

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	2019/2020	Allocated budget for Pupil Premium	£71,500	Number of children eligible for PPG in Year 3	11	Number of children eligible for PPG in Year 4	14
Total number of pupils in school	236	Number of pupils eligible for Pupil Premium	47 (20%)	Number of children eligible for PPG in Year 5	11	Number of children eligible for PPG in Year 6	11

2020 Attainment – KS2 SATs

Attainment of disadvantaged pupils:	Attainment of non-disadvantaged pupils:
Due to COVID-19 pandemic, end of Key Stage 2 SATs did not take place.	Due to COVID-19 pandemic, end of Key Stage 2 SATs did not take place.

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

Due to the COVID-19 pandemic, schools were closed to most pupils from Friday 20th March 2020. Children of key workers and those classed as 'vulnerable' continued to receive provision at school. As a result of the pandemic, all formal end of key stage tests and examinations did not take place.

Throughout the lockdown period, all pupils received regular age-appropriate learning tasks to complete at home. While teachers were unable to monitor the impact of the home/learning provision, they contacted every family at least once every three weeks to offer support and guidance to children and their families. Where families did not have access to adequate ICT equipment or provision, the school printed paper copies of the resources and delivered them, where necessary.

Desired outcomes		Success criteria
a)	Children eligible for the PPG are able to make progress, relative to their starting points	<ul style="list-style-type: none"> Pupils eligible for the PPG in Year 6 make good progress Progress of Year 6 pupils was not measurable due to COVID-19 pandemic and school lockdown Pupils are able to access the curriculum at their own level Up until March 20th 2020, quality first teaching and targeted interventions and support ensured that all children were able to access the curriculum. 23% 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 of all children (including PPG children) was not measurable due to COVID-19 pandemic and school lockdown A higher percentage of PPG children are able to exceed national expectations Attainment of all children (including PPG children) was not measurable due to COVID-19 pandemic and school lockdown

b)	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 disadvantaged by their home environment	<ul style="list-style-type: none"> • A greater percentage of PPG children reach age-related expectations compared to 2019 based on end of KS2 tests Attainment of all children (including PPG children) was not measurable due to COVID-19 pandemic and school lockdown • 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) – 9% of PPG children attended. As the 11+ exams are taking place in November, we do not know the percentage of pupils who have gained a place at grammar school. • 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; however, due to the COVID-19 pandemic, the Year 4 residential trip did not take place. Planned enrichment visits, such as tennis matches at Wimbledon and FA Cup matches at Wembley were also cancelled due to the pandemic. • Disadvantaged pupils’ cultural and social understanding will be developed through rich and stimulating trips, visits and activities While many of our planned trips, visits and activities were cancelled due to COVID-19, the school was able to develop disadvantaged pupils’ cultural and social understanding during the autumn term 2019 and the first half of the spring term 2020 through a limited number of trips, visits and activities. Trips to watch a ballet at the Royal Opera House, the Year 4 residential trip to Mersea, the Year 6 trip to a Hindu temple were among the visits that were cancelled. • Disadvantaged pupils will be able to participate in all clubs provided in school

		<p>All children who were eligible for the PPG participated in at least on extra-curricular club during the last academic year.</p> <ul style="list-style-type: none"> 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 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 The attainment gap between advantaged and disadvantages pupils was not measurable due to COVID-19 Children's aspirations for what they can achieve in the future are raised Children were 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. 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 was not measurable due to COVID-19
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' has been improving for the past two years. The attendance of persistent absentee PPG pupils in the academic year 2019/2020 improved by 3.6% compared to the previous 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 2019/2020

