



Pupil Premium Strategy Statement

Summary information					
School	St Michael's RC Primary School				
Academic Year	2020/21	Total PP budget	£142,000	Date of most recent external Review	March 2018
Total number of pupils	211	Number of pupils eligible for PP	110		

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 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 2019 Attainment

EYFS: Attainment

EYFS	2019 Attainment (26)	Newcastle	PP attainment (12)	Newcastle
GLD	67% (16%)	70.4%	42%	61.2%

Year 1 Phonics: Attainment

Year 1	2019 Attainment	National	PP attainment	National
Phonics	90%	81.9%	93.3%	81.9%

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						
All pupils (30)	73	20	70	13	73	13
Disadvantaged (11)	67	17	67	8	75	18
2019 Gap (school)	-6	-3	-3	-5	+2	-5
2018 Gap (National)	-3	-6	0	+1	-3	-5

Summary of disadvantaged data in Y2

Pupil Premium children's attainment has improved at the end of Year 2 since 2016. In 2019, Pupil Premium pupils attained slightly lower than their peers however the gaps have narrowed significantly.

In 2020, Pupil premium pupils are projected to attain in line with their peers. 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						
All pupils (33)	76	30	83	24	88	30
Disadvantaged (19)	7	40	90	30	90	30
2019 Gap (school)	-1	+10	+7	+6	+2	0
2019 Gap (National)	+2	+9	+12	+10	+11	+6

Summary of disadvantaged data in Year 6

By the end of Year 6, at Expected Level, Pupil Premium children are expected to outperform their peers. At Greater depth the gap has also closed, where in reading, Pupil Premium children have performed better at Greater Depth.

In 2020, Pupil premium pupils are projected to attain in line with their peers. 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

Average Progress Measures: Disadvantaged Pupils (Cohort 14)

Subject	2016 Average Progress Scores	2017 Average Progress Scores	2018 Average Progress Scores	2019 Average Progress Scores
Average progress reading	-1.9	-1.4	2.2	2.92
Average progress writing	-0.4	0.4	3.4	4.53
Average progress maths	-4.5	1.7	0.5	1.95

Barriers to future attainment	
In-school barriers	
A	Reading comprehension is affected by the fluency of reading and the poor vocabulary and language skills pupils have.
B	Children struggle to reason within mathematics as they have not developed a deep understanding of concepts.
C	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows academic progress in EYFS and subsequent years.
D	Some children have limited life and cultural experiences.
E	25% of Pupil Premium children also have SEN.
F	Some children find it difficult to engage in remote learning due to lack of appropriate devices or internet connection.
G	Some pupils find retaining information difficult
External barriers	
H	A significant minority of disadvantaged pupils remain likely to miss school regularly, which slows their progress. (There are 7 PAs in total, 4 of which are PP).
I	Pupils do not all have access to devices to access the online learning platform Seesaw.

For 2020-21 it is anticipated that St. Michael's RC Primary School will receive a Pupil Premium Grant of £142,000.00

This grant will be used to:

- further raise the academic achievement of PP eligible pupils
- further narrow the attainment gap between PP eligible pupils and non-PP pupils
- further improve the attendance of PP eligible pupils

These targets will be met by:

- providing a range of targeted support for children to ensure they catch-up and keep-up with their peers.
- For 2019-20 St Michael's Intervention Team will consist of 2 qualified teachers (part time), 2 HLTA and 2 TAs.
- providing regular opportunities to learn outside the classroom.
- providing a daily nutritious breakfast, free of charge and at a convenient time for parents.
- running an attendance incentive programme.

Objectives	Success Criteria
Improve outcomes for all disadvantaged pupils throughout the school by supporting children who are not meeting Expected Standard/ Greater Depth through targeted intervention.	2020 projections show that at KS1, the gap is predicted to close, there will an increased number of Pupil Premium achieving expected standard in Reading. In KS2, there is predicted to be a slight gap between Pupil Premium children and their peers. Progress for these pupils is good.
Improve progress and attainment for all PP pupils in reading, with specific focus on developing vocabulary.	Pupils will be exposed to high quality texts through the Primary Writing Programme. This will impact on their progress over time. Pupil premium pupils are confident readers and have the opportunity to read a range of texts. Pupils show a good understanding of language and are able to unpick ambitious vocabulary using strategies taught in class.
Ensure PP children who did not pass phonics screening in Year 2, catch up quickly in Year 3.	Pupils receive focused 1:1 and small group intervention every day. They are tracked and monitored closely to ensure rapid progress is made.
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. The gap between PP and non-PP narrows in 2020.

