



Summary information					
School	St. Michael's CE VA Junior School				
Academic Year	2018/19	Total PP budget	£66,260	Date of most recent PP Review	July 2018
Total number of pupils	239	Number of pupils eligible for PP	45 (19%)	Date for next internal review of this strategy	December '18 March 2019 July 2019

Current attainment	
<p><u>2018 KS2 SATs results for <i>disadvantaged</i> pupils:</u></p> <p>Combined: 50% achieving ARE – Reading: 90% achieving ARE – 30% exceeding ARE Writing: 70% achieving ARE – 20% exceeding ARE Maths: 70% achieving ARE – 10% exceeding ARE SPaG: 60% achieving ARE – 40% exceeding ARE</p>	<p><u>2018 KS2 SATs results for <i>non-disadvantaged</i> pupils:</u></p> <p>Reading: 71% achieving ARE – 44% exceeding ARE Writing: 91% achieving ARE – 41% exceeding ARE Maths: 94% achieving ARE – 34% exceeding ARE SPaG: 97% achieving ARE – 13% exceeding ARE</p>
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>	
A.	A high number of pupils do not have a good understanding of concepts, which limits their ability to achieve greater depth in Reading, Writing and Maths.
B.	Pupils have insufficient support at home to help them develop reading, writing and basic maths skills as rapidly as we would like.
C.	Social/emotional issues, as a result of safeguarding concerns, impact negatively on pupils' ability to support self-regulation, independence and self-esteem.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Financial – Many children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding.

E.	A lack of communication due to increased technology results in a restricted range of vocabulary and a lack of enthusiasm for learning outside of school.	
F.	Low attendance/poor punctuality due to issues arising from home.	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	PPG children (and those with SEND) are able to make progress, relative to their starting points	<ul style="list-style-type: none"> • Pupils eligible for PPG in Year 6 make good progress • Pupils are able to access the curriculum at their level • Percentage of children reaching ARE is better than the national average • Higher ability PPG children are able to exceed national expectations
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.	<ul style="list-style-type: none"> • A greater number of PPG children reach age-related expectations, compared to 2018 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 breakfast club and at lunchtime learning sessions.
C.	Children (and their families) with emotional and mental health issues are able to access appropriate support from the school and outside agencies, where appropriate.	<ul style="list-style-type: none"> • 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
D.	All children, regardless of their personal circumstances, have equal access to a range of enrichment activities	<ul style="list-style-type: none"> • Disadvantaged pupils will be able to experience new and/ or challenging activities • Disadvantaged pupils' cultural and social understanding will be developed through rich and stimulating trips, visits and activities • Disadvantaged pupils will be able to participate in all clubs provided in school • Disadvantaged pupils' confidence, perseverance and social skills will be developed through enrichment activities
E.	Children will become resilient and enthusiastic learners. They will develop a wider vocabulary which will enable them to access a range of concepts.	<ul style="list-style-type: none"> • The gap between the attainment of advantaged and disadvantaged pupils will diminish further. • Children's aspirations for what they can achieve in the future are raised. • Disadvantaged pupils will find it easier to access challenging concepts through a wider vocabulary. • A greater percentage of PPG children will achieve greater depth
F.	The attendance and punctuality of children who are in receipt of the pupil premium grant is improved.	<ul style="list-style-type: none"> • The attendance of children identified as 'persistent absentees' is improved • The punctuality of all children who are persistently late is improved • Children's attainment is improved because of regular attendance and good punctuality

Planned expenditure					
Academic year		2018/2019			
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	<p>Quality first teaching. PPG children will form the basis of pupil progress meetings; teachers will identify barriers to learning and ways to overcome these.</p> <p>Small group teaching by Head Teacher, assistant SENCo and Pastoral Care Manager</p>	<p>Effective differentiation and support in class will enable all children to achieve as successfully as their peers.</p> <p>Interventions, as identified through assessment of learning, will be implemented to enable gaps and misconceptions to be addressed.</p> <p>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.</p>	<p>Triangulation</p> <p>Pupil Progress meetings</p> <p>Sessions will be timetabled weekly.</p>	HT/SENCO	Pupil progress meetings will be held in the autumn term 2018, spring term 2019 and summer term 2019.

