

Pupil premium strategy statement St Michael & St John's RC Primary

1. Summary information					
School	St Michael & St John's RC Primary School				
Academic Year	2019-20	Total PP budget	£21,040	Date of most recent PP Review	September 19
Total number of pupils	187	Number of pupils eligible for PP	18	Date for next internal review of this strategy	September 20

2. Current attainment – Key Stage 2 (2018-19)		
	<i>Pupils eligible for PP at SSMJ (3 pupils)</i>	<i>National Average figures (all pupils)</i>
% achieving expected standard or above in reading, writing & maths	0%	65%
% achieving expected standard or above in reading	0%	75%
% achieving expected standard or above in writing	33%	70%
% achieving expected standard or above in maths	0%	76%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers		
A.	Special educational needs and/or medical needs.	
B.	Social and emotional maturity/ behaviour for learning hinders learning for some PP children.	
C.	Mastering problem solving and reasoning skills in Maths can be difficult for some PPG children.	

D.	Progress with Reading, Writing and spelling is an issue for some PPG children, particularly those with SEN and boys
Additional barriers	
E.	Home Issues including low attendance, punctuality, separation, previous poor/non-attendance at a prior setting.

4. Intended Outcomes

Success Criteria

<p>A.</p>	<p>To accelerate progress and close the gap in attainment for pupils eligible for pupil premium with SEND by employing additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p> <p>To continue to ensure that, through our SENCO, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>Increase targeted support from Teaching Assistants for phonics, reading and speaking and Maths. Focused narrowing the gap support.</p> <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such as Ed Psych, IDAS, school nurse, SALT.</p> <p>We continue to track and monitor data of Pupil Premium children and exit data analysed for intervention programmes.</p> <p>Bought in SENCO works with staff and assesses children to support teachers with identification of needs and implementation of appropriate provision.</p>	<p>Pupils eligible for pupil premium with SEND/medical needs make accelerated progress in line or above their peers nationally, from their starting points.</p> <p>Parents feel supported by school. Good relationships exist.</p> <p>Progress is accelerated for children with identified needs.</p> <p>Quality first teaching and additional interventions meet children's learning needs.</p> <p>Strong links exist with parents and children, parents and staff work together to determine and review provision.</p>
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<p>B.</p>	<p>Welfare and social needs are met through support from additional adults in school or through WPEH. Bespoke work with individual children and families.</p> <p>We will continue to track and monitor data and attendance of Pupil Premium children using Cpoms our safeguarding software, analysis of results and Sims.</p> <p>Homework is completed regularly and on time. School has a homework club to support children who do not/cannot complete this at home.</p> <p>Bespoke work with families including leading on CAFs and TAFs.</p> <p>Bought in SENCO works with staff and assesses children to support teachers with identification of needs and implementation of appropriate provision.</p> <p>Children are offered targeted wider provision such as after school clubs/wrap around care so that they can further develop social skills.</p> <p>The PHSE curriculum, enhanced by well-being week, targets specific needs of individual children.</p>	<p>Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life and at home.</p> <p>Homework is completed regularly and on time.</p> <p>Pupils eligible for pupil premium make accelerated progress in line or above their peers nationally, from their starting points.</p> <p>Emotional well-being for affected PP children improves.</p> <p>Parents feel supported by school. Good relationships exist.</p> <p>Progress is accelerated for children with identified needs.</p> <p>Quality first teaching and additional interventions meet children's learning needs.</p> <p>Strong links exist with parents and children, parents and staff work together to determine and review provision.</p>
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C.	<p>Children are supported in learning, through quality first teaching and as appropriate by TAs. Additional adult support ensures pupils undertake identified, targeted and measured intervention programmes for maths.</p> <p>All children are given opportunities to access Timestable Rockstar to ensure inclusion for children who might not have access at home.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations in maths. Teachers provide additional interventions. We will continue to track and monitor data of Pupil Premium children and exit data analysed for intervention programmes.</p>	<p>Children are resilient learners who continue to grow in confidence in maths and use their mistakes as learning opportunities.</p> <p>Pupils eligible for pupil premium make accelerated progress in line or above their peers nationally, from their starting points in maths.</p>
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<p>D.</p>	<p>Children’s reading, writing and spelling (for PP Children) improves in line with non-PP children. Progress can be seen in books, across subjects and over time.</p> <p>Children are supported in learning, through quality first teaching and as appropriate by TAs. Additional adult support ensures pupils undertake identified, targeted and measured intervention programmes for reading, spelling or writing.</p> <p>Targeted children are given opportunities to access IDL and are daily readers.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations in reading, spelling and writing. Teachers provide additional interventions. We will continue to track and monitor data of Pupil Premium children and exit data analysed for intervention programmes.</p>	<p>PP children make at least expected progress in reading and writing.</p> <p>PP children achieve well in spelling, grammar and punctuation</p> <p>PP children achieve at least in line with non-PP children.</p> <p>PP children are confident in their ability as readers and writers.</p> <p>Children can read and spell a greater number of key words.</p>
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<p>E.</p>	<p>Increase attendance rates for pupils eligible for Pupil premium. We will continue to track and monitor attendance of Pupil Premium children using Cpoms our safeguarding software Regular meetings with families about attendance where it is a concern. Procedures will be followed and PAST involved if necessary to support our PP children. Welfare and social needs are met through support from additional adults in school or through WPEH. Bespoke work with families including leading on CAFs and TAFs Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs.</p> <p>Children are offered targeted wider provision such as before/after school clubs/wrap around care to improve attendance and punctuality.</p>	<p>Reduce the number of persistent absentees amongst pupils eligible for PP. Improve the attendance rates so that pupils' attendance rates are in line or better than other pupils.</p> <p>Emotional well-being for affected PP children improves.</p> <p>Parents feel supported by school. Good relationships exist.</p> <p>Children present in school on time, ready to learn with a positive attitude.</p>
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5. Review of expenditure				
Previous Academic Year		2018 19		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
<p>Teachers provided quality first education for all pupils.</p> <p>Teachers provided additional interventions for identified groups of children within the school day and for some children after school.</p>	<p>All children make at least good progress.</p> <p>Children eligible for PP meet national expectations.</p> <p>Progress is accelerated.</p>	<p>Of the 24 children eligible or Pupil Premium, 10 are also on the SEN register. All 24 pupils have made progress.</p> <p>Outcomes for all 24 children at the end of 2018/19</p> <p>12/24 = 50% are at age related or above in reading</p> <p>11/24 = 46% are at age related or above in writing</p> <p>10/24 = 42% are at age related or above in maths</p> <p>Of the 14 children eligible for PP without additional SEND</p> <p>12/14 = 86% are at age related or above in reading</p> <p>11/14 = 79% are at age related or above in writing</p> <p>10/14 = 71% are at age related or above in maths</p>	<p>Some children with additional needs e.g. SEND made good progress but did not meet national expectations.</p> <p>This approach will continue next year.</p>	£0
ii. Targeted support				

