

St Michael's CE (VA) Junior School
Pupil Premium Strategy Statement



Our aim is to provide targeted support to pupils funded through PPG to ensure that they reach their potential and that they make the best possible progress, both academically and socially. In addition, the school aims to raise achievement (attainment and progress) of all pupils eligible for Pupil Premium funding so that their performance is at least in line with other non- disadvantaged pupils.

At St Michael's CE (VA) Junior School, we endeavour to provide high standards of education, through First Quality Teaching and having high expectations of every pupil. Some of our funding is spent on providing higher level learning support assistants (HLTAs) to support and work with targeted groups or individual pupils eligible for PPG. Pupil Premium funding is also used to remove any 'barriers to learning' which may exist; these may include low self-esteem, poor attendance, gaps in learning or a lack of confidence. Much of our funding is used to employ our Pastoral Care Manager, who provides additional and targeted support to address the social and emotional aspects of learning for key pupils to enable them to thrive in whole class situations, have confidence in themselves and raise self-esteem. Pupil Premium funding is used to ensure all pupils are happy and have positive learning experiences. All pupils funded through PPG should be given opportunities that they may not always have access to, through experiencing trips and participating in some of our extra-curricular provision such as our wide variety of clubs or music lessons. These experiences enhance pupils' development.

Summary Information							
Academic Year	2018/2019	Allocated budget for Pupil Premium	£66,260	Number of children eligible for PPG in Year 3	10	Number of children eligible for PPG in Year 4	8
Total number of pupils in school	228	Number of pupils eligible for Pupil Premium	44 (19%)	Number of children eligible for PPG in Year 5	7	Number of children eligible for PPG in Year 6	19

2019 Attainment – KS2 SATs	
<p style="text-align: center;">Attainment of disadvantaged pupils:</p> <p>Combined: 74% achieving ARE – 16% exceeding ARE Reading: 79% achieving ARE – 47% exceeding ARE Writing: 74% achieving ARE – 26% exceeding ARE Maths: 84% achieving ARE – 32% exceeding ARE SPaG: 68% achieving ARE – 47% exceeding ARE</p>	<p style="text-align: center;">Attainment of non-disadvantaged pupils:</p> <p>Combined: 77% achieving ARE – 25% exceeding ARE Reading: 79% achieving ARE – 45% exceeding ARE Writing: 84% achieving ARE – 39% exceeding ARE Maths: 93% achieving ARE – 43% exceeding ARE SPaG: 90% achieving ARE – 57% exceeding ARE</p>

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)	A high number of pupils do not have a well-developed understanding of concepts, which limits their ability to work at age-related expectations and greater depth in English or maths
b)	Pupils have insufficient support at home to help them develop reading, writing and basic maths skills as rapidly or as thoroughly as we would like
c)	Social and/or emotional issues, as a result of safeguarding concerns, impact negatively on pupils' ability to support self-regulation independence and self-esteem
External barriers (issues which also require action outside school, such as low attendance rates)	
d)	Financial constraints often mean that disadvantaged children have less access to cultural and social experiences which would enhance their skills, knowledge and understanding
e)	A lack of personal interaction due to an increased use of technology results in a restricted range of vocabulary and a lack of enthusiasm for learning outside of school
f)	Low attendance and/or poor punctuality due to home environment impacts negatively on learning in school

Desired outcomes	Success criteria
a)	<p>Children eligible for the PPG are able to make progress, relative to their starting points</p> <ul style="list-style-type: none"> • Pupils eligible for the PPG in Year 6 make good progress In all three areas, the progress measures for combined is -1% • Pupils are able to access the curriculum at their own level Quality first teaching and targeted interventions and support has ensured that all children were able to access the curriculum. 27% of our PPG children were also on the SEND register. • The percentage of children who are eligible for the PPG reaching age-related expectations is better than the national average Attainment for children eligible for the PPG was better than the national average in reading, maths and the combined measure and above set targets. It was slightly less (4%) than the national average in writing. • A higher percentage of PPG children are able to exceed national expectations A higher percentage of children eligible for the PPG, compared to 2018 KS2 SATs, exceeded national expectations.
b)	<p>Provide an environment which is conducive to learning, where children have access to resources to support learning and to provide adult support to complete tasks so that PPG children are not</p> <ul style="list-style-type: none"> • A greater percentage of PPG children reach age-related expectations compared to 2018 based on end of KS2 tests Attainment increased significantly in Reading, writing and maths, compared to 2018 KS2 results. The percentage of children achieving the combined measure rose by 24%, compared to 2018. • Pupils eligible for the PPG are able to access resources (including adult support) that supports learning beyond the classroom Pupils are supported during lessons and in interventions by adults, using appropriate resources. All PPG children were invited to attend 11+ tuition (before school club) – 42% of PPG children attended and 11% gained a grammar school offer.