<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>Breakfast Club is run daily throughout term time Lunchtime learning is run on Monday and Tuesday lunchtime Booster sessions will be run in consultation with Year 6 teachers to identify pupils who would benefit from small-group teaching</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. ABC analysis sheet will be completed after every serious incident.</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>Behaviour log is reviewed every half-term by PCM. Behaviour Policy is implemented from the beginning of the autumn term</p>

<p>Children (and their families) with emotional and mental health issues have unlimited access to our PCM and, if appropriate, are advised how to access suitable support from outside agencies.</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>Head teacher and PCM will liaise on a daily basis, if any issues arise</p>
<p>Improved progress for high attaining pupils</p>	<p>Quality first teaching. Interventions will be led by classteacher or LSA based on the specific needs of the children Booster groups for high ability PP. Small group tuition focussing on mastery elements of the curriculum. PCM to run an 11+ club for pupils who are intending to sit the 11+ exam.</p>	<p>Evidence suggests that high ability PP children do not achieve as highly as non PPG with the same prior achievement. Many disadvantaged pupils are unable to afford private 11+ tutoring sessions.</p>	<p>Sessions and planning will be monitored to ensure challenge.</p>	<p>DHT</p>	<p>High quality teaching and interventions will be implemented in the autumn term. Booster groups for high ability children will be implemented in the spring term.</p>
Total budgeted cost					<p>£66,260</p>

Review of expenditure				
Previous Academic Year		2017/2018		
Desired outcome	Chosen action / approach	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, liaised with outside agencies, 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 2018 – 6 of our pupil premium children accessed the 11+ club which started in November 2017.</p>	<p>£36,695</p> <p>£3,416</p> <p>£300</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 (2016/2017) ensured that all our LSAs were highly trained to support vulnerable children, both in class and during break times. The positive impact of the project has ensured that our LSAs continue to provide high quality, and highly effective support in the classroom and during interventions.	We did not continue with the MITA project due to budgetary constraints but our LSAs continued to deliver high quality support. We will continue to fund HLTA and LSA support for our disadvantaged pupils.	£14,650
Supplemented cost of school journey, trips and enrichment activities in school	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, and have 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.	£6,632
Sports coaching	To ensure that PPG children have the same opportunities to participate in a particular sport and not be inhibited by cost.	The funding of extra-curricular clubs (run by external companies) has ensured that our PPG children are able to participate in a range of high-quality sporting activities. This has developed their enjoyment of physical activity, greater self-discipline and commitment and application to learning.	Due to budgetary constraints, we will no longer be able to fund clubs run by external companies for our PPG children. However, we will continue to run a wide range of clubs that are free for all children to attend	£0

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.	The resources that we purchased supported pupils with their independent study, which enabled our PPG children to achieve a high level of attainment	£2,069
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1. Additional detail

There were 10 PPG children in Year 6 last year. Of these, 2 were also SEN. For all PPG children, outcomes in reading, writing and maths have improved from academic year 2016 and 2017. Our SPaG attainment was slightly lower than that achieved in 2017. PPG working at ARE significantly exceeded the national average for reading.

READING (Based on 2018 SATs results) – National Average 71%

Year 6 (54 pupils)	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 2018 SATs results) – National Average 75%

Year 6 (42 pupils)	Working below expectation	Working at or above expectation
All pupils (42)	12%	88%
Pupil Premium (10)	40%	60%
Not pupil premium (32)	3%	97%

MATHS (Based on 2018 SATs results) – National Average 76%

Year 6 (42 pupils)	Working below expectation	Working at or above expectation
All pupils (42)	12%	88%
Pupil Premium (10)	30%	70%
Not pupil premium (32)	6%	94%

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

Year 6 (42 pupils)	Working below expectation	Working at or above expectation
All pupils (42)	14%	86%
Pupil Premium (10)	30%	70%
Not pupil premium (32)	9%	91%