

## Pupil premium strategy statement: St Michael Catholic Primary School 2017-2018

1. Key information					
<b>What is the Pupil Premium Grant?</b>	<p>The Pupil Premium Grant (PPG) is additional funding for 'disadvantaged' pupils:</p> <ul style="list-style-type: none"> <li>• who qualify for free school meals (FSM)</li> <li>• who have been in receipt of FSM at any point in the past 6 years</li> <li>• who have been continuously looked after for the past six months</li> <li>• who are adopted from care under the Adoption and Pupils Act 2002 or who have left care under a Special Guardianship or Residence Order</li> <li>• for pupils whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD</li> </ul>				
<b>What is the Early Years Pupil Premium?</b>	<p>The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4-year-olds. 3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• their family gets 1 of the following:               <ul style="list-style-type: none"> <li>○ Income Support</li> <li>○ income-based Jobseeker's Allowance</li> <li>○ income-related Employment and Support Allowance</li> <li>○ support under part VI of the Immigration and Asylum Act 1999</li> <li>○ the guaranteed element of State Pension Credit</li> <li>○ Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)</li> <li>○ Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit</li> <li>○ Universal Credit</li> </ul> </li> <li>• they are currently being looked after by a local authority in England or Wales</li> <li>• they have left care in England or Wales through:               <ul style="list-style-type: none"> <li>○ an adoption</li> <li>○ a special guardianship order</li> <li>○ a child arrangement order</li> </ul> </li> </ul>				
<b>Rationale for expenditure</b>	<p>The disadvantaged pupils that attend our school achieve extremely well because of our high expectations and levels of support for all pupils. The school received the Pupil Premium Award in December 2014 because we were <i>"one of the high achieving schools in the country in terms of attainment and progress of your disadvantaged pupils since 2011."</i> (Letter from David Laws, MP, 17<sup>th</sup> December 2014). We believe that these pupils will benefit from the school's culture of high academic expectations and by being able to access a wide range of opportunities to enrich their learning and their life experiences. We continually analyse the needs of our disadvantaged pupils and identified a number of 'in-school barriers' and 'external barriers' that prevent or may prevent them from making the progress needed to reach our high academic expectations. These barriers are identified below alongside the actions we will take to help our pupils overcome them and the estimated costings to do so. Every half-term, the teachers' assessments are shared and analysed with school leaders in 'Pupil Progress Meetings'. The support in class and wide range of additional interventions are reviewed so that they are effective in ensuring pupils, especially those in receipt of the pupil premium grant, are able to diminish the difference between their peers.</p>				
<b>Academic Year</b>	2017-18	<b>Total PP budget (Financial Yr 17-18)</b>	£47,360	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	419	<b>Current number of pupils eligible for PPG</b>	31 pupils 7% (National 26.0%)	<b>Date for next internal review of this strategy</b>	February 2018

2. Barriers to future attainment		
<b>In-school barriers</b>		
<b>A.</b>	Resilience & Self Esteem	
<b>B.</b>	The ability to solve problems that involve using fractions, decimals and percentages	
<b>C.</b>	The ability to make inferences from the text/explain and justify inferences with evidence from text	
<b>External barriers</b>		
<b>D.</b>	Opportunities for parents to provide enrichment activities	
<b>E.</b>	Low aspirations	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils use a Growth Mindset to understand that challenge and making mistakes are part of the learning process.	Disadvantaged pupils have a Growth Mindset Disadvantaged pupils are resilient when facing challenges Disadvantaged pupils learn from their mistakes Disadvantaged pupils have a high self-esteem Disadvantaged pupils persevere and apply different strategies when faced with challenging work
<b>B.</b>	All disadvantaged pupils (in particular those expected to exceed end of year attainment expectations) are able to solve problems that involve using fractions, decimals and percentages.	Disadvantaged pupils solve problems by applying their mathematics to routine and non-routine problems that involve using fractions, decimals and percentages. Disadvantaged pupils enjoy mathematics and can talk enthusiastically about their learning Disadvantaged pupils in lower, middle and higher groups are diminishing the difference between 'other' pupils nationally across Key Stage Two
<b>C.</b>	All disadvantaged pupils (in particular those expected to exceed end of year attainment expectations) are able to make inferences from the text/explain and justify inferences with evidence from text.	Disadvantaged pupils are able to make inferences from the text/explain and justify inferences with evidence from text. Disadvantaged pupils enjoy reading and can talk enthusiastically about books that they have read Disadvantaged pupils in lower, middle and higher groups are diminishing the difference between 'other' pupils nationally across Key Stage Two
<b>D.</b>	Disadvantaged pupils benefit from a range of enrichment opportunities.	Disadvantaged pupils attend clubs at school Disadvantaged pupils have the opportunity to go on school trips and residential trips Disadvantaged pupils develop their talents, improve social skills and provide life experiences which they draw upon when learning
<b>E.</b>	Disadvantaged pupils have high aspirations about furthering their education and career path	Disadvantaged pupils feel that they have the skills, knowledge and attitudes to be successful in the future.