	disadvantaged by their home environment	<ul style="list-style-type: none"> Increased attendance at breakfast club and lunchtime learning sessions All children who are eligible for the PPG are invited to Breakfast Club and over 50% regularly attend
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 Our PCM has an open-door policy and a dedicated phone line – children and adults are able to access her support on a needs-basis Children have access to counselling from outside agencies Children have access to a range of counselling services, depending on their level of need. We have a YMCA councillor, who visits on a weekly basis and we are able to access other services when needed. This support ensures children's good mental health has a positive impact on their learning behaviours, progress and attainment Positive mental health has a positive impact on progress and attainment Children are more settled and ready to learn as their positive mental health is monitored and supported
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 Children in Years 4 and 6 are able to take part in a residential trip. Children are invited to attend sporting events, such as tennis matches at Wimbledon or FA Cup matches at Wembley. Disadvantaged pupils' cultural and social understanding will be developed through rich and stimulating trips, visits and activities Children are able to take part in a variety of trips and visits (such as to The Royal Opera House to see Swan Lake, museums and places of worship, etc), which develops their cultural knowledge and understanding. We have a range of visits into school by different members of the community, which give them a better understanding of cultural and social differences. Disadvantaged pupils will be able to participate in all clubs provided in school All children who are eligible for the PPG participated in at least on extra-curricular club during the last academic year. We provided funding for PPG children where clubs were run by external agencies. We offer a wide range of musical instrument tuition, where tuition fees were paid for children in receipt of the PPG. Disadvantaged pupils' confidence, perseverance and social skills will be developed through enrichment activities The ability to participate in all activities with their peers , regardless of ability to pay, meant that PPG children were not excluded from any activity. This impacted positively on their confidence, perseverance and social skills.
e)	Children will become resilient and enthusiastic learners. They will develop a wider vocabulary which will	<ul style="list-style-type: none"> The gap between the attainment of advantaged and disadvantaged pupils will diminish further The gap in writing has diminished by 11%, in maths by 15%, compared to 2018 SATs. There was no gap between PPG and non-PPG children in reading this year. Children's aspirations for what they can achieve in the future are raised

	enable them to access a range of concepts	<p>Children are able to volunteer to take on a range of responsible posts in school, such as House Captains, worship leaders, school councillors, etc. PPG children are encouraged to apply for these roles and support is given, where appropriate, to ensure they are prepared for the role. Children's confidence to speak in front of an audience is improved.</p> <ul style="list-style-type: none"> Disadvantaged pupils will find it easier to access challenging concepts through a wider vocabulary Adults in school use a range of strategies to scaffold and model new vocabulary. Word banks, working walls and knowledge organisers help PPG children to understand the definition of new vocabulary A greater percentage of PPG children will achieve greater depth The percentage of PPG children achieving greater depth rose by 17% in reading, by 6% in writing and by 22% in maths, compared to 2018 KS2 results.
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 attendance of children eligible for the PPG who have been identified as 'persistent absentees' decreased by 50% over the last academic year The punctuality of all children who are persistently late is improved All PPG children were invited to attend Breakfast Club so that they are in school for the start of registration. Measures used to identify children who are persistently late were more rigorous; the PCM was informed if a PPG child had not arrived by the time registers closed and a phone call home would be made. If there was no reply, the PCM and another member of staff would visit the home. If appropriate, they would transport the child to school. The punctuality of children who were persistently late improved over the course of the year Children's attainment is improved because of regular attendance and good punctuality Children who attended Breakfast Club were able to access a calm environment which prepared them for learning. Children who have better attendance and good punctuality are able to access early morning activities, which consolidates and extends learning.

