

St Michael's C of E Primary School

Pupil premium strategy statement September 2018

1. Summary information					
School	St Michael's C of E Primary School				
Academic Year	2018-2019	Total PP budget (Financial Year April 2017-March 2018)	£36,060	Date of most recent school PP Review	September 2018
Total number of pupils	420	Number of pupils eligible for PP	33 as at September 2018	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>
% reaching a Good Level of development at the end of the Foundation Stage	83%	79%
% achieving expected standard in Year 1 Phonics check	50%	87%
% achieving at least expected at the end of KS1 in reading	66.7%	72%
% achieving at least expected at the end of KS1 in writing	66.7%	79%
% achieving at least expected at the end of KS1 in maths	100%	74%
% achieving at least expected at the end of KS1 in reading, writing and maths	66.7%	67%
% achieving at least expected at the end of KS2 in reading	80%	92.5%
% achieving at least expected at the end of KS2 in writing	60%	90.6%
% achieving at least expected at the end of KS2 in maths	60%	84.9%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor overall concentration and focus.	
B.	Poor listening and memory skills impact on the retention of facts and recall of information.	
C.	Children within KS1 struggle with planning and writing coherent sentences.	
D.	Children within KS1 have poor phonics skills.	
E.	Children within KS2 have poor self-esteem, which affect their behaviour and focus in lessons.	
F.	Children in Year 6 struggle with many key maths skills.	
G.	Compared with non-pupil premium eligible children in Year 6, pupil premium eligible children struggle in their writing skills.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
H.	16 % KS1 and 21% KS2 PP children having attendance rates below 96.5%	
I.	Low levels of learning support at home impact on children's achievement, especially supporting reading.	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To improve the overall concentration and focus of children who are eligible for PP funding in both EYFS, KS1 and KS2	<p>Children eligible for PP funding have increased concentration and focus across all areas of the curriculum.</p> <p>Children are remaining focussed for longer and therefore better able to demonstrate their knowledge and understanding.</p> <p>Children make progress in line with non-disadvantaged children and many make age related expectation.</p>
B.	Assessment and observations show an increase in the retention of facts and recall of information for children eligible for PP funding through increased listening and memory skills	<p>Children eligible for PP funding have increased listening skills across all areas of the curriculum.</p> <p>Children eligible for PP funding are able to retain more facts and are recalling more information across the curriculum.</p> <p>Similar % of PP eligible children to Non PP children meet age related expectations in KS2, KS1 and EYFS.</p>
C.	Improved literacy skills for KS1 children with them confidently planning and writing in coherent sentences.	<p>There is an increased % of children eligible for PP funding who meet age related expectations for writing.</p> <p>PP eligible children maintain progress and achieve end of year and key stage expectations.</p> <p>Data shows that PP children are making good progress and that the gap to peers is closing.</p>