4. Planned expenditure					
Academic year	2017-18				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Estimated costing	Review Date
A. Pupils use a Growth Mindset to understand that challenge and making mistakes are part of the learning process.	Regular Growth Mindset lessons and assemblies will teach the pupils about mindsets, our brains, effort v's talent, resilience & the power of yet and making mistakes and learning from them.	<i>"Dweck's research falls into the category of most of the best of our research into education, in that it merely ends up confirming the eternal truths of the classroom: turn up, work hard, study, do well; work harder, do better; believe you can improve and you probably will, believe that you can't and see what happens."</i> Here at St Michael's we want to develop confident, independent learners. This will be evident through discussion with pupils during learning walks and in assemblies, work in PSHE lessons and classroom displays.	The PPG champion will oversee the embedding of the growth mindset culture in school and monitoring the learning of disadvantaged pupils. Learning Walks and lessons will show Growth Mindset in Action. Training will be offered to staff. Staff to visit other schools in the SST Pupil Premium Network to observe Growth Mindset in other schools.	£1,500 Growth Mindset learning resources	February 2018

<p>B. All disadvantaged pupils (in particular those expected to exceed end of year attainment expectations) are able to solve problems that involve using fractions, decimals and percentages.</p>	<p>The Calculation Policy will ensure consistency in the teaching of Number across the school. The introduction of numicon will help deepen understanding of fractions, decimals and percentages. 'Chilli Challenges' give the pupils the opportunity to make rapid progress within the lessons. Teachers to focus on the teaching of solving routine and non-routine problems. Pupils who are not on track to meet their end of year targets will gain support from interventions (Small group teaching for targeted pupils, 1<sup>st</sup> Class @ Number Maths Intervention Programme, Success at Arithmetic Maths Intervention Programme, Curriculum Workshops for parents).</p> <p>10 week booster group for targeted high attaining disadvantaged pupils with a pupil to teacher ratio of 10:1</p>	<p>Quality First Wave teaching has the greatest impact on pupil progress. Pupils who are not on track to meet end of year expectations or exceed will be supported to diminish the difference with interventions and resources.</p> <p>KS2 Question Level Analysis shows that this area of maths was the area that pupils found most challenging.</p> <p>The rationale behind the Numicon system is that learning is quality first and skills-based; the pupils learn maths language; they can understand number relationships; do calculations without counting, and make connections to use and apply their understanding of maths.</p>	<p>Evidence of the impact will be gathered throughout the year through lesson observations, book audits, planning audits, assessment analysis and learning walks as identified in the monitoring programme</p> <p>Pupil surveys and feedback from coaching sessions with disadvantaged pupils.</p> <p>Pupil progress meetings will review intervention given and progress made.</p> <p>Pupil progress meetings will evaluate how well the pupils are achieving.</p> <p>Regular communication with the Pupil Premium Champion especially during pupil progress meetings each half-term.</p>	<p>£16,000 to fund numicon training and resources.</p> <p>£3,000 to train staff on specific interventions and run them throughout the day.</p> <p>£2,000 supply teacher to support 10 Most Able in Year 6 for 2 mornings a week for a period of 10 weeks.</p>	<p>February 2018</p>