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.
Improve reasoning skills to enable pupils to confidently approach problems within mathematics, with a particular focus on Pupil Premium Pupils (GD pupils)	The gap between Pupil Premium pupils and their peers is closed at greater depth in Maths, especially in Key Stage 1.
Improve outcomes for pupils who are SEN and Pupil Premium	SEN pupils receive targeted intervention specific to their needs and therefore make good progress from starting points.
Ensure all pupils have access to appropriate remote learning.	Pupils are able to access remote learning that reflects classroom standards. They receive regular personalised feedback from their class teacher in order to help them to improve.
Ensure all pupils have the opportunity to revisit key knowledge in all areas of the curriculum.	Pupils are able to store information in their long-term memory.
Engage parents fully so that children receive cohesive support from school and home.	Staff continue to develop relationships with parents and carers to ensure a meaningful relationship between home and school is embedded for all pupils. Parents are full involved in school life and are supported to help their child fulfil their potential.
To increase the aspirations, confidence and self-belief of pupils identified as Pupil Premium.	Pupils are confident, self-assured learners who recognise positive learning behaviour. Pupils access a range of extra-curricular activities to develop their own skills and qualities.
To ensure the attendance of Pupil Premium children is sustained so that it is in line with other children nationally.	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 4.12% Pupil Premium children 2018/ 19 PAs 3.7%

Academic year	2019/20				
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>Ensure that all pupils have access to appropriate remote learning.</p>	<p>Seesaw implemented for home learning.</p>	<p>The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:</p> <ul style="list-style-type: none"> • ensuring pupils receive clear explanations • supporting growth in confidence with new material through scaffolded practice • application of new knowledge or skills • enabling pupils to receive feedback on how to progress <p>Seesaw provides opportunities for teachers to upload videos, give feedback and set personal and year group specific tasks. Seesaw is a safe platform and personal data and progress is protected. It also allows teachers to continue the 'planned curriculum'.</p>	<p>Monitor progress through pupil and parent voice, QA tasks, work scrutiny, engagement.</p>	<p>CC BF</p>	<p>Half termly</p>
<p>Ensure all pupils have the opportunity to revisit key knowledge in all areas of the curriculum.</p>	<p>Learning by questions</p>	<p>The Education Endowment Foundation (EEF) has recently published its latest guidance report, Using Digital Technology to Improve Learning. The report reviews the best available evidence to offer schools four recommendations regarding how technology can improve teaching & learning. Learning by</p>	<p>Demo/trial run. Monitor the progress from students.</p>	<p>CC BF SF</p>	<p>End of Autumn A</p>

		questions matches each of these four statements.			
Improved outcomes for all pupils and for disadvantaged pupils throughout the school.	<p>Targeted intervention</p> <p>Reduce adult to child ratio and increase high quality adult support in Key Year Groups (EYFS, Y6)</p> <p>Small group focused teaching (English, Maths)</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>Targeted intervention across all phases for all abilities</p> <p>EYFS approaches- see below section.</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 2018/19, reducing adult to child ratio had a positive impact on attainment and accelerated progress in Year 2 and Year 6.</p> <p>In 2018/19, interventions (Reading, Writing and Maths) impacted positively on children's progress. Data also confirms this impact in Autumn term 2020 data capture.</p> <p>NFER report details that first quality teaching can lead to an improvement of 18.7%</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>Weekly year group 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>Intervention summary documents</p>	<p>CC</p> <p>JC</p> <p>BF</p>	<p>Half termly - following monitoring review</p> <p>Weekly Year 6 team meetings</p> <p>Weekly Year 3 team meetings</p> <p>Weekly Y2 team meetings</p>

<p>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</p>	<p>Early Years Language Programme- NELI</p> <p>Forest school</p> <p>TalkBoost programme</p> <p>1:1 and small group work interventions</p> <p>Development of the outdoor area used in group work and continuous provision</p> <p>Increased parental involvement</p> <p>Tips by Text initiative</p> <p>SmallTalk Stay and Play programme- post Covid</p> <p>Phonics tracker</p>	<p>NFER report shows the benefits of outdoor learning on pupils and their ability to explore and reason with one another.</p> <p>At St Michael's, we have tracked pupil engagement in forest school since its introduction. Pupils have increased confidence to share ideas and are able to 'plan, do and review' linked to a given task or challenge.</p> <p>Forest school encourages problem solving, critical thinking and language development.</p>	<p>Quality assurance is rigorous. Lesson observations, pupil discussion and floor book monitoring.</p> <p>Tracking of key children in EYFS and K1.</p> <p>Regular meetings with the forest school lead and EYFS staff</p> <p>Evaluation of interventions</p> <p>Engagement with key adults</p> <p>Weekly meeting with EYFS team and senior leaders</p>	<p>CC</p> <p>JC</p> <p>BF</p> <p>BA</p>	<p>Weekly EYFS/ senior lead meetings</p> <p>Half termly review of interventions</p>
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<p>Improve progress and attainment for all PP pupils in reading, with specific focus on developing vocabulary.</p>	<p>Staff CPD</p> <p>Primary Writing continued staff training</p> <p>Targeted intervention</p> <p>Reduce adult to child ratio and increase high quality adult support in Key Year Groups (EYFS, Y6)</p> <p>Small group focused teaching (English, Maths)</p> <p>Teacher: Small group focused teaching</p> <p>Author visits and book purchase</p> <p>Use of Pre-teach/ Same Day intervention</p>	<p>NFER report details that first quality teaching can lead to an improvement of 18.7%.</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>Staff training and CPD opportunities</p> <p>Working closely with teachers to plan units of work</p>	<p>CC</p> <p>JC</p> <p>BF</p>	<p>Termly pupil progress meetings</p> <p>Hal termly review of interventions</p>
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<p>Ensure PP children who did not pass phonics screening in Year 2, catch up quickly in Year 3.</p>	<p>Phonics intervention daily</p> <p>Lexia intervention</p> <p>Interventions (Toe by Toe/ Memory Magic)</p> <p>Reduced adult to child ratio</p> <p>Extra reading intervention</p> <p>Phonics tracker</p>	<p>NFER indicates that small group additional teaching had an impact of 18.8%</p> <p>At St Michael's, pupils catch up quickly due to effective intervention linked directly to the progressive phonics curriculum in place. We have tracked pupils closely using a phonics tracker.</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>CC</p> <p>JC</p> <p>BF</p>	<p>Termly pupil progress meetings</p> <p>Half termly review of interventions</p> <p>Regular meetings with Year 3 class teacher</p> <p>Parental involvement</p> <p>Half termly SEND reviews- IEPS</p>
<p>Improve reasoning skills to enable pupils to confidently approach problems within mathematics, with a particular focus on Pupil Premium Pupils.</p> <p>(GD pupils)</p>	<p>Whole school staff training within staff meeting on reasoning (types of reasoning and practical steps to enable children to reason) providing high quality reasoning activities which impact upon maths across the school</p> <p>KS2 Maths Challenge</p>	<p>NFER report details that first quality teaching can lead to an improvement of 18.7%.</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</p>	<p>Monitoring and tracking of key groups</p> <p>Engagement with skilled adults</p> <p>Pupil Voice</p>	<p>CC</p> <p>JC</p> <p>BF</p>	<p>Half termly - following monitoring review</p> <p>Interventions- continuous/ documented every 4 weeks</p>