D.	Improved phonics skills for KS1 children with them applying their phonics skills in their writing.	<p>There is an increased % of children eligible for PP funding who pass the phonics-screening test in June.</p> <p>PP eligible children demonstrate age appropriate levels of phonics skills in their written work.</p> <p>There is an increased % of children eligible for PP funding who meet age related expectations for spelling.</p> <p>Data shows that PP children are making good progress and that the gap to peers is closing.</p>
E.	To raise the self-esteem and improve levels of behaviour and focus in lessons for those children who are eligible for PP funding in KS2.	<p>There is an increased level of focus and confidence for those children eligible for PP funding.</p> <p>Children who have previously had low self-esteem will seek to utilise the support offered in school.</p> <p>Behaviour levels for those children eligible for PP funding who have previously found the learning environment stressful will feel reassured and able to participate in a greater number of lessons.</p>
F.	Improved maths skills for KS2 children with them confidently using place value and other basic skills independently.	<p>There is an increased % of children eligible for PP funding who meet age related expectations for maths.</p> <p>PP eligible children maintain progress and achieve end of year and key stage expectations.</p> <p>Data shows that PP children are making good progress and that the gap to peers is closing.</p>
G.	Improved literacy skills for KS2 children with them confidently planning, writing and editing using correct grammar and punctuation.	<p>There is an increased % of children eligible for PP funding who meet age related expectations for writing.</p> <p>PP eligible children maintain progress and achieve end of year and key stage expectations.</p> <p>Data shows that PP children are making good progress and that the gap to peers is closing.</p>
H.	Improved attendance rates for children eligible for PP funding (increase number of children with attendance at or above 96.5%)	Attendance rates for children eligible for PP improve with an increased number of pupils' attendance reaching 96.5% or above
I.	Improved parental involvement for children eligible for PP funding improves with the parents feeling more confident to support their child's learning at home.	<p>Parents of PP children engage with home learning more, completing at least one home learning activity per week</p> <p>Parents report increased confidence in supporting their children with their learning at home.</p> <p>Children eligible for PP funding regularly read at home, complete weekly homework and play maths games.</p> <p>Children eligible for PP funding attend reading events at school with their Carer, supporting their reading and home/school links.</p>

5. Planned expenditure

Academic year

2017/18

The three 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?
To improve the overall concentration and focus of children who are eligible for PP funding in both EYFS, KS1 and KS2	<ul style="list-style-type: none"> Identify key areas of interest to increase interest and participation. Timed tasks and activities- intervals within lessons Short focussed tasks and activities Include suitable brain breaks when appropriate and required Create a daily mindfulness routine to help focus. Independent tasks following a targeted task. 	<p>Feedback from class teachers along with ongoing assessment reflect a lack of concentration and focus within lessons and this is impacting on attainment and progress.</p> <p>Children's concentration span varies based on age and this needs to be taken into consideration when planning tasks and activities.</p> <p>Brain breaks allow the children to refocus on a task and can be a fun part of the daily routine.</p>	<p>PP children noted on planning to reflect classroom targeted support.</p> <p>Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Monitored by CT, PP Lead and HT</p> <p>CPD for staff around developing and maintaining focus and concentration within lessons</p>	<p>PP Lead</p> <p>EYFS</p> <p>SENCO</p>	<p>PP Lead</p> <p>EYFS</p> <p>SENCO</p>
Assessment and observations show an increase in the retention of facts and recall of information for children eligible for PP funding through increased listening and memory skills	<ul style="list-style-type: none"> Memory and listening games as class activities, retelling stories, nursery rhymes, followed up in small group work. Daily phonics and spelling Maths facts in lessons Maths challenge activities as homework 	<p>Feedback from class teachers along with ongoing assessment reflect a lack of retention of sight words, maths facts, progression through Maths challenges, spelling scores.</p> <p>We want to develop memory and retention in for all children, and know this will benefit pupils eligible for PP funding.</p> <p>Evidence based interventions are the best way to tackle gaps and areas for further development. (Essex Toolkit)</p>	<p>HT and AH monitor daily & weekly planning.</p> <p>Lesson observations</p> <p>Pupil Progress meetings</p> <p>Tracking and monitoring progress and attainment</p>	<p>PP Lead and</p> <p>Maths and</p> <p>spelling</p> <p>Lead</p> <p>Class</p> <p>teachers</p>	<p>Half termly target reviews and updates</p>

