



## St Michael's CE Junior School pupil premium strategy statement

Summary information					
<b>School</b>	St. Michael's CE VA Junior School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£63,220	<b>Date of most recent PP Review</b>	05/5/2015
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	47	<b>Date for next internal review of this strategy</b>	

Current attainment		
<b>Please see attached data analysis</b>		
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Poor reading skills impact negatively on learning	
<b>B.</b>	52% of PPG children across the school have been identified as coming from poor home learning environments	
<b>C.</b>	Poor attainment at KS1 – lots of gaps in understanding of basic concepts	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Emotion and mental health issues	
<b>E.</b>	Poor attendance and punctuality	
Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	PPG children (and those with SEND) are able to make progress, relative to their starting points	Pupils eligible for PPG in Year 6 make good progress Pupils are able to access the curriculum at their level Higher ability PPG children are able to exceed national expectations

<b>B.</b>	Provide an environment which is conducive to learning, where children can have access to resources to support learning and to provide adult support to complete tasks so that PPG are not disadvantaged by their home learning environment.	<p>A greater number of PPG children reach age-related expectations, compared to 2016 based on end of KS2 tests.</p> <p>Pupils eligible for the PPG are able to access resources (including adult support) that support learning beyond the classroom.</p> <p>Increased attendance at lunchtime learning sessions.</p>
<b>C.</b>	Behavioural issues of pupils eligible for the PPG is addressed	<p>Fewer behaviour incidents recorded</p> <p>Behaviour policy consistently adhered to</p> <p>Attainment of children eligible for the PPG increases</p>
<b>D.</b>	Children (and their families) with emotional and mental health issues are able to access appropriate support from the school and outside agencies, where appropriate.	<p>Children (and their families) have access to Pastoral Care Manager during the school day.</p> <p>Children have access to counselling from outside agencies</p> <p>Positive mental health has a positive impact on progress and attainment</p>
<b>E.</b>	Improved progress for high attaining pupils	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability across KS2 in maths, reading and writing.

Planned expenditure					
Academic year		2017/2018			
The 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					
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?
PPG children (and those with SEND) are able to make progress, relative to their starting points	Quality first teaching. PPG children will form the basis of pupil progress meetings; teachers will identify barriers to learning and ways to overcome these. Small group teaching by Head Teacher, assistant SENCo and Pastoral Care Manager Discussions with school who have successfully raised the attainment of their PPG children.	Effective differentiation and support in class will enable all children to achieve as successfully as their peers. Interventions, as identified through assessment of learning, will be implemented to enable gaps and misconceptions to be addressed. Small group teaching will allow teaching to be personalised to each child's needs. Objectives will be fine-tuned to ensure all children will be able to access the learning. Sutton Trust Toolkit recommendation. To share good practice and identify whether strategies can be implemented at St Michael's.	Triangulation Pupil Progress meetings Sessions will be timetabled weekly. DHT will regularly monitor sessions.	HT/SENCO	

<p>Provide an environment which is conducive to learning, where children can have access to resources to support learning and to provide adult support to complete tasks so that PPG are not disadvantaged by their home learning environment</p>	<p>Continue to run Breakfast Club for all PPG children. Continue to run Lunchtime Learning sessions twice a week. Continue to employ HLTAs to facilitate learning outside the classroom sessions.</p>	<p>Some children have no socialisation at home, no breakfast before coming to school and nobody at home willing to support their education (i.e. listening to them read, helping with homework, etc.)</p>	<p>Pastoral Care Manager (PCM) will timetable HLTAs to cover Breakfast Club. Staff on duty will keep records of attendance and pass information regarding sessions to PCM. HLTA has regular Lunchtime Learning sessions timetabled and all children are aware of these. Analysis of FFT data gives staff an awareness of PPG children and strategies will be implemented within the classroom to support learning.</p>	<p>HT</p>	
<p>Behavioural issues of pupils eligible for the PPG is addressed</p>	<p>Staff will consistently follow the Behaviour Policy. PCM will keep up to date records of extreme behavioural incidents. Where appropriate, the school will liaise with parents to manage behavioural issues.</p>	<p>Behaviour log will track persistent behavioural issues. Consistent adherence to the Behaviour Policy will ensure children are aware of consequences. A work-like ethos will be established where all children are eager and able to learn.</p>	<p>Monitoring of the behavioural log. Triangulation matrix observations to monitor behaviour within class. Regularly remind teachers of the importance of following the Behaviour Policy</p>	<p>SLT/PCM</p>	

