



St Michael's RC Primary School Pupil Premium Strategy Statement

Summary information					
School	St Michael's RC Primary School				
Academic Year	2018/19	Total PP budget	£118,000	Date of most recent external Review	March 2018
Total number of pupils	215	Number of pupils eligible for PP	100		

Ofsted Statement 2016

Pupil premium funding has not been well spent. As a result, disadvantaged pupils' progress is weak and there are large differences between their progress and the progress of other pupils nationally.

External review impact statement March 2018

St Michael's RCVA Primary School pupil premium strategy is well led, managed and evaluated by a designated person working in partnership with the Executive head teacher and leadership team

- Strategy clearly identifies areas for development, how they will be actioned and evaluated.
- Impact of the plan will be robustly monitored and evaluated by leadership and governors at termly progress meetings

Data Analysis 2018 Attainment

End of Year 2 : Attainment Gaps: Disadvantaged Pupils

2017	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
All Pupils (26)	65	15	65	8	73	23
Disadvantaged (10)	50	7	50	7	64	7
2017 Gap (school)	-15	-8	-15	-1	-9	-16
2017 Gap (National)	-26	-18	-18	-8	-11	-14
2018						
All pupils (29)	76	28	69	14	79	24
Disadvantaged (8)	75	38	63	25	63	25
2018 Gap (school)	-1	+10	-6	+11	-16	+1
2018 Gap (National)	-1	+13	-5	+9	-12	+4
2019 Projected data						
All pupils (30)	70	17	70	17	70	17
Disadvantaged (11)	64	12	64	12	64	12
2019 Gap (school)	-6	-5	-6	-8	-6	-5

Summary of disadvantaged data in Y2

Pupil premium pupils are projected to attain slightly lower than other pupils at the end of KS1, it is most marked at the higher levels. Despite the lower attainment at the end of KS1 their progress is good. Those pupils in Y2 who are not expected to attain at or above the expected standard have Special Educational Needs and work in books is strong for them.

End of Year 6: Attainment Gaps: Disadvantaged Pupils

2017	Reading Ex	Reading GD	Writing Ex	Writing GD	Maths Ex	Maths GD
All Pupils (30)	67	17	80	23	93	30
Disadvantaged (11)	58	17	67	17	83	25
2017 Gap (school)	-9	0	-13	-6	-10	-5
2017 Gap (National)	-14	-8	-9	-1	+8	+2
2018						
All pupils (29)	76	21	83	21	69	21
Disadvantaged (14)	79	21	93	29	71	14
2018 Gap (school)	+3	0	+10	+8	+2	-7
2018 Gap (National)	+3	-4	+16	+11	-4	-9
2019 Projected data						
All pupils (33)	82	30	82	27	82	24
Disadvantaged (19)	79	37	79	26	84	21
2019 Gap (school)	-3	+7	-3	-1	+2	-3
2019 Gap (National)	+4	+9	+1	+6	+9	-3

Summary of disadvantaged data in Year 6

By the end of Year 6, at Expected Level, the gap between Pupil Premium children and non- Pupil Premium is projected to close and in Maths Pupil Premium children are expected to outperform their peers. At Greater depth the gap is also projected to close, where in reading, Pupil Premium children are expected to perform better at Greater Depth.

Average Progress Measures: Disadvantaged Pupils (Cohort 14)

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores
Average progress reading	-1.9	-1.4	2.2
Average progress writing	-0.4	0.4	3.4
Average progress maths	-4.5	1.7	0.5

Barriers to future attainment

In-school barriers

A	Children struggle to reason within mathematics as they have not developed a deep understanding of concepts.
B	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows academic progress in subsequent years
C	Some children have limited life and cultural experiences.
D	25% of Pupil Premium children also have SEN