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?
Improved literacy skills for KS1 children with them confidently planning and writing in coherent sentences.	<ul style="list-style-type: none"> • Use the plan, say, write check method for planning and writing • Daily targeted sentence work for children requiring support with writing coherent sentences (1:1) and in small groups. • Read back own work to check for sense and coherence. 	<p>Evidence based interventions are the best way to tackle gaps and areas for further development. (Essex Toolkit)</p> <p>Feedback from class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Interventions to be added to weekly planning HT and AH monitor daily & weekly planning. Lesson observations Pupil Progress meetings Tracking and monitoring progress and attainment</p>	PP lead English lead SENCO	Half termly target reviews and updates
Improved phonics skills for KS1 children with them applying their phonics skills in their writing.	<ul style="list-style-type: none"> • Daily modelling of using phonics in writing. • Daily phonics sessions focused on phonemes of the week. • Extra phonics sessions in small group and 1:1 	<p>Evidence based interventions are the best way to tackle gaps and areas for further development. (Essex Toolkit)</p> <p>Feedback from class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Interventions to be added to weekly planning HT and AH monitor daily & weekly planning. Lesson observations Pupil Progress meetings Tracking and monitoring progress and attainment</p>	PP lead English lead SENCO	Half termly target reviews and updates
To raise the self-esteem and improve levels of behaviour and focus in lessons for those children who are eligible for PP funding in KS2.	<ul style="list-style-type: none"> • Identify key areas of interest to increase interest and participation. • Timed tasks and activities- intervals within lessons • Short focussed tasks and activities • Independent tasks following a targeted task. • Attachment awareness training for whole school • Zones of Regulation training 	<p>Feedback from class teachers along with ongoing assessment reflect a lack of concentration and focus within lessons and this is impacting on attainment and progress.</p> <p>Children's concentration span varies based on age and this needs to be taken into consideration when planning tasks and activities.</p> <p>Brain breaks allow the children to refocus on a task and can be a fun part of the daily routine. (teachstarter.com)</p> <p>Feedback from class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Interventions to be added to weekly planning HT and AH monitor daily & weekly planning. Lesson observations Pupil Progress meetings Tracking and monitoring progress and attainment</p>	PP Lead EYFS Class teachers SENCO	Half termly target reviews and updates

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?
Improved maths skills for KS2 children with them confidently using place value and other basic skills independently.	<ul style="list-style-type: none"> • Identify key gaps in knowledge • Extra maths sessions during assembly time • Small group and 1:1 support focused on gaps in learning 	<p>Evidence based interventions are the best way to tackle gaps and areas for further development. (Essex Toolkit)</p> <p>Feedback from class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Interventions to be added to weekly planning HT and AH monitor daily & weekly planning. Lesson observations Pupil Progress meetings Tracking and monitoring progress and attainment</p>	PP lead Maths Lead SENCO	Half termly target reviews and updates
Improved literacy skills for KS2 children with them confidently planning, writing and editing using correct grammar and punctuation.	<ul style="list-style-type: none"> • Use the plan, say, write check method for planning and writing • Daily targeted sentence work for children requiring support with writing (1:1) and in small groups. • Read back own work to check for sense and coherence. 	<p>Evidence based interventions are the best way to tackle gaps and areas for further development. (Essex Toolkit)</p> <p>Feedback from class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Interventions to be added to weekly planning HT and AH monitor daily & weekly planning. Lesson observations Pupil Progress meetings Tracking and monitoring progress and attainment</p>	PP lead English lead SENCO	Half termly target reviews and updates

