

Pupil premium strategy statement: St Michael Catholic Primary School 2016-2017

1. Key information					
What is the Pupil Premium Grant?	<p>The Pupil Premium Grant (PPG) is additional funding for 'disadvantaged' pupils:</p> <ul style="list-style-type: none"> • who qualify for free school meals (FSM) • who have been in receipt of FSM at any point in the past 6 years • who have been continuously looked after for the past six months • who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order • for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD 				
What is the Early Years Pupil Premium?	<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"> • their family gets 1 of the following: <ul style="list-style-type: none"> ○ Income Support ○ income-based Jobseeker's Allowance ○ income-related Employment and Support Allowance ○ support under part VI of the Immigration and Asylum Act 1999 ○ the guaranteed element of State Pension Credit ○ 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) ○ Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit ○ Universal Credit • they are currently being looked after by a local authority in England or Wales • they have left care in England or Wales through: <ul style="list-style-type: none"> ○ an adoption ○ a special guardianship order ○ a child arrangement order 				
Rationale for expenditure	<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, 17th December 2014). We believe that progress is essential. However, maximising academic outcomes through high attainment is what will change the life chances of each individual. We also believe that these children will benefit by being able to access a wide range of opportunities to enrich their learning and their life experiences.</p> <p>We continually analyse the needs of our disadvantaged pupils and identified a number of 'in-school barriers' and 'external barriers' that prevent our 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 analyse 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 children, especially those in receipt of the pupil premium grant, are able to diminish the difference between their peers.</p>				
Academic Year	2016/17	Total PP budget	£51480	Date of most recent PP Review	n/a
Total number of pupils	479 (inc Nur)	Number of pupils eligible for PP	39 pupils 8.1% (National 26.0%)	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (39 pupils 8.1%)</i>	<i>Pupils not eligible for PP (440 pupils 91.9%)</i>
% achieving in reading, writing and maths	R 82 % W 82 % M 74%	R 90% W 89% M82%
% making progress in reading	89%	81%
% making progress in writing	78%	87%
% making progress in maths	64%	72%

3. Barriers to future attainment

In-school barriers

A.	Resilience & Self Esteem
B.	The ability to solve problems by applying their mathematics to routine and non-routine problems.
C.	The ability to evaluate how authors use language, including figurative language, considering the impact on the reader.

External barriers

D.	Lack of enrichment opportunities
E.	Lack of routine and support for homework

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children 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.	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.	Disadvantaged pupils solve problems by applying their mathematics to routine and non-routine problems 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 Disadvantaged pupils attainment improves in mathematics

C.	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.	Disadvantaged pupils enjoy reading and can talk enthusiastically about books that they have read Disadvantaged pupils achieve in line with non-disadvantaged pupils Disadvantaged pupils improve and expand their vocabulary Disadvantaged pupils in lower, middle and higher groups are diminishing the difference between 'other' pupils nationally across Key Stage Two
D.	Disadvantaged pupils are able to avail of enrichment opportunities	Disadvantaged pupils attend clubs at school Disadvantaged pupils have the opportunity to go on school trips and residential trips
E.	Disadvantaged pupils consistently complete their homework to a high standard and on time.	Disadvantaged pupils complete their homework more frequently Disadvantaged pupils enjoy completing their homework and have pride in it Disadvantaged pupils attainment improves in mathematics and reading

5. Planned expenditure					
Academic year	2016/17				
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
Children 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 children 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. Targeted Disadvantaged children will receive 1:1 coaching sessions so that barriers to learning can be explored and overcome.	During Coaching Sessions, Disadvantaged pupils will be asked about Growth Mindset and how it helps them with their learning. 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.	£1,000 Staff CPD £1,000 Growth Mindset learning resources	February 2017