Review of expenditure 2018/2019				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Pastoral Care	Pastoral care manager supported disadvantaged children, taught the P.S.H.E. curriculum, lead small group interventions (e.g. Zones of Regulation), arranged attendance and staffing at breakfast club, liaised with outside agencies, made regular	Ensured vulnerable children were able to access appropriate outside agency support (e.g. counselling services etc.) – this has led to a greater resilience and perseverance when faced with challenging concepts. It has ensured that their mental well-being is being	Employment of our Pastoral Care Manager will continue; her role has been crucial in helping all vulnerable children to achieve. Breakfast Club will continue to run. Staff running Breakfast Club will be	£36,695

	referrals to mental health services, ran 11+ club to support higher attaining pupils	addressed, which has impacted positively on their self-esteem. Breakfast Club was well-attended by PPG children. Their social skills were developed, they were able to interact positively with the adults supervising the club and they were able to engage with morning learning tasks, if appropriate. The healthy breakfast provided also ensured that their concentration was improved during lessons. 11+ Club enabled higher attaining PPG children to access tutoring to help them pass the 11+. 2 of our PPG children gained a place at grammar school, both of whom attended the club.	asked to ensure all children who attend engage fully in the activities provided. 11+ Club was well attended and will continue to run over the next academic year (starting November 2019)	£3,761
HLTA/LSA support	HLTAs and LSAs provided support at both Breakfast Club and at Lunchtime Learning sessions. HLTAs and LSAs worked alongside vulnerable children within the classroom to support learning.	All of our support staff took part in the MITA project during the academic year 2016/17, this ensured that they 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 and HLTAs continue to provide high quality and highly effective support in the classroom, during interventions and during extra-curricular clubs.	HLTA and LSA support will continue to be funded over the next academic year.	£17,489
Supplemented cost of residential trips, day trips and enrichment activities in school	The range of enrichment activities that we provide has given all children, regardless of their personal circumstances, the opportunity to take part in experiences that will enhance the curriculum and provide new	We provided part funding for nineteen of our Year 6 disadvantaged pupils to participate in the residential trip along with their peers, giving them the opportunity to experience new and challenging activities. In addition, this developed their confidence,	We will continue to fund enrichment activities for disadvantaged pupils eligible for PPG to ensure they have the same opportunities as non-disadvantaged pupils.	£6,710

	<p>cultural, educational and challenging activities. Pupils' social and emotional development is enhanced due to attendance on these trips</p>	<p>perseverance and social skills. This trip stood them in good stead for the rest of Year 6, enabling them to overcome anxieties, develop their Growth Mindset and achieve well in their SATs. Subsidised funded visits linked to the National Curriculum ensured that all disadvantaged pupils had a memorable and well-rounded experience which enriched their learning. Swimming tuition provided to our Year 3 pupils has ensured that all children have had the opportunity to develop improve their swimming skills and have a greater awareness of water safety. Through the PPG, we funded visits (transport and cost of ticket) to various sporting events for our disadvantaged pupils (e.g. Wimbledon to see the tennis, the Copperbox to watch an international hockey match, Wembley to watch an international football match). This impacted positively on the children's self-esteem, as well as their social skills, and ensured that they had the same opportunity as their peers to attend sporting events that may otherwise be unaffordable.</p>	<p>We will continue to provide a wide range of extra-curricular learning experiences.</p> <p>We will continue to fund lessons for children in Year 3 who are in receipt of the pupil premium grant.</p> <p>Due to budgetary constraints, we will not longer be able to fund visits to sporting events.</p>	<p>£295</p> <p>£108</p>
Sports coaching	To ensure that all children in receipt of the PPG have the same opportunities to participate in clubs that they would like to be involved in, and to give them the opportunity to try new sporting activities.	The funding of places at extra-curricular clubs has ensured that our disadvantaged pupils are able to participate in a range of high-quality activities to improve their confidence and social skills. In addition, this has	Due to budgetary constraints, we will no longer be able to fund clubs run by external companies. However, we will continue to run a wide variety of clubs that will be free for all children to attend.	£639

