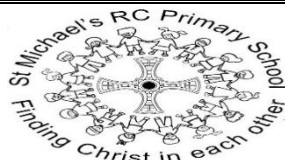


# ST MICHAEL'S RC VA PRIMARY SCHOOL



## 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
2018/19	£22,360	186	18
2019/20	£26,020	182	19

### Attainment for PP Pupils for the academic year 2018/2019

#### Early Years:

#### EYFS 2017-2019 - Good Level of Development Analysis & Three Year Average

GLD	2017			2018			2019			3YR Avg			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. Pupils	13	13	26	15	13	28	11	10	21	39	36	75	
SCH DIS	School Dis	1	0	1	2	1	3	1	0	1	4	1	5
	SEN	0	0	0	1	0	1	0	0	0	1	0	1
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
GLD	School Dis	100.0%		100.0%	50.0%	100.0%	66.7%	0.0%		0.0%	50.0%	100.0%	60.0%
	Nat Other	67%	80%	73%	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP Sch Dis vs Nat Other	33.0%		27.0%	-17.0%	20.0%	-6.3%	-67.0%		-73.0%	-17.0%	20.0%	-13.0%
	Nat All Pupils	64%	78%	71%	63%	78%	72%	63%	78%	72%	63%	78%	72%
	Nat Dis	48%	64%	56%	47%	64%	55%	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 2019				
	No. of Pupils	Reading	Writing	Maths	RWM*
<b>ALL</b>	28	75.0%	75.0%	75.0%	71.4%
Boys	14	78.6%	78.6%	85.7%	78.6%
Girls	14	71.4%	71.4%	64.3%	64.3%
Pupil Premium	1	100.0%	100.0%	100.0%	100.0%
Non Pupil Premium	27	74.1%	74.1%	74.1%	70.4%
SEN	1	0.0%	0.0%	0.0%	0.0%
No SEN	27	77.8%	77.8%	77.8%	74.1%
EAL	0				
Non EAL	28	75.0%	75.0%	75.0%	71.4%

*\*RWM - Reading, writing & maths combined*

Percentage of pupils working at greater depth

SCHOOL PERFORMANCE DATA	SCHOOL 2019				
	No. of Pupils	Reading	Writing	Maths	RWM*
<b>ALL</b>	28	25.0%	21.4%	21.4%	14.3%
Boys	14	35.7%	28.6%	35.7%	21.4%
Girls	14	14.3%	14.3%	7.1%	7.1%
Pupil Premium	1	0.0%	0.0%	0.0%	0.0%
Non Pupil Premium	27	25.9%	22.2%	22.2%	14.8%
SEN	1	0.0%	0.0%	0.0%	0.0%
No SEN	27	25.9%	22.2%	22.2%	14.8%
EAL	0				
Non EAL	28	25.0%	21.4%	21.4%	14.3%

*\*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 2019						NAT 2019
	No. of Pupils	SPaG* TEST	Reading TEST	Writing TA	Maths TEST	RWM**	RWM**
ALL	24	100.0%	91.7%	83.3%	95.8%	79.2%	65%
Boys	13	100.0%	84.6%	69.2%	92.3%	61.5%	60%
Girls	11	100.0%	100.0%	100.0%	100.0%	100.0%	70%
Disadvantage	4	100.0%	100.0%	100.0%	100.0%	100.0%	51%
Other	20	100.0%	90.0%	80.0%	95.0%	75.0%	71%
SEN	4	100.0%	50.0%	25.0%	100.0%	25.0%	22%
No SEN	20	100.0%	100.0%	95.0%	95.0%	90.0%	74%
EAL	2	100.0%	100.0%	50.0%	100.0%	50.0%	64%
Non EAL	22	100.0%	90.9%	86.4%	95.5%	81.8%	65%