<p>Children (and their families) with emotional and mental health issues are able to access appropriate support from the school and outside agencies, where appropriate.</p>	<p>Safeguarding Policy is followed. Concerns raised by staff. Parents are informed (where appropriate). Referrals made to YMCA/Kids Inspire and/or Family Solutions. In severe cases, referrals will be made to EMWHS.</p>	<p>Good mental health will help to facilitate learning. Positive learning behaviours, including perseverance and resilience will be nurtured and encouraged to flourish.</p>	<p>PCM will liaise with SLT and all staff.</p>	<p>PCM/SLT</p>	
<p>Improved progress for high attaining pupils</p>	<p>Booster groups for high ability PP. Small group tuition focussing on mastery elements of the curriculum.</p>	<p>Evidence suggests that high ability PP children do not achieve as highly as non PPG with the same prior achievement.</p>	<p>Sessions and planning will be monitored to ensure challenge.</p>	<p>DHT</p>	
<b>Total budgeted cost</b>					<p>£63,220</p>

Review of expenditure				
Previous Academic Year		2016/2017		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pastoral care	Pastoral care managed supported disadvantaged children, coordinated breakfast club, made regular referrals to mental health services, ran 11+ club to support higher attaining pupils	<p>Given vulnerable children the opportunity to access counselling services has led to a greater resilience and perseverance when faced with challenge.</p> <p>Breakfast Club was well-attended by PPG children. Their social skills were developed which enabled them to have happier break times. They ate healthy breakfasts which impacted on their ability to concentrate during lessons.</p> <p>11+ club enabled higher attaining PPG children to access tutoring to help them pass the 11+</p>	<p>Employment of Pastoral Care Manager will continue as this has been crucial in helping vulnerable children to achieve.</p> <p>Breakfast Club will continue to run. However, where possible, teachers will provide staff with consolidation activities to support learning in the classroom.</p> <p>11+ club was well-attended. Eligible pupils took the test in September 2016 and several children gained a place at grammar school.</p>	<p>£35,811</p> <p>£1,410</p> <p>£440</p>

LSA/HTLA support	LSA/HLTA supported Breakfast Club and Lunchtime Learning sessions. LSA/ HLTAs worked alongside vulnerable children within the classroom to support learning.	MITA project was implemented to improve effectiveness of LSA/HLTA support. This enabled the staff to become more skilled in providing targeted support for more vulnerable children.	MITA project has now been completed and practice of LSAs and HLTAs involved has led to more effective support for children in class, leading to higher pupil achievement. As children in receipt of PPG has fallen in the 2017/2018 academic year, we are unable to use funding to continue this strategy.	£12,632
Supplemented cost of school journey/ trips/extra-curricular activities including Active MDA Sports Coach, swimming lessons, Little Muskateers, etc.	The range of enrichment activities, trips, and residential trip enabled all children the opportunity to experience a well-rounded and holistic learning experience.	To enrich the curriculum to ensure that PP pupils are able to participate in clubs where it will benefit them and to give them the opportunity to experience new and challenging activities. This developed their confidence, perseverance and social skills.	We will continue to fund enrichment activities for pupils eligible for the PPG to ensure they have the same opportunities as children who are not eligible for PPG.	£3,237
Music Tuition	To ensure that PPG children have the same opportunities to learn a musical instrument as non-PPG children where cost might be prohibitive.	The part funding of music lessons is developing higher levels of academic achievement, through a greater self-discipline and commitment and application to learning.	We will continue to fund music tuition for pupils eligible for the PPG to ensure they have the same opportunities as children who are not eligible for PPG.	£1,853

Other educational materials and resources	Resources to support the teaching of the curriculum to a high level	End of Key Stage 2 results in reading, writing, SPAG and mathematics were well above the national average.	On-going miscellaneous costs	£2,069
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### 1. Additional detail

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

There were 13 PPG children in Year 6 last year. Of these, 4 were also SEN. For all PPG children, outcomes in reading, writing and GPS have improved from academic year 2016 (but not in maths). However, outcomes for PP pupils are still below the national comparator for non-PP children in 2016 so this will continue to be an area for significant improvement.



**READING (Based on 2017 SATs results) – National Average 71%**

<b>Year 6 (54 pupils)</b>	Working below expectation	Working at or above expectation
All pupils (54)	20%	80%
Pupil Premium (13)	54%	46%
Not pupil premium (41)	21%	79%

**SPAG (Based on 2017 SATs results) – National Average 77%**

<b>Year 6 (54 pupils)</b>	Working below expectation	Working at or above expectation
All pupils (54)	9%	91%
Pupil Premium (13)	23%	77%
Not pupil premium (41)	10%	90%

**MATHS (Based on 2017 SATs results) – National Average 75%**

<b>Year 6 (54 pupils)</b>	Working below expectation	Working at or above expectation
All pupils (54)	19%	81%
Pupil Premium (13)	38%	62%
Not pupil premium (41)	12%	88%

**WRITING (Based on teacher assessment) – National Average 76%**

<b>Year 6 (54 pupils)</b>	Working below expectation	Working at or above expectation
All pupils (54)	17%	83%
Pupil Premium (13)	31%	69%
Not pupil premium (41)	14%	86%

<b>YEAR 6 COMBINED READING, WRITING AND MATHS</b>	Working below expectation	Working at or above expectation
All pupils	18%	72%
Pupil Premium (13)	54%	46%
Not Pupil Premium (34)	21%	79%