

Pupil premium strategy statement: St Michael's CE VA Primary School

| 1. Summary information | | | | | |
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| School | St Michael's CE VA Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £47520 | Date of most recent PP Review | 08.17 |
| Total number of pupils | 138 | Number of pupils eligible for PP | 36 | Date for next internal review of this strategy | 12.17 |

| 2. Outcomes | | | | |
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| | KS1 Outcomes 2017 | | KS2 Outcomes 2017 | |
| | Pupils Eligible for PP (4 = 18%) [+/- on previous year] | Pupils Not Eligible for PP (18 = 82%) (Dorset Average) [+/- on previous year] | Pupils Eligible for PP (6 = 33%) [+/- on previous year] | Pupils Not Eligible for PP (12 = 66%) (Dorset Average) [+/- on previous year] |
| % achieving age related expectations in reading, writing and maths | 50% [+55%] | 50% [+6%] | 33% [+8%] | 25% [-8%] |
| % achieving age related expectations in reading, | 50% [+17%] | 78% [-11%] | 66% [+41%] | 58% [=] |
| % achieving age related expectations in writing | 75% [75%] | 61% [+5%] | 50% [+25%] | 75% [+15%] |
| % achieving age related expectations in maths | 50% [+17%] | 78% [11%] | 50% [=] | 25% [-8%] |

| 2. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| <i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i> | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance) | |
| A. | Each class has a significant range of abilities within it. Historically children receiving PP funding have attained less well and shown less progress. |
| B. | Home life environments for a group of children (mostly eligible for PP) is more challenging than for other children. This has a significant impact on their achievement and progress as support for learning can be limited. |

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| C. | Oral communication with a focus on the formation of sounds, and understanding in KS1 is lower for pupils eligible for PP than other pupils. This impacts on progress in English in subsequent years. This is a historical trend within the locality |
| D. | There has been a history of low attendance within some groups due to the locality to the seaside and the work that families take. |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| A. | Home Life Environments for a group of children (mostly eligible for PP) is continuing to be more challenging than for other children. Factors such as clothing, food, visits and trip expenses all have a significant impact on families in this area. This can have a significant impact on their achievement and progress with lack of resources, environment and time for support. |
| B. | Many parents have a negative view of maths from their experiences as a child at school themselves. This is common in a wide range of families. |

| 3. Outcomes <i>(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)</i> | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Within every class there is clear differentiation and support for all groups of pupils. This will include QFT, TA Support and small group intervention. Progress and attainment will be measured through Teacher Assessment and the use of Standardised assessment materials (PIRA and PUMA from Rising Stars) | All groups make progress in line with expectations and the difference between various groups is less marked (closing in attainment and progress) |
| B. | Where environments for children are more challenging there is a range of opportunities for them to participate in a number of additional activities, supporting emotional and mental well-being. Encouraging the development of these areas will support those children in the more academic aspects of their development. | Those pupils identified for PP are making at least as much progress as those not and attainment is in line with ARE and with their previous outcomes. |
| C. | Children are able to communicate effectively with their peers and adults. They are able to contribute to small group and whole class discussions confidently. They are able to communicate clearly and precisely their ideas and thoughts to ensure that they make the best possible progress. | Within class lessons children can say, read and write their ideas which form part of every lesson. They are able to communicate with their peers and adults so that they are clearly understood and are able to participate in a range of different situations. |

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

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| Academic year | 2017/18 |
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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? |
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| A: Within every class there is clear differentiation and support for all groups of pupils. This will include QFT, TA Support and small group intervention. Progress and attainment will be measured through Teacher Assessment and the use of Standardised assessment materials (PIRA and PUMA from Rising Stars) | CPD/ Moderation, purchase of Planning Support for Maths and English on providing stretch for high attaining pupils. New timetable to allow targeted TA support within each classroom with a clear focus on E and M. New timetable also allows key staff to meet and plan provision effectively Clear agenda focusing on attainment and progress as part of Progress and Standards Meetings | Pupils eligible for PP make less progress than other pupils across Key Stage 2 in Reading, Writing and Maths although the gap is narrowing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train relevant teachers/ TAs in practices to provide support, stretch and encouragement for these pupils. | Course selected using evidence of effectiveness. Use INSET days to deliver training. Observation of classes after training to support the course, to embed learning (no assessment). New timetable created to support targeted support in E and M. New timetable also allows for more directed time for teachers and TAs to plan together. | Maths and English Lead | Jan 2018 |