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p>Pastoral Care</p>	<p>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 referrals to mental health services, ran I I+ club to support higher attaining pupils</p>	<p>Ensured vulnerable children were able to access appropriate outside agency support (e.g. counselling services etc.) – this has lead to a greater resilience and perseverance when faced with challenging concepts. It has ensured that their mental well-being is being addressed, which has impacted positively on pupils’ 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. Familiar adults involved at Breakfast club level supported transition into learning time and provided a consistent approach. I I+ Club enabled higher attaining PPG children to access tutoring to help them pass the I I+.</p>	<p>Employment of our Pastoral Care Manager will continue; her role has been crucial in helping all vulnerable children to achieve.</p> <p>Breakfast Club will continue to run. Staff running Breakfast Club will be asked to ensure all children who attend engage fully in the activities provided.</p> <p>I I+ Club was well attended and will continue to run over the next academic year (provisionally starting November 2020)</p>	<p>£37,415</p> <p>£4,027.45</p>
<p>HLTA/LSA support</p>	<p>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.</p>	<p>Many of our support staff took part in the MITA project. 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.</p>	<p>HLTA and LSA support will continue to be funded over the next academic year.</p>	<p>£16,518</p>

<p>Supplemented cost of residential trips, day trips and enrichment activities in school</p>	<p>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 cultural, educational and challenging activities. Pupils' social and emotional development is enhanced due to attendance on these trips</p>	<p>We provided part funding for twelve of our Year 4 and 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, perseverance and social skills. 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. We also funded, or part-funded, other trips throughout the year to ensure that all children, regardless of their circumstances, were able to participate along with their peers.</p>	<p>We will continue to fund enrichment activities for disadvantaged pupils eligible for PPG to ensure they have the same opportunities as non-disadvantaged pupils. We will continue to provide a wide range of extra-curricular learning experiences. We will continue to fund lessons for children in Year 3 who are in receipt of the pupil premium grant. We will continue to fund, or part fund, the cost of enrichment trips and visits.</p>	<p>£2,265.02 £373.29 £497.90</p>
<p>Music tuition</p>	<p>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.</p>	<p>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.</p>	<p>Due to budgetary constraints, we only be able to fund limited 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.)</p>	<p>£170</p>
<p>Administrative Costs</p>	<p>Administration staff time and related costs to ensure that all families and children have access to information, resources and equipment. Identifying, copying and collating resources and equipment to support home learning. Administrative staff provided assistance to parents who need to apply for Government benefits.</p>	<p>During lockdown, admin staff ensured that parents of pupil premium children were able to access services such as food parcels, which they delivered. They spent numerous hours applying for Edenred vouchers, some of which were also delivered. This ensured all disadvantaged families had adequate food.</p>	<p>While we don't expect another full lockdown, administrative staff are still busy dealing with COVID-19 related matters on a day-to-day basis. They will continue to provide support to school staff and parents of disadvantaged parents next year.</p>	<p>£1,000</p>

		We provided home learning packs to children who didn't have access to the Internet or adequate IT equipment, which was delivered in person; this meant that all children had access to the same learning opportunities.		
Miscellaneous items	To ensure that all children have adequate clothing for school	We provided disadvantaged children with items of uniform and P.E. kit, which ensured that they were able to take part in P.E. lessons and that they wore the same clothing as their peers.	We have some clean, used items of uniform and P.E. kit that is kept in school and will give it to disadvantaged children who need it. Where necessary, we will continue to fund items of clothing.	£29.49

Planned Expenditure 2020/2021					
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?
Poor attendance caused by COVID-19 aftermath is improved	As many families are wary of their children attending school due to COVID-19, attendance certificates to be introduced as an incentive for 100% attendance or improved attendance – in order not to discriminate against poor attendance and Covid-19 related attendance this will be postponed until the spring term Pastoral Care Manager and Head Teacher will monitor attendance and punctuality weekly. When a child is absent, if the parent has not informed the school, families will be contacted via telephone and,	Rewards for attendance will encourage reluctant children to attend school. Contact from PCM or HT will reassure parents that school is safe place for their children and that adequate precautions are in place to keep children safe.	Attendance for all children, including PPG children, will be improved.	Pastoral Care Manager/ Head Teacher	Termly. Attendance is reported to Governors.