\* 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 2019						NAT 2019
	No. of Pupils	SPaG* TEST	Reading TEST	Writing TA	Maths TEST	RWM**	RWM**
ALL	24	66.7%	45.8%	29.2%	33.3%	25.0%	11%
Boys	13	53.8%	30.8%	23.1%	23.1%	15.4%	9%
Girls	11	81.8%	63.6%	36.4%	45.5%	36.4%	13%
Disadvantage	4	75.0%	50.0%	25.0%	25.0%	25.0%	5%
Other	20	65.0%	45.0%	30.0%	35.0%	25.0%	13%
SEN	4	25.0%	25.0%	25.0%	25.0%	25.0%	1%
No SEN	20	75.0%	50.0%	30.0%	35.0%	25.0%	13%
EAL	2	100.0%	50.0%	50.0%	100.0%	50.0%	10%
Non EAL	22	63.6%	45.5%	27.3%	27.3%	22.7%	11%

\* SPaG - Spelling, punctuation and grammar

\*\* RWM - Reading, Writing TA and Maths combined

**REVIEW OF EXPENDITURE 2018/2019**

<b>ACTIONS</b>	<b>RESOURCES</b>	<b>EVIDENCE SOURCE (Monitoring)</b>	<b>PROGRESS REVIEW DATE</b>	<b>EVALUATION By whom When</b>	<b>Impact</b>
To ensure pupil premium children are making at least expected progress or above.	Additional classroom support and interventions 7 x TAs: £16,459	Half termly data used at Pupil Progress Meetings identifies PP group Intervention evaluations at the end of each term Data / pupil progress summaries Monitoring of intervention folders	First week after each half term – using data from tracking system	SENDCO and Class teachers	100% of our disadvantaged children in year 6 achieved the expected standard making expected progress. 77% of pupil premium children made expected progress in all year groups. 66% of those that didn't make expected progress are also SEND.
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.
To support the social and emotional well-being of pupil premium children.	Training for staff in de-escalation and team teach. £1,200. Relax kids support £30 per session	Behaviour monitoring CPOMS log Children's work Interviews with pupils Lesson observations External reports	Half termly	HT and SENDCO	Children are able to focus on classwork Strategies for the children to use are provided by internal and external support Disruptions to lessons is minimal

**Current Year's Pupil Premium**

<b>Academic Year</b>	<b>Total PP Budget</b>	<b>Total number of pupils</b>	<b>Number of pupils eligible for PP</b>
<b>2019/20</b>	<b>£26,020</b>	<b>182</b>	<b>19</b>
<b>In school barriers (issues to be addressed in school)</b>			
<ul style="list-style-type: none"> <li>• Opportunities for home learning</li> </ul>			

- 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

<b>Desired outcomes:</b>	<b>Success Criteria</b>
<p>1. Pupil premium children are making at least expected progress or above.</p>	<p>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            PP children have high expectations and aspirations for themselves and are motivated to learn</p>
<p>2. Pupil premium children can access the same educational opportunities as their peers.</p>	<p>All PP children to access educational visits and other enrichment and cultural opportunities such as sport, residential and more able activities.</p>
<p>3. The social and emotional well-being and needs of pupil premium children are addressed.</p>	<p>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.            External support accessed when needed for individual pupils.</p>