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| <p>B: Where environments for children are more challenging there is a range of opportunities for them to participate in a number of additional activities, supporting emotional and mental well-being. Encouraging the development of these areas will support those children in the more academic aspects of their development.</p> | <p>Raised awareness of pupils eligible for PP and what they need in order to fully access all areas of the curriculum, engage fully in opportunities that present themselves. Encourage parents to register for PP if entitled and take an active role in making joint decisions about the use of PP funding.</p> | <p>Pupils who are eligible for PP often 'miss out' on opportunities due to issues relating to the Home Environment. We want to ensure that all children have the same access and opportunity as each other, regardless of Home Environment.</p> | <p>Pupils who are eligible for PP are tracked in relation to spend and allocation. Adults identify opportunities for pupils within the curriculum, everyday and the wider curriculum – this may also include ensure that children have correct uniform, can access extended school provision and attend school trips and visits.</p> | <p>N Kiddle (SENCo) N Dunphy (Business Manager)</p> | <p>Jan 2018</p> |
| <p>C: Children are able to communicate effectively with their peers and adults. They are able to contribute to small group and whole class discussions confidently. They are able to communicate clearly and precisely their ideas and thoughts to ensure that they make the best possible progress.</p> | <p>Staff training on high quality support for delivering specialised program everyday. HLTA for S&L and additional hours within KS1 Staff training on developing pronunciation of sounds for pupils in KS1 and training in Read Write Inc.</p> | <p>Previous use of PP funds has shown progress within S&L and communication. We want to continue to build on these successes. We will continue to invest some of the PP in longer term change which will help all pupils in communication and language</p> | <p>Course selected using evidence of effectiveness and recommendations (DCC) Read Write Inc. Use INSET days to deliver training. Lessons from training embedded in school feedback policy.</p> | <p>N Kiddle (SENCo) K Corbett</p> | <p>Jan 2018</p> |
| Total budgeted cost | | | | | <p>£43600</p> |

| ii. Targeted support | | | | | |
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| 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? |
| C: Children are able to communicate effectively with their peers and adults. They are able to contribute to small group and whole class discussions confidently. They are able to communicate clearly and precisely their ideas and thoughts to ensure that they make the best possible progress. | HLTA for S&L across whole school but with a focus on KS1. Additional support for those children with communication difficulties in KS1 Develop and Embed Read Write Inc | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. Children need to be able to use the skills, knowledge and understanding from intervention within the class | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Timetable allows for targeted intervention using specific skilled TAs Consult local school which has used the programme to identify any potential barriers to good implementation. | N Kiddle (SENCo) K Corbett | Jan 2018 |
| A: Within every class there is clear differentiation and support for all groups of pupils. This will include QFT, TA Support and small group intervention. Progress and attainment will be measured through Teacher Assessment and the use of Standardised assessment materials (PIRA and PUMA from Rising Stars) | Weekly small group sessions in maths for pupils with experienced TA, in addition to standard lessons. These will include firstclass@number and success@arithmetic TA to move across KS2 to support maths in all classes 1-2-1 Intervention with an experienced teacher for both English and Maths in addition to standard lessons | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. Previous use of these strategies has proved successful in the past. We want to provide additional support to support, challenge and develop progress and attainment. Small group and 1-2-1 interventions with highly qualified staff have been shown to be effective. Build on this by developing a flexible timetable across KS2 | Extra teaching time and preparation time paid for out of PP budget. Impact overseen by Maths and English leaders. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Teachers and lead for intervention and TA support meet weekly to ensure that planning is effectively meeting the children's needs | N Kiddle Subject Lead for E and M | Jan 2018 |

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| B: Where environments for children are more challenging there is a range of opportunities for them to participate in a number of additional activities, supporting emotional and mental well-being. Encouraging the development of these areas will support those children in the more academic aspects of their development. | Opportunities for children to attend extended school provision. Access to additional resources linked to schools visits and trips and uniform. Tracked using school system to ensure a broad range of opportunities is developed and shared with the parents | We want to provide extra support to allow children to thrive and flourish in school which will enable them to attain well and make as much progress as possible. We want to encourage parents to take an active role in developing the provision for their children. | Engage with parents and pupils to ensure that we are all working to provide the best outcomes for the children. Progress of these children to be tracked and reviewed to assess the impact of the chosen strategies. | N Kiddle | Jan 2018 |
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| Total budgeted cost | | | | | £12304.50 |
| 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? |
| B: Where environments for children are more challenging there is a range of opportunities for them to participate in a number of additional activities, supporting emotional and mental well-being. Encouraging the | Opportunities for children to attend extended school provision. Access to additional resources linked to schools visits and trips and uniform. Employing a new Family Liaison Office and Learning | We want to provide extra support to allow children to thrive and flourish in school which will enable them to attain well and make as much progress as possible. Being able to support and nurture within the home environment will build relationships and help develop consistency | Engage with parents and pupils to ensure that we are all working to provide the best outcomes for the children. Progress of these children to be tracked and reviewed to assess the impact of the chosen strategies. | N Kiddle D Norris | Jan 2018 |

