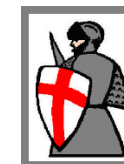


St Michael's C of E Primary School



Pupil Premium Review of Expenditure 2018-19

1. Review of expenditure			
Previous Academic Year		2018-2019	
Funding: £48,800			
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)
Improve the level of language and communication skills for children who are eligible for PP funding in both EYFS and KS1.	<ul style="list-style-type: none"> PP children identified and targeted for additional support Language and communication groups to develop spoken language and understanding Daily reading and discussion of the stories and books read Individual speech and language support where appropriate (Mr Tongue) 	<p>Individual targets and plans were in place for all children eligible for PP funding,</p> <p>25% of the children eligible for pupil premium funding achieved expected at the end of EYFS.</p> <p>Targets were regularly monitored and updated.</p>	<p>Early intervention and tracking will continue and children identified as needing additional support will receive this in small groups and 1:1 with an LSA or teacher.</p> <p>Targets will be tracked and regularly reviewed.</p>
Improve gross and fine motor skills for children who are eligible for PP funding in both EYFS and KS1.	<ul style="list-style-type: none"> PP children identified and targeted for additional support Finger gym and FMS groups set up. Parent/child fitness group set up. 	<p>Individual targets and plans were in place for all children eligible for PP funding,</p> <p>50% of the children eligible for pupil premium funding achieved expected at the end of EYFS.</p> <p>Targets were regularly monitored and updated.</p> <p>One (= 25%) of the cohort and identified gross motor difficulties, due to special educational needs.</p>	<p>Early intervention and tracking will continue and children identified as needing additional support will receive this in small groups and 1:1 with an LSA or teacher.</p> <p>Targets will be tracked and regularly reviewed.</p>

<p>Improve phonic knowledge for year 1 children who are eligible for the PP funding and as a result an increased % of children meeting the expected standard as well as a positive impact on writing within the classroom.</p>	<ul style="list-style-type: none"> • PP children identified and targeted for additional support • Daily spelling tasks based on individual needs • Resources/activities supplied to parents to practise skills at home • Interventions in place to support gaps in learning based on tracking and progress. 	<p>Accelerated progress of pupils was noticed within these areas.</p> <p>Children's needs were identified and targeted through whole class, small group and individual support.</p> <p>Interventions for children are evidence/assessment based and regularly monitored.</p> <p>80% of the children eligible for Pupil Premium Funding passed the Year 1 phonic check in June 2018. (last year 33% passed the screen.)</p> <p>81.4% of all Year 1 children passed the Year 1 Phonic check.</p>	<p>Early intervention and tracking will continue and children identified as needing additional support will receive this in small groups and 1:1 with an LSA or teacher.</p> <p>We will continue with the termly tracking and real/nonsense word assessments tasks</p>
<p>Data analysis shows a higher rate of children eligible for PP achieving at least expected at the end of KS1</p>	<ul style="list-style-type: none"> • PP children identified and targeted for additional support • Interventions in place to meet individual needs and requirements. • Routine tracking and assessment 	<p>Children have worked hard to meet their individual targets with overall confidence in maths, reading and writing improved. All Pupil Premium children made progress within their own academic ability.</p> <p>Interventions for children are evidence/assessment based and regularly monitored.</p> <p>End of KS1 Data</p> <p>51.7 % of Pupil Premium pupils achieved at least expected within Reading, at the end of KS1 (70% of the year group made at least expected)</p> <p>51.7 % of Pupil Premium pupils achieved at least expected within Writing, with 14.3% exceeding at the end of KS1 (70% of the year group made at least expected)</p> <p>58.1% achieved at least expected within maths at the end of KS1, with 28.6% exceeding (78.3% of the year group made at least expected)</p> <p>Many of the children who did not achieve at least expected were on the SEN register and other agencies have also been involved.</p>	<p>Early intervention and tracking will continue and children identified as needing additional support will receive this in small groups and 1:1 with an LSA or teacher.</p> <p>Children will have individual support plans for PP support and these will be reviewed half termly.</p>