**PLANNED EXPENDITURE 2019/2020**

<b>DESIRED OUTCOME</b>	<b>CHOSEN ACTION/RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>HOW WILL WE ENSURE IT IS IMPLEMENTED WELL?</b>	<b>STAFF LEAD</b>
<p>1. Pupil premium children are making at least expected progress or above.</p>	<ul style="list-style-type: none"> <li>• 3 Teaching assistants for Key Stage 2 (75 hours contact time with children) £7,365</li> <li>• 2 Teaching assistants for Key Stage 1 (80 hours contact time with children) £9,094</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil premium children are making progress.</li> <li>• Intervention programmes to narrow the gap in school and with national data in Maths and English</li> <li>• Daily flexible interventions to plug misconceptions as they arise</li> <li>• Support quality first teaching</li> <li>• Support during maths, RE and English lessons</li> <li>• Other interventions are used to benefit the whole child (e.g. Motor skills, Speech and language)</li> </ul>	<ul style="list-style-type: none"> <li>• First week after each half term – scrutiny of data from tracking system</li> <li>• Pupil progress summaries termly</li> <li>• Monitoring impact and quality of interventions and classroom support half termly</li> <li>• TA appraisal targets reflect this</li> <li>• Lesson observations and monitoring by SLT</li> </ul>	<p>HT DHT/SENDCO EYFS Lead SLT Pupil Premium Governor</p>
<p>2. Pupil premium children can access the same educational opportunities as their peers.</p>	<ul style="list-style-type: none"> <li>• Visits and visitors used every term to enrich curriculum offer. School to fund external visits for PP children. £425</li> </ul>	<ul style="list-style-type: none"> <li>• All trips paid for by school</li> <li>• Children’s aspirations are widened due to a range of experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly review of classroom PHSE big books</li> <li>• Audit of school trips and opportunities annually</li> </ul>	<p>PHSE lead Subject leaders SLT team SBM PE lead Pupil Premium Governor</p>

	<ul style="list-style-type: none"> <li>• School to support families with resources and transport for these visits.</li> <li>• Sports Premium funding ensures a wide range sporting opportunities for all children and includes targeted groups</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s experience of culture is widened due to planned experiences</li> <li>• All children are involved in the sporting life of the school and given opportunities to represent the school and work as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of books and quality of work produced as a result of these experiences.</li> <li>• Feedback from pupils and parents annually</li> </ul>	
<p>3. The social and emotional well-being and needs of pupil premium children are addressed.</p>	<ul style="list-style-type: none"> <li>• Breakfast club to ensure transition into school and a nutritious breakfast to prepare children for the day. £3,270</li> <li>• Dedicated wellbeing lead £400</li> <li>• Purchase of sensory equipment £300</li> <li>• PHSE intent and progression document reviewed</li> <li>• Social and Emotional support interventions</li> <li>• Mentors for students with identified issues</li> <li>• Staff trained in de-escalation and Team Teach £300</li> <li>• 1:1 support staff provided for identified children £6,612 (included in overall TA support)</li> <li>• Staff working with parents and professionals in Team Around the Family £455 DSL £594 SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>• Children are settled and mentally prepared for the day ahead.</li> <li>• Children have been provided with a nourishing breakfast.</li> <li>• Children are focussed and settled in school with their sensory needs met</li> <li>• PP children are able to engage in learning using strategies from interventions if needed</li> <li>• Minimise the impact of emotional episodes on learning</li> <li>• Bespoke anger management strategies for children with anger issues leading to a reduction in serious incidents</li> <li>• Behaviour is improving with less incidents due to de-</li> </ul>	<ul style="list-style-type: none"> <li>• TA to evaluate the impact of sessions at the end of each term</li> <li>• To log any concerns on CPOMS</li> <li>• HT and DHT review CPOMS monthly</li> <li>• Supervision for lead staff</li> <li>• Pupil and parent questionnaires annually</li> <li>• Behaviour review monthly</li> <li>• External reports</li> </ul>	<p>Wellbeing lead TAs SENDCO PHSE lead Pupil Premium Governor</p>

	<ul style="list-style-type: none"> <li>• External support from Relax Kids and Crisis Intervention Team for pupil £1000</li> <li>• After school provision for children £2,280</li> <li>• Referrals to the appropriate agencies for specialist support and diagnosis – SENDCO and class teachers need release time from class in order to prepare reports and gather evidence £1,095</li> </ul>	<p>escalation and support for identified pupils</p> <ul style="list-style-type: none"> <li>• Support for home and children leading to happier children with their needs being met and support for the parents with strategies.</li> <li>• Provision for childcare for parents to access job support and interviews – opportunities for the children to attend extra-curricular activities</li> <li>• EHCP for SEND children to support their specific needs</li> <li>• Provide a fortnightly drop in session from a Relax Kids coach to support parents with home issues</li> <li>• PP have high self esteem and self confidence which in turn leads to higher aspirations for themselves.</li> </ul>		
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