx £10 per trip =£260	Portfolios of evidence kept in classrooms Data tracking information	termly	SLT look at Data / pupil progress and work scrutiny of PP children	All children get to access the same opportunities.
Workshops to develop skills of more able pupils	Writing workshop £25 Maths workshop £25	Feedback from children and staff Application of skills from workshop Workbooks	Termly	Class teachers HT after workshops	The children have used the skills learnt at these workshops in their learning The children have more self-awareness of their potential which has had a positive effect on their aspirations. Children have achieved greater depth
Breakfast club to ensure transition into school and a nutritious breakfast to prepare children for the day.	4 x £380 for daily breakfast club	Class teachers to monitor children's transition into school	Weekly	Class teachers	Children are settled and mentally prepared for the day ahead and have been provided with a substantial breakfast.

Current Year's Pupil Premium

Academic Year	Total PP Budget	Total number of pupils	Number of pupils eligible for PP
2018/19	£22,000	186	18

In school barriers (issues to be addressed in school)

- Communication and language skills impact on literacy skills
- Opportunities for home learning
- Cognition and learning difficulties in core subjects for some PP pupils
- Some issues with behaviour and attitude to learning are impacting on educational achievement
- Majority of disadvantaged children also have SEND and impact on data.

External barriers (issues which also require action outside of school)

- Social and emotional issues are impacting on educational achievement
- Family issues are impacting on achievement
- Limited enrichment experiences

Desired outcomes:

Success Criteria

1. To ensure pupil premium children are making at least expected progress or above.

Comparing PP and non-PP is not a reliable measurement due to the low number of PP.

Writing results at the end of key stage 2 show improved rates of progress and higher standards for PP children

Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions are put in place

Pupils eligible for disadvantaged children will receive bespoke interventions, planned by the class teacher in collaboration with the teaching assistant, to ensure progress in learning

2. To allow pupil premium children to access the same educational opportunities as their peers.

All PP children to access educational visits and other enrichment opportunities such as sport, residential and more able activities.

3. To Improve the social and emotional well-being of pupil premium children.

Members of staff in school trained in emotional well-being strategies.

Trained members of staff to be available to support needs as outlined on a weekly timetable.

Children feel safe, supported and are enjoying school ensuring that well-being doesn't impact on academic achievement.

PLANNED EXPENDITURE 2018/2019

DESIRED OUTCOME	CHOSEN ACTION/RESOURCES	SUCCESS CRITERIA	HOW WILL WE ENSURE IT IS IMPLEMENTED WELL?	STAFF LEAD
<p>1. To ensure pupil premium children are making at least expected progress or above in Foundation Stage, Key Stage 1 & Key Stage 2</p>	<ul style="list-style-type: none"> • 3 Teaching assistants for Key Stage 2 (75 hours contact time with children) • 4 Teaching assistants for Key Stage 1 (80 hours contact time with children) 	<ul style="list-style-type: none"> • Pupil premium children are making progress. • Intervention programmes to narrow the gap in school and with national data in Maths and English • Daily flexible interventions to plug misconceptions as they arise • Support quality first teaching • Support during maths, RE and English lessons • Other interventions are used to benefit the whole child (e.g. Motor skills, Speech and language) 	<ul style="list-style-type: none"> • First week after each half term – scrutiny of data from tracking system • Pupil progress summaries • Monitoring impact and quality of interventions and classroom support • TA appraisal targets reflect this • Lesson observations and monitoring by SLT 	<p>HT DHT/SENDCO EYFS Lead SLT</p>
<p>2. To allow pupil premium children to access the same educational opportunities as their peers.</p>	<ul style="list-style-type: none"> • Visits and visitors used every term to enrich curriculum offer • School to fund external visits for PP children. • School to support families with resources and transport for these visits. 	<ul style="list-style-type: none"> • All trips paid for by school • Children’s aspirations are widened due to a range of experiences. • All children are involved in the sporting life of the 	<ul style="list-style-type: none"> • Termly review of classroom PHSE big books • Audit of school trips and opportunities • Monitoring of books and quality of work 	<p>PHSE lead Subject leaders SLT team SBM PE lead</p>

	<ul style="list-style-type: none"> • Sports Premium funding ensures a wide range sporting opportunities for all children and includes targeted groups 	<p>school and given opportunities to represent the school and work as a team.</p>	<p>produced as a result of these experiences.</p>	
<p>3. To improve the social and emotional well-being of pupil premium children.</p>	<ul style="list-style-type: none"> • Breakfast club to ensure transition into school and a nutritious breakfast to prepare children for the day. • Counselling and emotional wellbeing training for 3 TA's and all class teachers • Dedicated wellbeing lead established • PHSE scheme introduced • Social and Emotional support interventions • Support for parents • Mentors for students with identified issues • Staff trained in de-escalation and Team Teach 	<ul style="list-style-type: none"> • Children are settled and mentally prepared for the day ahead. • Children have been provided with a nourishing breakfast. • PP children are able to engage in learning using strategies from interventions if needed • Minimise the impact of emotional episodes on learning • Behaviour is improving with less incidents due to de-escalation and support for identified pupils • Provide a fortnightly drop in session from a Relax Kids coach to support parents with home issues 	<ul style="list-style-type: none"> • TA to evaluate the impact of sessions at the end of each term • To log any concerns on CPOMS • HT and DHT review CPOMS • Supervision for lead staff • Pupil and parent questionnaires • Behaviour review 	<p>Wellbeing lead TA's SENDCO PHSE lead</p>