External barriers

E	A minority of disadvantaged pupils remain likely to miss school regularly, which slows their progress.
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	Objectives	Success Criteria															
A	Improve outcomes for all disadvantaged pupils at the end of KS1 and KS2 in Maths.	<p>2019 projections show that at KS1, although the gap is not predicted to close, there will an increased number of Pupil Premium achieving expected standard (2018-63% 2019-64%) In KS2, there is predicted to be an increase in children achieving at Expected Standard (2018- 71% 2019- 84%) and Greater depth (2018- 14% 2019-21%).</p> <table border="1" data-bbox="1285 531 2020 692"> <thead> <tr> <th>Maths</th> <th>Expected Standard</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>2018 All</td> <td>69</td> <td>21</td> </tr> <tr> <td>2018 PP</td> <td>71</td> <td>21</td> </tr> <tr> <td>2019 All</td> <td>82</td> <td>30</td> </tr> <tr> <td>2019 PP</td> <td>79</td> <td>29</td> </tr> </tbody> </table>	Maths	Expected Standard	Greater Depth	2018 All	69	21	2018 PP	71	21	2019 All	82	30	2019 PP	79	29
Maths	Expected Standard	Greater Depth															
2018 All	69	21															
2018 PP	71	21															
2019 All	82	30															
2019 PP	79	29															
B	Improve skills in the prime areas of learning, especially in Communication and Language, preparing pupils well for greater success in specific areas of Reading, Writing and Maths for all pupils eligible for PP in EYFS class.	Pupils eligible for PP in Reception class make good progress by the end of the year from starting points.															
C	Improve progress and attainment for all PP pupils in reading and writing, with specific focus on developing vocabulary across the curriculum.	Pupils will be exposed to high quality texts through the Primary Writing Programme. This will continue to impact on their progress over time.															
D	Ensure all groups of pupils (SEN and PP) are tracked and monitored closely.	Pupils who are Pupil Premium and SEN are closely monitored, and impact of intervention closely tracked so that they make good progress and gaps close.															
E	Ensure PP children are given increased opportunities to participate in curriculum enrichment and enhancement activities.	Pupils eligible for Pupil Premium are identified, monitored and supported to engage in additional life enhancing experiences such as; Residential Programme, Sport Curriculum, Mentoring Scheme, After School Clubs, Breakfast Club. Pupil Premium pupils are tracked, and their provision monitored.															
F	To ensure the attendance of Pupil Premium children is sustained so that it is in line with other children Nationally.	<p>Attendance rates for pupils eligible for PP has improved dramatically since OFSTED. Poor attendance reduces school hours and causes pupils to fall behind. Pupil Premium children 2017/18 PAs 17% Pupil Premium children 2019 (up to term 2) 4.3%</p>															

Academic year 2019					
i. Quality of teaching for all 31% of allocation					
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>Improved outcomes for all pupils and for disadvantaged pupils at the end Y2 and Y6 in Maths.</p>	<p>Targeted intervention</p> <p>Reduce adult to child ratio and increase high quality adult support in Key Year Groups (Y2, Y5, Y6)</p> <p>Small group focused teaching (English, Maths)</p>	<p>NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition)</p> <p>NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively.</p> <p>In 2017/18, reducing adult to child ratio had a positive impact on attainment and accelerated progress in Year 2 and Year 6.</p>	<p>Monitoring of teaching conducted by lesson observation, book scrutiny, pupil voice and data tracking</p> <p>Regular Pupil Progress meetings (half termly) with teachers and teaching assistants</p>	<p>NC</p> <p>CC</p> <p>CY</p> <p>JC</p>	<p>Half termly - following monitoring review</p> <p>Weekly Year 6 team meetings</p> <p>Weekly Year 5 team meetings</p>