<p>Increase learning support at home for targeted children by increasing parental skills and understanding related to ways they can support their child's learning at home.</p>	<ul style="list-style-type: none"> • Meetings and conversations with CTT, PP lead, SENCO • Modelling support that can be employed at home • Actively encouraging parents of PP children to attend workshops, curriculum and Year Group Meetings 	<p>Improved confidence in their ability for some children. Children are enthusiastic and enjoying support groups. Children proud of their achievements.</p> <p>The parents are becoming more engaged and staff have made a particular priority to talk with parents as appropriate and to attempt to remove/reduce any barriers that parents may feel about approaching school. Several parents have met individually with class teachers to talk through ways to support learning at home for particular areas of the curriculum. This has been beneficial and well received.</p> <p>Parents are aware of the aims of home learning and there continues to be an increase in homework activities being brought into school by children who are eligible for PP funding.</p>	<p>Continue to develop relationships with parents further and invite them in for meetings where appropriate.</p> <p>We will further develop workshops for parents, liaising with the appropriate subject leads.</p>
<p>Ensure that children can take part in all aspects of school life</p>	<ul style="list-style-type: none"> • PP funding to pay for school trips, after school clubs etc for children eligible for PP funding. • Providing school uniform, book bags, PE kits for children where necessary 	<p>All children including those eligible for PP funding received broad experiences and were able to participate in all the same activities as their peers: clubs, trips etc</p> <p>Where appropriate school uniform and equipment have been supplied for children eligible for PP funding.</p>	<p>This has been effective in allowing all children to gain the same experiences and to have the same opportunities.</p>

<p>Provide 1:1 support for social and emotional skills for those children eligible for the PP funding with additional significant social and emotional needs, resulting in greater engagement in lessons and pupils will meet age appropriate levels of attainment</p>	<ul style="list-style-type: none"> • PP children identified and targeted for additional support • Interventions in place to meet individual needs and requirements. • Routine tracking and assessment • Zones of Regulation groups set up with parental involvement to support 	<p>Children have worked hard to meet their individual targets with overall confidence in maths, reading and writing improved. All Pupil Premium children made progress within their own academic ability.</p> <p>Interventions for children are evidence/assessment based and regularly monitored.</p> <p>58% of these children receiving additional support achieved at least the expected standard at the end of KS1 for Maths</p> <p>51.7% of these children receiving additional support achieved at least the expected standard at the end of KS1 for Reading and Writing, with a significant increase in the progress from last year.</p>	<p>This has been effective in supporting the needs and experiences of those children with significant additional social and emotional needs, allowing these children to have access to a wide and broad curriculum.</p> <p>This will continue into the next academic year.</p>
<p>Improve Maths and Literacy skills for those children who are eligible for the PP funding and as a result an increased % of children meeting the expected standard in the end of KS2 SATs.</p>	<ul style="list-style-type: none"> • PP children identified and targeted for additional support • Daily maths tasks based on individual needs • Resources/activities supplied to parents to practise skills at home • Interventions in place to support gaps in learning based on tracking and progress. 	<p>Accelerated progress of pupils was noticed within these areas.</p> <p>Children's needs were identified and targeted through whole class, small group and individual support.</p> <p>Interventions for children are evidence/assessment based and regularly monitored.</p> <p>End of KS2 Data</p> <p>62.5% achieved at least expected within Reading, at the end of KS2 (81.7% of the year group made at least expected) This is 13.3% higher than the end of KS1 data</p> <p>88% achieved at least expected within Writing, at the end of KS2 (83.3% of the year group made at least expected)</p> <p>66.7% achieved at least expected within maths at the end of KS2 (83.3% of the year group made at least expected)</p> <p>The children who did not achieve at least expected were on the SEN register and other agencies have also been involved.</p>	<p>PiXL intervention and tracking will continue and children identified as needing additional support will receive this in small groups and 1:1 with an LSA or teacher.</p> <p>We will continue with the weekly tracking and assessments tasks with Mrs Peacham/ Mrs Coultard</p>
			<p>COST: £48,800</p>