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<p>C. All disadvantaged pupils (in particular those expected to exceed end of year attainment expectations) are able to make inferences from the text/explain and justify inferences with evidence from text.</p>	<p>Whole school approach on Reciprocal Reading approach. Training for new staff on the Reciprocal Reading approach. Pupils will receive extra daily reading with an TA or class teacher.          1 to 1 teaching and reading support for targeted pupils, especially Disadvantaged pupils          Small group teaching for targeted pupils.          Fischer Family Trust Wave 3 intervention programme          Project X Reading Intervention Programme.          TRACKS groups in all Year Groups to improve spelling and reading.          New books purchased.          School library opened to parents at the end of the school day.          Local Librarians visit the school to promote the local library.          10 week booster group for targeted high attaining disadvantaged pupils with a pupil to teacher ratio of 10:1</p>	<p>The rationale for reciprocal reading is that it allows pupils to internalise effective strategies for reading through rehearsal and discussion with a skilled adult.          When pupils read regularly with an adult, their reading improves. Any areas of difficulty can be addressed (eg phonics) and quickly recapped.          When pupils read regularly with an adult, they gain in confidence and are able to link the story to something they have experienced helps. This helps them to remember what they have learned.          Reading regularly with an adult makes them feel valued. This time makes them see that books are positive and are to be enjoyed.</p>	<p>Evidence of the impact will be gathered throughout the year through lesson observations, book audits, planning audits, assessment analysis and learning walks as identified in the monitoring programme</p> <p>Pupil surveys and feedback from coaching sessions with disadvantaged pupils.</p> <p>Pupil progress meetings will evaluate how well the pupils are achieving.</p> <p>Regular communication with the Pupil Premium Champion especially during Pupil Progress meetings each half-term.</p>	<p>£3,000 train staff on specific interventions and run them throughout the day.</p> <p>£1,500 for visits from Dr Wayne Tennent to support the embedding of the reciprocal reading approach</p> <p>£2,500 on new books, particularly to support early readers phonics development.</p>	<p>February 2018</p>
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<p>D. Disadvantaged pupils are able to benefit from a range of enrichment opportunities</p>	<p>All Disadvantaged pupils' parents have been contacted to explain that the Pupil Premium Grant can be used to fund trips and enrichment clubs. After School Clubs are funded for targeted pupils. Holiday Clubs are funded for targeted pupils.</p>	<p>When a child enjoys a club or trip this can be a hook to want them to come to school. Attending clubs and trips gives the pupils experiences on which they can draw upon and increases their cultural capital. Educational clubs help to diminish the difference between non Disadvantaged Pupils and Disadvantaged Pupils.</p>	<p>Liaise with the Out of Schools Hours Learning Co-ordinator to monitor the attendance of clubs and take action if needed. Liaise with Admin Team and parents to ensure that all Disadvantaged Pupils attend school trips and or residential trips. Out of Schools Hours Learning Co-ordinator to keep a register to ensure disadvantaged pupils are prioritised and included in enrichment opportunities. The register is shared with the PPG Champion.</p>	<p>£10,000</p>	<p>February 2018</p>
<p>E. Disadvantaged pupils have high aspirations about furthering their education and career path.</p>	<p>Members of the SLT, who are trained in coaching, will coach disadvantaged pupils from Year 2 to Year 6.  2 pupils in Year 6 will be mentored by a successful businessperson through the Bridge Builders mentoring programme</p>	<p>The success of coaching and mentoring in schools is widely reported. School-based mentoring schemes have been proven by research to develop improvements in:</p> <ul style="list-style-type: none"> <li>• Overall academic performance</li> <li>• Quality of class work</li> <li>• Homework completion rates</li> <li>• Behaviour</li> <li>• Confidence in academic ability</li> <li>• Attendance levels</li> </ul>	<p>SLT meet weekly and will discuss their ongoing coaching together. Feedback will be given to teachers and parents when appropriate.  Bridge Builders will liaise with the PPG Champion throughout their 10 visit programme to provide feedback and gather a full picture of the child's needs.</p>	<p>£8,000</p>	<p>February 2018</p>