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| development of these areas will support those children in the more academic aspects of their development. | Mentor to support these pupils and families in all areas of the curriculum and some aspects of home life | | | | |
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| Total budgeted cost | | | | | £4475.50 |

| 4. Review of expenditure | | | | |
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| Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i> | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i> | Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i> | Cost £46200 |

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| <p>A: Improve oral language skills, including the formation of sounds for pupils eligible for PP in KS1.</p> | <p>Staff training on high quality support for delivering specialised program everyday.</p> <p>Staff training on developing pronunciation of sounds for pupils in KS1</p> | <p>S&L TA now HLTA Standard and working with groups and individuals 3 x weekly. Information/ training is passed to other adults working within each class.</p> <p>Purchased and developing skills and knowledge within Read, Write Inc in preparation for delivery from Sept. 2018</p> <p>S&L Programmes 100% children made progress in R&W</p> <p>Speechlink 80% of children made progress in reading and writing</p> | <p>High level of expected outcomes which reflect on the input these children received through dedicated support, individual programmes and continued support in classes</p> <p>It will be important to assess all children who are new to the school to ensure that a baseline is created for progress.</p> <p>Success to date means allocation of funding continues. Additional funding across KS1 classes to support further those skills of communication and language, giving children the confidence to say, read, write and share their ideas.</p> | <p>£46200</p> |
| <p>B. Higher rates of progress across both Key Stages for pupils eligible for PP (consideration of Boys as focus group)</p> | <p>CPD/ Moderation, purchase of Planning Support for Maths and English on providing stretch for high attaining pupils. Clear agenda focusing on attainment and progress as part of Progress and Standards Meetings</p> | <p>Measured at 3 key assessment points FS, KS1 and KS2</p> <p>FS = 50% achieved GDS E = 50% M = 75%</p> <p>KS1 = 50% R,W,M NON PP = 50% R = 50% W = 75% M = 50% NON PP = 78%, 61%, 78%</p> <p>KS2 = 43% R,W,M NON PP = 25% R = 71% W = 57% M = 57% NON PP = 58%, 75%, 25%</p> | <p>Attainment and progress have improved over the year and in relation to end of Year 2016. This show that the additional funding and support in having more impact as we refine our approach.</p> <p>Continued funding will allow us to further refine the opportunities which we offer children and as a result we expect attainment and progress to continue to improve.</p> | |
| <p>ii. Targeted support</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| <p>C: Pupils eligible for PP from Homes where the environment is more challenging, receive the same opportunities as those children who are not eligible for PP.</p> | <p>Opportunities for children to attend extended school provision. Access to additional resources linked to schools visits and trips and uniform</p> | <p>Over the year we were able to offer children opportunities within:</p> <ul style="list-style-type: none"> • Swimming • Speech and Language • Additional support in Reading and Writing • ELSA • Learning Mentor • Breakfast Club • French and Spanish Club • Maths Intervention • Sports Club • Majorettes • Brownies • Music Tuition • School Uniform • School trips and visits • Residential Visits <p>These additional opportunities allowed for the children to attend/ participate/ feel part of a group where without additional support they may not have done. This contributed to the emotional and mental well-being of the children supporting them in being prepared and better placed to learn and make progress</p> | <p>The range of additional opportunities for the children has supported them in many areas but particularly in their mental well-being. We have seen positivity and sense of belonging and achievement in many areas.</p> <p>A more targeted approach and asking the parents to help support us in identifying further areas of interest will ensure that we are able to target individuals more carefully.</p> | <p>£46200</p> |
| <p>D: Pupils eligible for PP receive the same opportunities as those children who are not eligible for PP.</p> | <p>Opportunities for children to attend extended school provision. Access to additional resources</p> | <p>See above</p> | <p>See above.</p> <p>We need to ensure that all parents are fully aware of the additional opportunities that are available for their children.</p> | |

| <p>iii. Other approaches</p> | | | | |
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| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost £46200</p> |

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| <p>C: Pupils eligible for PP from Homes where the environment is more challenging, receive the same opportunities as those children who are not eligible for PP.</p> | <p>Opportunities for children to attend extended school provision. Access to additional resources linked to schools visits and trips and uniform.</p> <p>Employing a Learning Mentor to support these pupils and families</p> | <p>See above</p> <p>Our Learning Mentor and ELSA TAs have really supported the children in the mental and emotional well-being. Children and families have responded positively to this.</p> | <p>We will continue to develop this area as we build on the relationship with parents and the community.</p> <p>We will change the title of the Learning Mentor to include Family Liaison Officer. This gives a clear indication of the role to all members of the community.</p> | |
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5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.