

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

Summary information					
School	St. Michael's CE VA Junior School				
Academic Year	2016/17	Total PP budget	£71,594	Date of most recent PP Review	05/15
Total number of pupils	207	Number of pupils eligible for PP	51	Date for next internal review of this strategy	09/17

### 2016 End of Key Stage 2 SATs progress/attainment data

<b>Reading:</b>	Average scaled score for children eligible for PPG:	100.8
	Average progress measure for children eligible for PPG:	-2.2
<b>SPAG:</b>	Average scaled score for children eligible for PPG:	100.8
	Average progress measure for children eligible for PPG:	+1.72
<b>Maths:</b>	Average scaled score for children eligible for PPG:	100.3
	Average progress measure for children eligible for PPG:	-2.4

### Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A. High percentage of PPG children in current Year 6 cohort have a Statement of Special Educational Needs (31%). Their progress data has negatively impacted on the average progress of the whole group (see attached progress data analysis)
- B. 52% of PPG children across the school have been identified as coming from poor home learning environments
- C. Behaviour issues for a small number of PPG children (10%) are having a detrimental effect on their academic progress and that of their peers

#### External barriers (issues which also require action outside school, such as low attendance rates)

- D. Emotional and mental health issues

<b>Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<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.	A greater number of PPG children reach age-related expectations, compared to 2016 based on end of KS2 tests.  Pupils eligible for the PPG are able to access resources (including adult support) that support learning beyond the classroom.  Increased attendance at lunchtime learning sessions.
<b>C.</b>	Behavioural issues of pupils eligible for the PPG is addressed	Fewer behaviour incidents recorded  Behaviour policy consistently adhered to  Attainment of children eligible for the PPG increases
<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.	Children (and their families) have access to Pastoral Care Manager during the school day.  Children have access to counselling from outside agencies  Positive mental health has a positive impact on progress and attainment
<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	2016/2017									
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	Small group teaching by Head Teacher, assistant SENCo and Pastoral Care Manager	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.	Sessions will be timetabled weekly. DHT will regularly monitor sessions.	DHT						
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	Continue to run Breakfast Club for all PPG children. Continue to run Lunchtime Learning sessions twice a week. Continue to employ HLTA's to facilitate learning outside the classroom sessions.	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.)	Pastoral Care Manager (PCM) will timetable HLTA's to cover Breakfast Club. Staff on duty will keep records of attendance and pass information regarding sessions to PCM. Assistant SENCo has regular Lunchtime Learning sessions timetabled and all children are aware of these.	HT						

Behavioural issues of pupils eligible for the PPG is addressed	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.	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.	Monitoring of the behavioural log. Triangulation matrix observations to monitor behaviour within class. Regularly remind teachers of the importance of following the Behaviour Policy	SLT/PCM	
Children (and their families) with emotional and mental health issues are able to access appropriate support from the school and outside agencies, where appropriate.	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.	Good mental health will help to facilitate learning. Positive learning behaviours, including perseverance and resilience will be nurtured and encouraged to flourish.	PCM will liaise with SLT and all staff.	PCM/SLT	

Improved progress for high attaining pupils	Booster groups for high ability PP. Small group tuition focussing on mastery elements of the curriculum.	Evidence suggests that high ability PP children do not achieve as highly as non PPG with the same prior achievement.	Sessions and planning will be monitored to ensure challenge.	DHT	
<b>Total budgeted cost</b>					

Review of expenditure				
Previous Academic Year		2015/2016		
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 we are awaiting results.</p>	£30,740
LSA/HTLA support	LSA/HTLA supported Breakfast Club and Lunchtime Learning sessions. LSA/HTLAs worked alongside vulnerable children within the classroom to support learning.	MITA project was implemented to improve effectiveness of LSA/HTLA support. This enabled the staff to become more skilled in providing targeted support for more vulnerable children.	MITA project is on-going; practice of LSAs and HTLAs involved has improved, leading to higher pupil achievement. We will continue to use PPG to fund extra LSA/HTLA support.	£11,295

NQT for 2 terms	NQT was employed so that an extra class could be established. Without this, Years 5 and 6 would have had class sizes in excess of 35 children.	Year 6 achieved well-above national expectations in end of Key Stage 2 tests. PPG children in Year 3 made well-above expected progress in all subjects. PPG children in other year groups made slightly below expected progress (however, this was also the case with pupils who were not eligible for the PPG). The extra class also meant that children were not taught in vertical year groups, ensuring that the National Curriculum could be taught more effectively.	Eight classes will be maintained (although not funded from the Pupil Premium Grant for the year 2016/2017)	£15,926
Supplemented cost of school journey/trips/extra-curricular activities including Active MDA Sports Coach	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 PPG 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.	£4,000
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.	£3,500

Maths Scheme	To ensure that all elements of the NC2014 was taught, particularly at mastery level to ensure high attaining pupils were able to exceed national expectations	End of Key Stage 2 results in mathematics were well above the national average.	No further expenditure will be needed in this area	£4,000
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
<b>1. Additional detail</b>				
In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.				

**READING (Based on 2016 SATs results) – National Average 66%**

<b>Year 6 (47 pupils)</b>	Working below expectation	Working at or above expectation
All pupils (47)	12 (26%)	35 (74%)
Pupil Premium (13)	7 (54%)	6 (46%)
Not pupil premium (34)	5 (15%)	29 (79%)

**SPAG (Based on 2016 SATs results) – National Average 72%**

<b>Year 6 (47 pupils)</b>	Working below expectation	Working at or above expectation
All pupils (47)	7 (15%)	40 (85%)
Pupil Premium (13)	4 (31%)	9 (69%)
Not pupil premium (34)	4 (12%)	30 (88%)

**MATHS (Based on 2016 SATs results) – National Average 70%**

<b>Year 6 (47 pupils)</b>	Working below expectation	Working at or above expectation
All pupils (47)	11 (23%)	36 (77%)
Pupil Premium (13)	5 (38%)	8 (62%)
Not pupil premium (34)	6 (18%)	28 (82%)

**WRITING (Based on teacher assessment) – National Average 74%**

<b>Year 6 (47 pupils)</b>	Working below expectation	Working at or above expectation	Working above expectation
All pupils (47)	9 (19%)	38 (81%)	14 (30%)
Pupil Premium (13)	4 (31%)	9 (69%)	2 (15%)
Not pupil premium (34)	5 (15%)	29 (85%)	12 (35%)

<b>YEAR 6 COMBINED READING, WRITING AND MATHS</b>	Working below expectation	Working at or above expectation
All pupils	17 (36%)	30 (64%)
Pupil Premium (13)	9 (69%)	4 (31%)
Not Pupil Premium (34)	9 (26%)	25 (74%)