6 Review of expenditure 2016 - 2017																
Previous Academic Year: 2016 - 17		Total on roll: 479 (inc. Nursery) Total eligible for PPG: 8.1% (National 26.0%) 39 pupils inc. N & Rec Total PPG Received: £51,480														
Desired outcome	Chosen action/approach	Impact	Next Steps	Cost												
Pupils use a Growth Mindset to understand that challenge and making mistakes are part of the learning process.	Regular Growth Mindset lessons and assemblies will teach the pupils about mindsets, our brains, effort v's talent, resilience & the power of yet and making mistakes and learning from them.	<p>Whole staff training enabled teachers and teaching assistants to identify mindsets in the classroom; deliver lessons to teach the pupils about mindsets; resilience; how the brain works and learning from mistakes.</p> <p>From lesson observations it was evident that pupils were being challenged through the use of 'chilli challenges'; pupils knew were to get help if they got 'stuck' with their learning and pupils had the resilience to try different strategies to overcome challenges.</p> <p>Governors reported that pupils were able to discuss and explain growth mindset at length, pupils reported that they felt more confident when learning new concepts. The pupils also explained that, as a result of learning about growth mindsets, they did not worry when they make a mistake.</p> <p>Analysis of growth mindset questionnaires (all pupils in years 2-6) show pupils growth mindsets have increased across the year, particularly in disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>% with growth mindset Sept 2016</th> <th>% with growth mindset July 2017</th> <th>Increase in growth mindset</th> </tr> </thead> <tbody> <tr> <td>% of disadvantaged pupils</td> <td>32%</td> <td>82%</td> <td>+ 50%</td> </tr> <tr> <td>% of non-disadvantaged pupils</td> <td>51%</td> <td>83%</td> <td>+32%</td> </tr> </tbody> </table>		% with growth mindset Sept 2016	% with growth mindset July 2017	Increase in growth mindset	% of disadvantaged pupils	32%	82%	+ 50%	% of non-disadvantaged pupils	51%	83%	+32%	<p>Train new staff members on Growth Mindset.</p> <p>Continue to teach about mindsets in class and through assemblies.</p> <p>Continue to build the growth mindset library by purchasing more growth mindset books.</p> <p>Purchase growth mindset stickers and certificates.</p> <p>Purchase new pupil lanyards for celebration assembly.</p> <p>Inform parents about mindsets at parent workshops.</p> <p>Monitor the impact of growth mindset through the school audit and monitoring programme.</p>	<p>£5,000 Staff CPD</p> <p>£1,880 Growth Mindset learning resources</p>
	% with growth mindset Sept 2016	% with growth mindset July 2017	Increase in growth mindset													
% of disadvantaged pupils	32%	82%	+ 50%													
% of non-disadvantaged pupils	51%	83%	+32%													

<p>All disadvantaged pupils (In particular those expected to exceed end of year attainment expectations) are able to solve problems by applying their mathematics to routine and non-routine problems with increasing sophistication.</p>	<p>A new Calculation Policy will ensure consistency in the teaching of Number across the school. 'Chilli Challenges' give the pupils the opportunity to make rapid progress within the lessons. Teachers to focus on the teaching of solving routine and non-routine problems. Pupils who are not on track to meet their end of year targets will gain support from interventions (Small group teaching for targeted pupils, 1<sup>st</sup> Class @ Number Maths Intervention Programme, Success at Arithmetic Maths Intervention Programme, Curriculum Workshops for parents).</p>	<p>Book audits have shown that the new calculation policy has ensured consistency in the teaching of number across the school and that teachers are focusing on the teaching of solving routine and non-routine problems. Chilli Challenges have encouraged pupils to take risks with their learning and enabled them to make sustained progress overtime within the lessons. QLA analysis informed teachers planning. Half termly pupil progress meetings provided opportunity for dialogue on the impact and review of interventions for individual pupils.