Targeted support					
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?
To improve the overall concentration and focus of children who are eligible for PP funding in both EYFS, KS1 and KS2	<ul style="list-style-type: none"> • PP children identified and targeted for additional support with concentration and focus • Short timed activities • Mindfulness sessions on a 1:1 or in a small group • Support for tasks to encourage concentration, provide brain breaks etc. 	<p>Evidence based interventions are the best way to tackle gaps and areas for further development. (Essex Toolkit)</p> <p>Feedback from class teachers along with ongoing assessment reflect a lack of concentration and focus within lessons and this is impacting on attainment and progress.</p> <p>Children's concentration span varies based on age and this needs to be taken into consideration when planning tasks and activities.</p> <p>Brain breaks allow the children to refocus on a task and can be a fun part of the daily routine. (teachstarter.com)</p>	<p>Records kept following each intervention</p> <p>PP children noted on planning to reflect classroom targeted support.</p> <p>Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Assessment of progress</p>	<p>PP Lead</p> <p>PP LSA</p> <p>CT</p> <p>SENCO</p>	Half termly target reviews and updates
Assessment and observations show an increase in the retention of facts and recall of information for children eligible for PP funding through increased listening and memory skills	<ul style="list-style-type: none"> • PP children identified and targeted for memory games and listening games • 1:1 phonics and spelling task activities: precision monitoring • Maths facts practice: 1:1 and small groups • Maths and spelling challenge activities as homework 	<p>Early identification and interventions will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key skills. Essex toolkit.</p> <p>Feedback from class teachers along with ongoing assessment reflect a lack of retention of sight words, maths facts, progression through Maths challenges, spelling scores.</p>	<p>Records kept following each intervention</p> <p>PP children noted on planning to reflect classroom targeted support.</p> <p>Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Assessment of phase 5/nonsense reading, recall of number facts and relevant tracking.</p>	<p>PP Lead</p> <p>PP LSA</p>	Half termly target reviews and updates

Targeted support					
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?
Improved literacy skills for children with them confidently planning and writing in coherent sentences.	<ul style="list-style-type: none"> • PP children identified and targeted for additional support with literacy. • Daily sentence work: planning and modelling • Focused PP support for using the: “plan, say, write, check” method for planning and writing short and coherent sentences. • Regular monitoring and assessment to track progress. 	<p>Early identification and interventions will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key skills. Essex toolkit.</p> <p>Feedback from PP LSA and class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Records kept following each intervention PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting Pupil Progress meetings Assessment of writing and progress made</p>	<p>PP Lead</p> <p>CT</p>	Half termly target reviews and updates
Improved phonics skills for KS1 children with them applying their phonics skills in their writing.	<ul style="list-style-type: none"> • PP children identified and targeted for additional support with phonics. • Daily sentence work: planning and modelling • Focused PP support for using the plan: “say, write, check” method for planning and writing short and coherent sentences. • Regular monitoring and assessment to track progress. 	<p>Early identification and interventions will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key skills. Essex toolkit.</p> <p>Feedback from PP LSA and class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Records kept following each intervention PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting Pupil Progress meetings Assessment of writing and progress made</p>	<p>PP Lead</p> <p>CT</p>	Half termly target reviews and updates

Targeted support					
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?
To raise the self-esteem and improve levels of behaviour and focus in lessons for those children who are eligible for PP funding in KS2.	<ul style="list-style-type: none"> Identify key areas of interest to increase interest and participation. Timed tasks and activities- intervals within lessons Short focussed tasks and activities Include suitable brain breaks when appropriate and required Create a daily mindfulness routine to help focus. Independent tasks following a targeted task. Zones of Regulation small group work Seating plans to create good role models and peer support Mentoring with counsellor 	<p>Feedback from class teachers along with ongoing assessment reflect a lack of concentration and focus within lessons and this is impacting on attainment and progress.</p> <p>Children's concentration span varies based on age and this needs to be taken into consideration when planning tasks and activities.</p> <p>Brain breaks allow the children to refocus on a task and can be a fun part of the daily routine. (teachstarter.com)</p> <p>Early identification and interventions will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key skills. Essex toolkit.</p>	<p>PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Monitored by CT, PP Lead and HT</p> <p>CPD for staff around developing and maintaining focus and concentration within lessons</p>	PP Lead EYFS SENCO	PP Lead EYFS SENCO
Improved maths skills for KS2 children with them confidently using place value and other basic skills independently.	<ul style="list-style-type: none"> PP children identified and targeted for additional support with literacy. Daily extra support small group work Regular monitoring and assessment to track progress. PiXL support groups 	<p>Early identification and interventions will lead to well-planned and focussed support through 1:1 and small group sessions to enable children to focus on key skills. Essex toolkit.</p> <p>Feedback from PP LSA and class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Records kept following each intervention</p> <p>PP children noted on planning to reflect classroom targeted support. Half-termly PP reviews and updated target setting</p> <p>Pupil Progress meetings</p> <p>Assessment of writing and progress made</p>	PP Lead Maths lead CT Support LSAs	Half termly target reviews and updates