	Daily Practice Maths-reasoning based Resource audit	schools which focus on early intervention rather than end of key stage raised attainment more effectively	Assessment and observational data tracked and moderated Intervention summary documents		
Improve outcomes for pupils who are SEN and Pupil Premium	Quality first teaching SEN action plans and regular meetings with parents Focused interventions-SEN TA Personalised timetables Personalised curriculum Reduced class/ group sizes. 1:1 support.	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. Personalised curriculum and timetables have proven effective. Starting points are met	Assessment and observational data tracked and moderated Pupil Progress meetings TA reviews Intervention impact sheets Book scrutiny Lesson observations Pupil Voice	JC CC BF RJ	Termly Interventions-continuous/ documented every 4 weeks

<p>To support children who are not meeting Expected Standard/ Greater Depth through 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>Personalised timetables</p> <p>Personalised curriculum</p> <p>Deployment of staff</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>Early intervention is considered a priority in enabling children to catch up quickly.</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>Lesson observations</p> <p>Pupil Voice</p>	<p>CC</p> <p>JC</p> <p>BF</p>	<p>Half termly</p> <p>Interventions-continuous/ documented every 4 weeks</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>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</p>	<p>Weekly attendance meetings</p> <p>Attendance reports (DT)</p>	<p>CC</p> <p>DT</p> <p>JC</p> <p>JG</p>	<p>Weekly attendance meetings</p>

	<p>First day response provision</p> <p>New incentives provided for improved attendance</p>	<p>attendance were significantly related to reduced levels of absence.</p> <p>This is an approach that worked well last academic year.</p>	<p>Regular meetings with parents</p>	<p>BF</p>	<p>Half termly attendance reports and reviews</p>
<p>Ensure the emotional well-being of all children.</p>	<p>PSHE curriculum</p> <p>Wellbeing system in place at every level- School, class, individual</p> <p>Identified children part of a mentoring scheme</p> <p>Counselling</p> <p>Development of workrooms to cater for specific needs</p> <p>Staff training</p> <p>Individual support programmes</p>	<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.</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>The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic 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>JC</p> <p>CC</p> <p>BF</p>	<p>Weekly</p> <p>Half termly</p>

	<p>Mental Health parent workshop</p> <p>Nature groups- weekly</p> <p>Staff training</p> <p>Forest School training and sessions</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>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>CC</p> <p>JC</p> <p>DT</p> <p>BF</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>Mental Health workshops</p> <p>Community Week</p> <p>SmallTalk Stay and Play sessions</p> <p>English family learning classes for parents</p>	<p>Studies of adventure learning consistently show positive benefits on academic 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 2019/20 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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To increase the aspirations, confidence and self-belief of pupils identified as Pupil Premium	Personalised curriculum	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	Ensure initiative benefits targeted pupils	CC JC BF	Termly-throughout
	Mentoring Counselling Termly Aspirational Campaigns <ul style="list-style-type: none"> • We Can.. • Together, we're 		Monitor attendance of clubs and visits closely		Aspirational Campaigns-termly
			Monitor behaviour charts and detention records		Behaviour-weekly

	<p>stronger</p> <ul style="list-style-type: none"> • This St Michael's Pupil Can <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 show less children attending detention sessions. School mentors report seeing a positive change in behaviour over time, especially at playtime and lunchtime</p>	<p>Pupil voice interviews.</p>		
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