	<p>Teacher: Small group focused teaching (CY Y6)</p> <p>Pupil Progress meetings to analyse the performance of all groups half termly</p> <p>Intervention summary sheets inform future planning</p>	<p>In 2017/18, interventions (Reading, Writing and Maths) impacted positively on children's progress. Data also confirms this impact in Autumn term 2018 data capture.</p> <p>NFER report details that first quality teaching can lead to an improvement of 18.7%</p>	<p>Weekly Year 6 team meetings</p> <p>Weekly Y2 team meetings</p> <p>Following monitoring a full review will be made, reported to governors and swift actions taken</p> <p>Monitoring and tracking of key groups</p> <p>Engagement with skilled adults</p> <p>Pupil Voice</p> <p>Intervention summary documents</p>		<p>Weekly Y2 team meetings</p>
<p>Improve reasoning skills to enable pupils to confidently</p>	<p>Whole school staff training within staff meeting on reasoning (types of reasoning and practical steps to enable children ton</p>	<p>NFER report details that first quality teaching can lead to an improvement of 18.7%.</p>	<p>Monitoring and tracking of key groups</p>	<p>NC</p> <p>CC</p> <p>CM</p>	<p>Half termly - following monitoring review</p>

<p>approach problems within mathematics, with a particular focus on Pupil Premium Pupils.</p>	<p>reason) providing high quality reasoning activities which impact upon maths across the school</p> <p>KS2 Maths Challenge every day</p> <p>Daily Practice Maths- reasoning based</p> <p>Resource audit</p>	<p>NFER report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition)</p> <p>NFER indicates that small group additional teaching had an impact of 18.8%</p> <p>NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively</p>	<p>Engagement with skilled adults</p> <p>Pupil Voice</p> <p>Assessment and observational data tracked and moderated</p> <p>Intervention summary documents</p>	<p>JC</p>	<p>Interventions- continuous/ documented every 4 weeks</p>
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ii. Targeted support 30% of allocation

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>Improve outcomes for pupils who are SEN and Pupil Premium</p>	<p>Quality first teaching</p> <p>SEN action plans and regular meetings with parents</p> <p>Focused interventions- SEN TA</p>	<p>Research shows early identification of a specific need is key. These children need increased support, time-limited small group intervention can sometimes be all that is needed to help them make progress. Use highly personalised programmes when and where appropriate.</p>	<p>Assessment and observational data tracked and moderated</p> <p>Pupil Progress meetings</p> <p>TA reviews</p>	<p>JC</p> <p>NC</p> <p>CC</p> <p>MC</p> <p>RJ</p>	<p>Termly</p> <p>Interventions- continuous/ documented every 4 weeks</p>

	<p>Personalised timetables</p> <p>Personalised curriculum</p>	<p>Personalised curriculum and timetables have proven effective. Starting points are met</p>	<p>Intervention impact sheets</p> <p>Book scrutiny</p> <p>Lesson observations</p> <p>Pupil Voice</p>		
<p>To support children who are not meeting Expected Standard/ Greater Depth through Maths, Reading and Writing targeted interventions</p>	<p>Quality first teaching</p> <p>Focused interventions</p> <p>Plus 1 programme</p> <p>Lexia programme</p> <p>Memory Magic</p> <p>1:1 reading</p>	<p>NFER indicates that paired or small group additional teaching had an impact of 18.8%</p> <p>NFER indicated that personalised learning plans enhanced outcomes by 2.0%</p> <p>In previous years this approach has proven to have a significant impact on the progress and attainment of all groups of PP children, especially considering their starting points.</p>	<p>Assessment and observational data tracked and moderated</p> <p>Pupil Progress meetings</p> <p>TA reviews</p> <p>Intervention impact sheets</p> <p>Book scrutiny</p>	<p>NC</p> <p>CC</p> <p>CM</p> <p>JC</p>	<p>Half termly</p> <p>Interventions-continuous/ documented every 4 weeks</p>