Targeted support					
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?
Improved literacy skills for KS2 children with them confidently planning, writing and editing using correct grammar and punctuation.	<ul style="list-style-type: none"> • Use the plan, say, write check method for planning and writing • Daily targeted sentence work for children requiring support with writing (1:1) and in small groups. • Read back own work to check for sense and coherence. • PiXL support groups 	<p>Evidence based interventions are the best way to tackle gaps and areas for further development. (Essex Toolkit)</p> <p>Feedback from class teachers along with ongoing assessment reflect the need to focus on the planning and writing of coherent sentences within this group of children.</p>	<p>Interventions to be added to weekly planning HT and AH monitor daily & weekly planning. Lesson observations Pupil Progress meetings Tracking and monitoring progress and attainment</p>	PP lead English lead SENCO	Half termly target reviews and updates

Other approaches					
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?
Improve the attendance rates for children eligible for PP funding.	<ul style="list-style-type: none"> • Close monitoring of attendance and absence • Quick response and follow up for absentees • Letters sent home for low attendance • Support in place • Links made with Social Care and other agencies linked to the family 	<p>If we can raise the attendance of those PP children who are falling below 96% then this is a key step in improving progress and attainment. The NFER briefing for school leaders identifies addressing attendance as a key step in improving attainment.</p> <p>Early response and intervention will allow absences to be addressed quickly.</p>	<p>Governors monitor attendance termly</p> <p>Letters sent home routinely to families where attendance is causing concern and is sustained.</p> <p>Families with Social Care input will be closely monitored- CP and CIN meetings.</p>	PP Head	<p>Half termly- attendance review</p> <p>termly</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.	<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 • Invitation to parents of PP children to attend reading with child sessions in the Library 	<p>The Essex toolkit identifies that a whole school approach is needed and where parents are engaged and empowered this is an approach to improving the outcomes for disadvantaged children.</p>	<p>Parents Evenings, informal meetings with parents</p> <p>SEN meetings</p> <p>reviews</p>	PP lead Class teachers	Half termly
Ensure that all children can take part in all aspects of school life	<ul style="list-style-type: none"> • PP funding to pay for school trips, after school clubs for children eligible for PP funding • Providing school uniform, book bags, PE equipment for children where necessary • Provision for Gym Trail (matched funding with Sports Premium) to support fine and gross motor skills 	<p>The children have access to exciting learning experiences along with all the other children. They will be involved and more motivated to learn. The Essex toolkit identifies that where funding is spent at the point of need, rather than at the point of external accountability then provision is most successful. Disadvantaged pupils have access to support across all aspects of the school day (Essex Toolkit)</p>	<p>Informal parents meetings</p> <p>Review</p> <p>Half termly reviews</p>	PP Lead Headteacher	Half termly

Other approaches					
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?
Ensuring that children are engaged and engagement prepared for learning	<ul style="list-style-type: none"> • Making appropriate referrals to Kids Inspire • Mentoring with trained counsellor 	<p>There are numerous success criteria that are useful in tackling educational disadvantage: Improved disposition to learning, better attendance, better behaviour for learning, pupil voice, parental voice. (Essex Toolkit)</p> <p>Disadvantaged pupils should have access to support across all aspects of the school day (Essex Toolkit)</p> <p>The Essex toolkit identifies that where funding is spent at the point of need, rather than at the point of external accountability then provision is most successful.</p>	<p>School records Referral forms Discussion with SENCO and HT</p>	<p>HEAD SENCO</p>	Ongoing
Total budgeted cost					£36,060

For the review of expenditure, 2017-18 see separate plan.