<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. Children who are not on track to meet their end of year targets will gain support from interventions (Small group teaching for targeted pupils, 1st Class @ Number Maths Intervention Programme, Success at Arithmetic Maths Intervention Programme, Curriculum Workshops for parents).</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 targeted. Regular communication with the Pupil Premium Champion especially during Pupil Progress meetings each half-term. Teaching resources and materials will be ordered as needed. Pupil progress meetings will evaluate how well the children are achieving. Teachers have received internal training on the teaching of mathematics and the implementation of the Calculation Policy. We aim to diminish the difference between non Disadvantaged Pupils and Disadvantaged Pupils in 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>£13,000 to train staff on specific interventions and run them throughout the day.</p>	<p>February 2017</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. Children 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>When children read regularly with an adult, their reading improves. Any areas of difficulty can be addressed (eg phonics) and quickly recapped. When children 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. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Books will be celebrated and enjoyed in school. We aim to diminish the difference between non Disadvantaged Pupils and Disadvantaged Pupils in reading.</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>£13,000 to train staff on specific interventions and run them throughout the day.</p> <p>£1,600 for 3 1.5 days inset with Dr Wayne Tennent on how to introduce a Reciprocal Approach</p> <p>£1,500 on new books, particularly to support early readers phonics development.</p>	<p>February 2017</p>
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Disadvantaged pupils are able to benefit from a range of enrichment opportunities	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.	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.	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.	£4,500	February 2017
Disadvantaged pupils consistently complete their homework to a high standard and on time.	Provide learning resources and time to allow the children 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.	Completing Homework helps to diminish the difference between non Disadvantaged Pupils and Disadvantaged Pupils. Completing homework will improve progress across the curriculum. Completing homework will help build self-esteem and confidence.	Regular dialogue with teachers on Disadvantaged Pupils and their attitudes and barriers to homework and take action to help overcome those barriers.	£1000	February 2017
Resilience & Self Esteem in some disadvantaged children improves.	Member of staff trained to become an Emotional Literacy Support Assistant to support children's emotional wellbeing. Targeted Disadvantaged children will have regular sessions with the ELSA (Emotional Literacy Support Assistant). Opal Play Project to improve social interactions and opportunities. Eco Club for Key Stage 2 to develop self-esteem and confidence.	If a pupil has high resilience and high self-esteem they will make more progress. They will be a happier, independent and more confident learner.	Regular discussions with the SEND and ELSA on targeted pupils. Discussion during the 1:1 coaching of targeted pupils will establish how resilient and high the self-esteem of each pupil is. Professional dialogue with Teachers and Teaching Assistants especially during Pupil Progress meetings will review the progress made.	£7,000	February 2017

6. Review of expenditure 2015 - 2016

Previous Academic Year: 2015 - 16		Total on roll: 434 Total eligible for PPG: 7.8% (National 26.0%) 34 pupils Total PPG Received: £44,720		
Desired outcome	Chosen action/approach	Impact	Next Steps	Cost
Improve achievement in Reading & Writing	<p>1 to 1 teaching and reading support for targeted pupils.</p> <p>Small group teaching for targeted pupils.</p> <p>TRACKS groups in all Year Groups to improve spelling and reading.</p> <p>Homework Club for Key Stage 2 to support pupils and parents.</p> <p>Curriculum Workshops for parents.</p> <p>Learning resources to allow the children to access the curriculum at home and school.</p>	<p>Early Years Foundation Stage 2015-16</p> <p>Attainment: 33% of the three disadvantaged children achieved a 'Good Level of Development' (achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy and mathematics) by the end of the school year, which was above the 2015 national average of 45%.</p> <p>Progress: In Reading, 100% of disadvantaged children made expected progress. In Writing, 100% of disadvantaged children made expected progress. In Number, 100% of disadvantaged children made expected progress.</p> <p>Year 1 Phonics Screening Check 2015-16: 2 of the 6 (33%) disadvantaged pupils also have Special Educational Needs.</p> <p>100% of the four Year 1 disadvantaged pupils achieved the expected standard, which is higher than the national average of 70%.</p> <p>Key Stage 1 & 2 Reading 2015-16 6 of the 31 (19 %) disadvantaged pupils also have Special Educational Needs.</p> <p>Attainment: By the end of the 2015-16 academic year, 74% of disadvantaged pupils in Key Stage 1 and 2 met attainment expectations. This was below their peers at the school.</p> <p>Progress: By the end of the 2015-16 academic year, 90% of the disadvantaged pupils in Key Stage 1 and 2 met progress expectations. This is in line with their peers at the school.</p> <p>Key Stage 1 & 2 Writing 2015-16</p> <p>Attainment: By the end of the 2015-16 academic year, 71% of disadvantaged pupils in Key Stage 1 and 2 met attainment expectations. This was below their peers at the school.</p> <p>Progress: By the end of the 2015-16 academic year, 90% of disadvantaged pupils in Key Stage 1 and 2 met progress expectations. This is in line with their peers at the school.</p>	<p>To assess and implement pupil and parental support needed for the 2 children that did not achieve a good level of development.</p> <p>To continue to support all disadvantaged children through the transition to Key Stage 1.</p> <p>To continue to support the Year 1 pupils that have met the expected standard in Phonics through their transition to Year 2.</p> <p>To target 100% of the disadvantaged children to achieve the expected standard in the June 2017 Phonics Screening Check.</p> <p>To continue to use the PPG funding to support those pupils that are working below national attainment or progress expectations for Reading through targeted intervention programmes and individual support.</p> <p>To continue to use the PPG funding to support those pupils that are working below national attainment or progress expectations for Writing through targeted intervention programmes and individual</p>	£15,000