</p> <p><b>Key Stage 1 &amp; 2</b> 6 of the 39 (17 %) disadvantaged pupils also have Special Educational Needs, three of which have ECHP's. This has an impact on the group's overall progress.</p> <p><b>Maths 2016-17</b> <b>Attainment:</b> By the end of the 2016-17 academic year, 53% of disadvantaged pupils in Key Stage 1 and 2 met attainment expectations. This was below their peers at the school.</p> <p><b>Progress:</b> By the end of the 2016-17 academic year, 89% of disadvantaged pupils in Key Stage 1 and 2 met progress expectations (from Years 1 – 6 the cohort made an average 2.6 points progress). This is in line with their peers at the school.</p>	<p>Train new staff on the school Calculation Policy. Train all staff including Teaching Assistants to use Numicon effectively. Purchase Numicon resources. Use 'QLA' to identify common misconceptions and target in planning. Use Pupil Progress Action Plan meetings to discuss pupils progress and review interventions. Support parents with helping their disadvantaged at home by sharing the calculation policy and strategies to help with maths homework during Parent Workshop.</p>	<p>£10,000 to train staff on specific interventions and run them throughout the day.</p>
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<p>All disadvantaged pupils (In particular those expected to exceed end of year attainment expectations) are able to evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Whole school approach on Reciprocal Reading Approach. Training for staff on the Reciprocal Reading Approach. Pupils will receive extra daily reading with an TA or class teacher. 1 to 1 teaching and reading support for targeted pupils, especially Disadvantaged High Attainers. Small group teaching for targeted pupils. Project X Reading Intervention Programme. TRACKS groups in all Year Groups to improve spelling and reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. New books purchased. Work with a local Author. School library opened to parents at the end of the school day. Local Librarians visit the school to promote the local library.</p>	<p>Whole staff training enables teachers to deliver guided reading lessons using the reciprocal reading approach. Small group teaching aids staff to focus on targeted areas of reading identified in the QLA analysis with high ability disadvantaged pupils. Half termly pupil progress meetings provided opportunity for dialogue on the impact and review of interventions for individual pupils.</p> <p><b>Year 1 Phonics Screening Check 2016-17:</b> 1 of the 4 (25%) disadvantaged pupils also have Special Educational Needs and did achieve the expected standard. 3 of the 4 (75%) of the Year 1 disadvantaged pupils achieved the expected standard, which is lower than the national average for all pupils of 81%.</p> <p><b>Key Stage 1 &amp; 2</b> 6 of the 39 (17 %) disadvantaged pupils also have Special Educational Needs, three of which have ECHP's. This has an overall impact on the groups progress.</p> <p><b>Reading 2016-17</b> <b>Attainment:</b> By the end of the 2016-17 academic year, 66% of disadvantaged pupils in Key Stage 1 and 2 met attainment expectations. This was below their peers at the school. <b>Progress:</b> By the end of the 2016-17 academic year, 89% of the disadvantaged pupils in Key Stage 1 and 2 met progress expectations (from Years 1 – 6 the cohort made an average of 2.6 points progress). This is in line with their peers at the school.</p> <p><b>Writing 2016-17</b> <b>Attainment:</b> By the end of the 2016-17 academic year, 63% of disadvantaged pupils in Key Stage 1 and 2 met attainment expectations. This was below their peers at the school. <b>Progress:</b> By the end of the 2016-17 academic year, 89% of disadvantaged pupils in Key Stage 1 and 2 met progress expectations (from Years 1 – 6 the cohort made an average 2.6 points progress). This is in line with their peers at the school.