		developed their enjoyment of physical activity/other interests as well as have greater self-discipline, commitment and application to learning.		
Music tuition	To ensure that all children in receipt of the PPG have the same opportunities as their peers to develop their musical talents through peripatetic music tuition.	We provided funding for children in receipt of the PPG to learn to play a musical instrument. This developed their confidence, musical ability and social skills, as well as their enjoyment of music.	Due to budgetary constraints, we will no longer be able to fund musical instrument tuition. However, we will continue to run a variety of musical clubs that will be free for all children to attend (e.g. ukulele, recorder, choir, Glee Club, etc.)	£563

Planned Expenditure 2019/2020					
Desired Outcome	Chosen Action/ Approach	Evidence and rationale for this choice	How will we know that this is implemented well?	Staff Lead	When will this be reviewed?
Children eligible for the PPG 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 be asked to identify barriers to learning and methods used in class to overcome these. Small group interventions, based on gaps and misconceptions identified during teaching sessions. Where appropriate, small group teaching by Head Teacher, SENCO, assistant SENCO or Pastoral Care Manager, as directed by the teacher.	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.	Triangulation Termly pupil progress meetings Target setting	Head teacher/ SENCO/SLT	Pupil progress meetings will be held termly from Autumn 2019.
Provide an environment which promotes	Breakfast Club for all PPG children Lunchtime Learning sessions twice a week	Some children have no socialisation at home, no breakfast before coming to school and nobody at	PPG will use Breakfast Club as a means of supporting learning	Head Teacher HLTA	Effectiveness of all sessions will be reviewed termly

<p>Christian Values and 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>Employ HLTAs to facilitate learning outside the classroom sessions and provide small group intervention Lunchtime drop-in sessions Access to outside agency support</p>	<p>home willing to support their education (i.e. listening to them read, helping with homework, etc.) We provide opportunities for children to talk to an adult in a relaxed environment; this could be about their school work or any social or emotional worries they may have – it gives them an outlet to express their concerns</p>	<p>and becoming read to learn. Staff on duty will keep records of attendance and pass information regarding sessions to PCM. Analysis of FFT data gives staff an awareness of PPG children and strategies will be implemented within the classroom to support learning. PCM provides weekly update to SLT about vulnerable children.</p>	<p>PCM</p>	<p>from Autumn 2019. Breakfast Club is run daily throughout term time Lunchtime learning is run on Monday and Tuesday lunchtime Drop-in sessions are held twice a week</p>
<p>Behavioural issues of pupils eligible for the PPG is addressed</p>	<p>Staff will consistently follow the Behaviour Policy. Any 'time out' slips will be recorded by Head Teacher, PCM or deputy head teacher. 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 calm and productive environment 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>Head Teacher PCM Deputy Head Teacher</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,</p>	<p>Pastoral Care Manager will deliver targeted interventions to develop and promote emotional resilience and good mental health Safeguarding Policy is followed. Concerns raised by staff. Parents are informed (where appropriate).</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>if appropriate, are advised how to access suitable support from outside agencies.</p>	<p>Referrals made to YMCA/Kids Inspire and/or Family Solutions. In severe cases, referrals will be made to EMWHS.</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 Gap analysis of previous assessment materials will be used to identify gaps in knowledge and intervention groups will be used to address these gaps. 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>Most children who take the 11+ exam have private tuition to familiarise themselves with the complexity and content of the materials. As many disadvantaged pupils are unable to afford private 11+ tutoring sessions, this ensures equality of opportunity for all pupils.</p>	<p>Sessions and planning will be monitored to ensure challenge.</p>	<p>Head Teacher SENCO Deputy Head Teacher PCM</p>	<p>High quality teaching and interventions will be implemented in the autumn term. 11+ Club starts for pupils in Year 5 in November 2019. This will be monitored weekly by PCM.</p>