Desired outcome	Chosen action/approach	Impact	Next Steps	Cost
Improve achievement in Mathematics	<p>Small group teaching for targeted pupils. 1st Class @ Number Maths Intervention programme in Year 2 Success at Arithmetic Maths Intervention Programme in Key Stage 2. Homework Club for Key Stage 2 to support pupils and parents. Curriculum Workshops for parents After School Clubs for targeted pupils.</p>	<p>Early Years Foundation Stage 2015-16</p> <p>Attainment: 33% of the three disadvantaged children achieved a 'Good Level of Development' (achieving at least the expected level within the following areas of learning: communication and language; physical development; and personal, social and emotional development; literacy and mathematics) by the end of the school year, which was above the 2015 national average of 45%.</p> <p>Progress: In Reading, 100% of disadvantaged children made expected progress. In Writing, 100% of disadvantaged children made expected progress. In Number, 100% of disadvantaged children made expected progress.</p> <p>Key Stage 1 & 2 Mathematics</p> <p>Attainment: By the end of the 2015-16 academic year, 65% of disadvantaged pupils in Key Stage 1 and 2 met attainment expectations. This was below their peers at the school.</p> <p>Progress: By the end of the 2015-16 academic year, 87% of disadvantaged in Key Stage 1 and 2 met progress expectations. This is in line with their peers at the school.</p>	<p>To assess and implement pupil and parental support needed for the 2 children that did not achieve a good level of development. To continue to support all disadvantaged children through the transition to Key Stage 1.</p> <p>Continue to use the PPG funding to support those pupils that are working below national attainment or progress expectations for Mathematics through targeted intervention programmes and individual support.</p>	£15,000
Desired outcome	Chosen action/approach	Impact	Next Steps	Cost

<p>Improve the well-being and resilience of targeted pupils.</p>	<p>A Family Support Worker to support children and their families for one day a week Enrichment opportunities such as Educational Visits and Residential Visits Eco Club for Key Stage 2 to develop self-esteem and confidence. Homework Club for Key Stage 2 to support pupils and parents. After School Clubs for targeted pupils. Holiday Clubs for targeted pupils Uniform for targeted pupils. Learning resources to allow the children to access the curriculum at home and school.</p>	<p>Pupils, parents and teachers report that the children are happy at school and are well taught. The range of enrichment activities is broadened year on year so that children are able to build self-confidence, independence and self-esteem - essential characteristics of successful learners.</p> <p>Targeted support continues to be offered to parents to support their role as the primary educators of their children.</p>	<p>Start to explore and record pupil's thoughts and attitudes to learning and their barriers to learning through 'Coaching Sessions.</p> <p>Introduce a Growth Mindset across the school. Train an ELSA (Emotional Literacy Support Assistant) to provide ongoing support to targeted pupils.</p>	<p>£14,720</p>
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