	<p>Personalised timetables</p> <p>Personalised curriculum</p> <p>Deployment of staff</p>	<p>Early intervention is considered a priority in enabling children to catch up quickly.</p>	<p>Lesson observations</p> <p>Pupil Voice</p>		
<p>Increased attendance rates for Pupil Premium children</p>	<p>Attendance and Welfare Officer employed 3 days a week to monitor pupils and follow up quickly on absences</p> <p>First day response provision</p> <p>New incentives provided for improved attendance</p>	<p>Research shows there are extremely strong links between levels of absence at a school and levels of attainment.</p> <p>Generally high ratings for the effectiveness of procedures for monitoring and improving attendance were significantly related to reduced levels of absence.</p> <p>This is an approach that worked well last academic year.</p>	<p>Weekly attendance meetings</p> <p>Attendance reports (DT)</p> <p>Regular meetings with parents</p>	<p>CY</p> <p>NC</p> <p>CC</p> <p>DT</p> <p>JC</p>	<p>Weekly attendance meetings</p> <p>Half termly attendance reports and reviews</p>
<p>iii. Other approaches 39% of allocation</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation ?</p>
<p>Ensure the emotional well-being of all children.</p>	<p>Identified children part of a mentoring scheme</p> <p>Counselling</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic</p>	<p>The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic</p>	<p>JC</p> <p>NC</p> <p>CC</p>	<p>Termly throughout 2018/2019</p>

	<p>Development of workrooms to cater for specific needs</p> <p>Staff training</p> <p>Individual support programmes</p>	<p>behaviours, though estimated benefits vary widely across programmes.</p> <p>Effect sizes are larger for targeted mentorship matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>issues with reduced focus on behavioural barriers. Staff will reflect on their training sessions and evaluate how this has impacted upon their practice.</p>		
<p>Engage parents fully so that children receive cohesive support from school and home</p>	<p>Individualised family support from Welfare Officer and staff</p> <p>Individual pupils /families targeted in order that children access extra-curricular activities and clubs</p> <p>Maths, English, Science café workshops</p> <p>Phonics café workshops</p>	<p>Research data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly.</p> <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress.</p> <p>There are also often wider benefits for low income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>Studies of adventure learning consistently show positive benefits on academic</p>	<p>Monitor attendance of extra-curricular clubs, trips and visits</p> <p>More children entitled to pupil premium will access the services/opportunities available to them</p> <p>All children in school, including those entitled to pupil premium will access educational trips</p>	<p>NC</p> <p>CC</p> <p>DT</p> <p>CY</p> <p>JC</p>	<p>Termly-throughout</p> <p>Family support-weekly</p> <p>Parent workshops- half termly</p>

	<p>Parent assemblies and liturgies</p> <p>Parent volunteer readers</p> <p>Educational Visits</p>	<p>learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</p> <p>This is an approach that has been successful in 2016/17 and in Autumn term. The Attendance and Welfare Officer now has less target families than he did previously.</p> <p>Parent involvement has increased significantly.</p>			
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<p>The aspirations, confidence and self-belief of pupils identified as Pupil Premium will increase</p>	Personalised curriculum	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted mentorship matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies</p>	Ensure initiative benefits targeted pupils	<p>NC CC CY JC</p>	Termly- throughout
	Mentoring		Monitor attendance of clubs and visits closely		Aspirational Campaigns- Half termly
	Counselling		Monitor behaviour charts and detention records		Behaviour- weekly
	Aspirational Programme (Sacred Heart High School)		Pupil voice interviews.		
	Aspirational Campaign This is Me				

	<p>Year 6 residential trip</p> <p>Year 6 St Michael's Ambassadors</p> <p>After School Clubs</p> <p>Educational visits</p> <p>Workshops</p> <p>Monitoring behaviour</p> <p>Mini Vinnies/ Faith in Action</p>	<p>The evidence indicates that, on average, pupils make two additional months progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>On average, pupils who participate in adventure learning appear to make approximately three additional months progress.</p> <p>Records from previous academic year and Autumn 2018 term show less children attending detention sessions. School mentors report seeing a positive change in behaviour over time, especially at playtime and lunchtime</p>			
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