Action	Intended outcome	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)	Cost
<p>Support staff employed to work in EYFS, KS1 and KS2 to carry out intervention groups to enhance attainment and progress in reading, writing and maths.</p> <p>Member of staff will offer a weekly homework club.</p>	<p>Data shows that attainment across all key stages is consistent, ensuring that all pupils make expected progress in R, W and M in all year groups.</p> <p>Weekly homework is completed</p>	<p>All children made progress. See provision maps.</p> <p>Resilience was developed through small TA/teacher support and intervention groups so children learned to persevere with difficult problems. Small group support provided strategies to help the children to catch up and develop independence e.g. through tackling more complex maths questions.</p> <p>This was well attended and supported children who were unable to complete their homework at home.</p>	<p>Small group interventions will continue to provide additional support to close gaps and accelerate progress for identified children.</p> <p>Successful homework club will continue.</p>	<p>£32360</p>

iii. Other approaches				
Action	Intended outcome	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)	Cost

<p>School to support families financially to allow their children to attend a range of day trips, visits and special events including e.g. residential trip for Yr 6.</p>	<p>Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p> <p>Every child in school will feel part of a community through the use of a shared uniform – no child will stand out due to financial problems at home.</p>	<p>Inclusion for all children and support for identified families.</p> <p>All children who wanted to were able to attend trips and visits.</p> <p>Families were supported e.g. with uniform, music lessons.</p>	<p>Continue to ensure inclusion for all and support for identified families.</p>	<p>£600</p>
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<p>6.Planned expenditure</p>	
<p>Academic year</p>	<p>2019-20</p>
<p>The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies</p>	
<p>i. Quality of teaching for all</p>	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children are supported in learning, as appropriate by TAs. Children are referred to WPEH or provided School ensures close links and works closely with parents and other agencies. Other agencies work in school developing social skills and resilience.</p>	<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. Children are ready to learn, engaged and have a positive attitude to learning.</p>	<p>Social and emotional maturity/behaviour for learning hinders learning for some PP children.</p>	<p>Monitoring of learning and emotional behaviour will show if children are managing their emotional behaviour appropriately. Drop ins to lessons will show how the children are interacting and if they are focused on learning. Discussions with staff and c poms will ensure that any issues with emotional needs are noted and addressed. Monitor progress at termly PPG meetings.</p>	<p>HT</p>	<p>Termly and prior to new financial year.</p>