	where contact cannot be made, will visit the house in person.				
Gaps in learning, as a result of the COVID-19 lockdown (and associated school closures) are identified and closed. Children are able to access the curriculum at an age-appropriate level.	<p>The first 7 days of term will be used as an 'establishment' period where routines, expectations and learning behaviours will be reinforced and consolidated. Subject leaders have been informed of units that were not covered during the last half of the spring term and all of the summer term, due to COVID-19. Current teachers can then teach any relevant content in order to enable progression.</p> <p>An assessment week has been timetabled in the first half of the autumn term so that teachers can identify gaps in learning. Interventions will be used to support small groups of learners to catch up.</p>	<p>Teachers will be able to identify and address any emotional needs and negative learning behaviours so that children are ready to learn. Subject leaders will be able to monitor the attainment within their subjects and support teachers where significant gaps in learning are evident.</p> <p>The results of initial assessments will be used as a baseline to monitor progress throughout the year.</p> <p>Interventions will be based on assessment of learning, identified within the class. Details of interventions and the impact of them will be recorded and shared with SENCO and SLT.</p>	<p>Regular assessments will show that children are making good progress in relation to their baseline assessment. Children will be emotionally resilient and demonstrate positive learning behaviours.</p> <p>By summer 2021, most children will be working at an age-appropriate level in all subjects.</p>	Teachers/ Subject Leaders/ SENCO/SLT	<p>Actions regarding children's emotional wellbeing is discussed weekly at staff meetings and at SLT</p> <p>Data will be reviewed termly.</p> <p>Termly pupil progress meetings.</p>
Children eligible for the PPG 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 be asked to identify barriers to learning and methods used in class to overcome these.</p> <p>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.</p>	<p>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.</p>	<p>Triangulation</p> <p>Termly pupil progress meetings</p> <p>Target setting</p>	Head teacher/ SENCO/DHT	<p>Pupil progress meetings will be held termly from Autumn 2021.</p> <p>DHT to report PPG attainment termly to Chair of Governors</p>

<p>Provide an environment which promotes 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>Breakfast Club for all PPG children Lunchtime Learning sessions twice a week (these will be resumed as soon as we have guidance that COVID restrictions are lifted so that year group bubbles can mix) Employ HLTAs to facilitate learning outside the classroom sessions and provide small group intervention Lunchtime drop-in sessions (these will be resumed as soon as we have guidance that COVID restrictions are lifted so that year group bubbles can mix) Access to outside agency support</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.) 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>PPG will use Breakfast Club as a means of supporting learning and becoming read to learn. Staff on duty will keep records of attendance and pass information regarding sessions to PCM. Termly data analysis, with PPG children analysed as a separate contextual group PCM provides weekly update to SLT about vulnerable children.</p>	<p>Head Teacher HLTA PCM</p>	<p>Effectiveness of all sessions will be reviewed termly from Autumn 2020. 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. Zones of Regulation will become and embedded strategy throughout the school</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. All children will be able to describe their feelings in relation to the Zones of Regulations colours and they will develop strategies to help them to deal with their emotions.</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</p>	<p>Pastoral Care Manager will deliver targeted interventions to develop</p>	<p>Good mental health will help to facilitate learning. Positive learning behaviours, including perseverance</p>	<p>PCM will liaise with SLT and all staff.</p>	<p>PCM/SLT</p>	<p>Head teacher and PCM will liaise on a</p>

<p>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>and promote emotional resilience and good mental health 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. Any concerns regarding children (or their families) will be recorded on CPOMS – designated safeguard leads will be notified when an incident is logged. If appropriate, the class teacher will also be notified.</p>	<p>and resilience will be nurtured and encouraged to flourish. All adults working with specific children will be informed of any safeguarding concerns or incidents that may impact on behaviour or learning in school.</p>	<p>Teachers and support staff are able to offer appropriate emotional support.</p>		<p>daily basis, if any issues arise CPOMS will be updated when staff become aware of any concerns.</p>
<p>Improved progress for high attaining pupils</p>	<p>Quality first teaching. Interventions will be led by class teacher 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 2020. This will be monitored weekly by PCM.</p>