</p>	<p>Train new staff on the Reciprocal Reading Approach. Audit the Reciprocal Reaching Approach with Dr Wayne Tennent. Purchase Numicon resources. Use 'QLA' to identify common misconceptions and target in planning. Use Pupil Progress Action Plan meetings to discuss pupils progress and review interventions. Support parents with helping their disadvantaged at home by sharing strategies to help with reading homework during Parent Workshop. Purchase a wide variety of genres of reading/picture books for the teaching of guided reading. 10 weeks booster group for higher ability disadvantaged pupils</p>	<p>£10,000 to train staff on specific interventions and run them throughout the day. £3,600 for 3 1.5 days inset with Dr Wayne Tennent on how to introduce a Reciprocal Approach £2,500 on new books, particularly to support early readers phonics development.</p>
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<p>Disadvantaged pupils are able to benefit from a range of enrichment opportunities</p>	<p>All parents of the disadvantaged pupils' have been contacted to explain that the Pupil Premium Grant can be used to fund trips and enrichment clubs. School Clubs are funded for targeted pupils. Holiday Clubs are funded for targeted pupils.</p>	<p>100% of disadvantaged pupils attended school trips. 94% of all disadvantaged pupils attended a school club including holiday clubs. 100% of the pupils who did not attend school clubs attend clubs outside of school for example gymnastics and football.</p> <p><b>Funding for disadvantaged pupils trips and clubs:</b> Funded after school provision for 3 pupils. Funded 100% of residential trips for year 6 pupils. Funded 75% of residential trips for year 5 pupils. Funded 100% of school trips in all year groups.</p>	<p>The pupils who did not attend a school club are known to the class teachers. Class teachers to discuss the possibility of targeted pupils joining a club his year To ensure that the pupils have the variety of clubs they want, ask the pupils to review the provision and put forward other clubs they would like.</p>	<p>£10,000</p>
<p>Disadvantaged pupils consistently complete their homework to a high standard and on time.</p>	<p>Provide learning resources and time to allow the pupils to access the curriculum at home and school. Homework Club for Key Stage 2 to support pupils and parents. 1:1 Coaching pupils to discuss barriers which may prevent homework being completed and handed in on time.</p>	<p>Learning resources, for example: stationary, paper, reading books and mathematical equipment is given to disadvantaged pupils to aid the completion of their homework. Homework club is attended by targeted disadvantaged pupils. 1:1 coaching by members of the SLT highlighted barriers to completing homework which were easily rectified and supported disadvantaged pupils to complete their homework.</p>	<p>SLT to continue to coach KS2 pupils. Introduce the Bridge Builders Mentoring Programme to two disadvantaged pupils.</p>	<p>£1,500</p>

<p>Resilience &amp; Self Esteem in targetted disdadvantaged pupils improves.</p>	<p>Member of staff trained to become an Emotional Literacy Support Assistant to support pupils' emotional wellbeing. Targeted Disadvantaged children will have regular sessions with the ELSA (Emotional Literacy Support Assisstant). Opal Play Project to improve social interactions and opportunities. Eco Club for Key Stage 2 to develop self-esteem and confidence.</p>	<p>Pupil surveys reveal that 45% of disadvantaged pupils from years 1-6 say that they know what to do in lessons all of the time.</p> <p>Pupil surveys reveal that 45% of disadvantaged pupils from years 1-6 say that they learn a lot in school all of the time.</p> <p>The Opal Play Project has improved the play offer and ensured there are opportunities for all pupils to experiences a variety of play. This develops key skills of negotiation, problem solving and ingenuity. It allows pupils to develop their language and improve social skills. The school was awarded Opal's Platinum Award and is used as an exemplar to other schools.</p>	<p>To ensure that disadvantaged pupils have access to high quality coaching, mentoring and emotional literacy support if needed so that they can build resilience and self-esteem.</p> <p>To continue to monitor pupils through observation, interaction and surveys.</p>	<p>£7,000</p>
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