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<p>Continue to secure calculation skills and develop the use of efficient age appropriate methods.</p> <p>Develop children's mathematical reasoning and fluency, focussing upon and further developing opportunities for Problem Solving, Explanations, Questioning, and Vocabulary.</p>	<p>Close the gap in attainment between PP children and non pp children. Close the gap between PP children and national figures for EXS+</p>	<p>Mastering problem solving and reasoning skills in Maths can be difficult for some PPG children</p>	<p>Monitoring of learning including Drop ins to lessons, book looks. Monitor progress at termly PPG meetings</p> <p>Monitor maths learning every half term in pupil progress learning. Monitor pupil response during observations and drop ins to ensure children are becoming resilient learners. Ensure problem solving strategies are seen in books during work scrutinies. Talk to the children about methods they use when they encounter a tricky problem. Monitor children's mathematical reasoning and fluency, problem Solving, Explanations,</p>	<p>Maths SL HT</p>	<p>Half termly and prior to new financial year.</p>
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Improve attainment and accelerate progress in reading, writing and spelling for identified children.	Close the gap in attainment between PP children and non pp children. Close the gap between PP children and national figures for EXS+	Progress with reading, writing and spelling is an issue for some PPG children, particularly those with SEN and boys.	Pupil progress meetings will review intervention given and progress made. Drop ins and work scrutinies will show books are celebrated and writing tasks are in line with national expectations and our 6 outcome approach. The children will be able to talk about their writing topic with enthusiasm and about books they have read. Spelling assessments will measure progress of key words. Regular monitoring of reading across school shows children engage with and read a variety of age appropriate texts.	Literacy SL HT	Half termly and prior to new financial year.
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ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Employ additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p>	<p>To accelerate progress and close the gap in attainment for pupils eligible for pupil premium with SEND</p> <p>Specialist 1:1 teaching for children experiencing significant difficulties in learning such as Ed Psyc, IDAS, school nurse, SALT.</p> <p>Bought in SENCO will support staff with assessing children and identification of needs so that appropriate provision is implemented.</p>	<p>Other special educational needs and/or medical needs.</p> <p>To identify support and meet additional needs of pupils both within quality first teaching and through additional interventions.</p>	<p>To continue to ensure that, through our SENCO, appropriate SMART targets are set for identified SEND children and that these are closely monitored.</p> <p>We will continue to track and monitor data of Pupil Premium children and exit data analysed for intervention programmes.</p> <p>POPs are reviewed termly by the SENCO.</p> <p>SENCO reports to governors on a regular basis including attendance, assessment and progress information.</p>	<p>HT/SLT Senco</p> <p>SENCO</p>	<p>Termly and prior to new financial year.</p>
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<p>Tailored, measured and specific interventions for identified children in maths.</p>	<p>Close the gap in attainment between PP children and non pp children. Close the gap between PP children and national figures for EXS+</p>	<p>Mastering problem solving and reasoning skills in Maths can be difficult for some PPG children</p>	<p>Monitoring of interventions, book looks. Monitor progress at termly PPG meetings Monitor children's mathematical reasoning and fluency, problem solving, Explanations, Questioning, Vocabulary.</p>	<p>Maths SL HT/SLT Senco</p>	<p>Termly and prior to new financial year.</p>
<p>Tailored, measured and specific interventions for identified children for reading, writing and spelling.</p>	<p>Close the gap in attainment between PP children and non pp children. Close the gap between PP children and national figures for EXS+</p>	<p>Progress with writing and spelling is an issue for some PPG children, particularly those with SEN and boys.</p>	<p>Monitoring of interventions, book looks. Monitor progress at termly PPG meetings.</p>	<p>Literacy SL HT SENCO</p>	<p>Half termly and prior to new financial year.</p>

<p>Continue to track and monitor attendance of Pupil Premium children using Cpoms our safeguarding software.</p> <p>Regular meetings with families about attendance where it is a concern. Procedures will be followed and PAST involved if necessary to support our PP children.</p> <p>Bespoke work with families including leading on CAFs and TAFs</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs.</p>	<p>Increase attendance rates for pupils eligible for Pupil premium.</p> <p>Welfare and social needs are met through support from additional adults in school or through WPEH.</p>	<p>Home Issues including low attendance and separation. Previous poor/non attendance at a prior setting.</p>	<p>Weekly monitoring of attendance for identified PP children</p> <p>Termly attendance monitoring for groups and all children. SIMs, C Poms.</p> <p>Regular discussions with bursar concerning identified children. Teachers liaise with parents. Refer to SLT as appropriate. Attendance figures for all groups are tracked and monitored and shared with governors termly through committees/HT report.</p>	<p>HT Bursar Teachers</p>	<p>Weekly and termly.</p>
Total budgeted cost					£21,040

