

St Michael's CE Junior School Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	St Michael's CE (Controlled) Junior School				
Academic Year	2019-20	Total PP budget	£64,917	Date of most recent PP Review	Oct 19
Total number of pupils	348	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Apr 20

2. Current attainment at the end of KS2 (2019)			
	Pupils eligible for PP (KS2 SMIS 2019)	Pupils not eligible for PP (KS2 SMIS 2019)	Pupils not eligible for PP (KS2 National 2019)
% achieving expected standard or above in Reading, Writing & Maths	31%	66%	71%
% achieving expected standard or above in Reading	50%	81%	78%
% achieving expected standard or above in Writing	56%	77%	83%
% achieving expected standard or above in Maths	44%	77%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Some children eligible for PP have low attainment on entry. This impacts on achievement in subsequent years.
B.	Limited parental support and engagement at home slows progress in all curriculum areas for some children eligible for PP.
C.	Lack of resilience and positive attitude to learning for some children prevents children of all abilities aiming high.
Additional barriers	
D.	Attendance and punctuality rates for some PP pupils are below that for all children. This reduces their school hours or prevents them from accessing the start of lessons and causes them to fall behind.

4. Intended outcomes		Success criteria
A.	Identified children will make accelerated progress in Reading, Writing and Maths	Pupils eligible for PP match the percentage of children who are not PP achieving Age Related Expectations (ARE) in Reading, Writing and Maths.

B.	Higher rates of progress across all key stages for pupils eligible for PP in order to achieve a higher percentage of PP children achieving ARE	Pupils eligible for PP make at least expected progress and match the percentage of children who are not PP achieving ARE and Greater Depth (GDS) in Reading, Writing and Maths.
C.	Increase resilience of children in receipt of PP	Pupils eligible for PP match the progress made by those children who are not PP in Reading, Writing and Maths.
D.	Increased attendance and punctuality rates for pupils eligible for PP.	Overall attendance for children eligible for PP is at least at 95% and in line with attendance rates for other pupils.

5. Planned expenditure

Academic year

2019-20

i. Quality of teaching for all

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?
Staff Training on improving outcomes in Reading, Writing and Maths.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers are well versed in practices which stretch and encourage all pupils.	<ul style="list-style-type: none"> • INSET Days to deliver training. • Staff meetings focussing on challenge for all pupils in all subjects. • Maths Leader to deliver training to all staff. • English Leaders to deliver training to all staff. • Observations and Learning walks to ensure learning is embedded. • Monitoring of teaching and learning. • Work Scrutinies. • HIAS support for Maths, English 	English Leader/ Maths Leader/Year Leaders	Summer Term 2020

Staff Training on improving outcomes in Foundation Subjects	Identified children will make accelerated progress in the foundation subjects	We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers are well versed in practices which stretch and encourage all pupils in all subjects.	<ul style="list-style-type: none"> • INSET Days to deliver training. • DHT to have heightened focus on Curriculum Leadership through Performance Management • Staff meetings focussing on challenge for all pupils in all subjects. • Observations and Learning walks to ensure learning is embedded. • Monitoring of teaching and learning. • Work Scrutinies. • HIAS and local cluster support for Geography, Music, Science • Assessment embedded for Foundation subjects which identifies PP children • Diocese support for RE subject leader 	DHT/Subject Leaders/Year Leaders	Summer Term 2020
My Happy Mind scheme is purchased to support all children with PSHE	Identified children will make accelerated progress in Reading, Writing and Maths through increased resilience. Improve communication and language skills for pupils eligible for PP.	We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers and children are able to become resilient, life long learners	<ul style="list-style-type: none"> • Baseline information is compared to an assessment at the end of the year • Pupil conferencing • Work scrutinies • AHT to have heightened focus on PSHE curriculum and impact on the PP children 	PSHE Leaders	Summer Term 2020
Total budgeted cost					£35000
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?
Short term intensive interventions matched to the children's needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring with assessment before, after and during interventions. • PP Case studies to be monitored termly to ensure interventions are being used effectively. • Support from SLT to ensure interventions are matched to need • Regular monitoring from SENCo and through Pupil Progress 	Special Education Needs Coordinator (SENCO) And Class Teachers	Summer Term 2020

Use of Pupil Conferencing for specific PP children as a means of targeting specific areas for children	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring of case studies to ensure impact of pupil conferencing • Book scrutinies to look for impact • DHT to implement and support teachers to implement strategy 	Deputy Head	Summer Term 2020
Employment of 1x LSA and 1x Teacher for 30 mins per week to target pupils eligible for PP at Homework Club in order to support Reading, Writing and Maths	Identified children will make accelerated progress in Reading, Writing and Maths.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring to ensure that pupils eligible for pupil premium are engaging in homework club. • Use of PP case studies to ensure children who need to close the gap are targeted. • PP case studies to be monitored to measure impact 	Deputy Head	Summer Term 2020
Employment of 4 teachers a week to target pupils eligible for PP at an additional catch up club for times tables and spelling support	Identified children will make accelerated progress in Reading, Writing and Maths.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring to ensure that pupils eligible for pupil premium are engaging in homework club. • Use of PP case studies to ensure children who need to close the gap are targeted. • PP case studies to be monitored to measure impact 	Deputy Head	Summer Term 2020
Family Support Worker employed to support children and families.	Parents of pupils eligible for PP engage with their children's learning and encourage and support the high aspirations of the school. Increased attendance and punctuality rates for pupils eligible for PP.	We want to engage parents with their child's education, which is known to improve outcomes. We are unable to improve attainment for children if they are not actually attending school. National Foundation for Educational Research (NFER) Briefing for School leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> • Regular monitoring to ensure attendance is in line with those children who are not eligible for pupil premium. 	Headteacher	Summer Term 2020
Subsidy for trips and residential activities to ensure all children have access to similar learning activities as peers.	Increase resilience of children in receipt of PP.	Teamwork builds resilience which is a transferable skill. The EEF Toolkit suggests that outdoor education has a positive impact on improving outcomes.	<ul style="list-style-type: none"> • Monitoring of trips plan to ensure all trips build on and embed the breadth and depth of the curriculum experience and providing the children with a wider general knowledge. • Monitor letters sent to ensure all children are offered subsidy (this is already in progress) 	Educational Visits Coordinator PP Lead	Summer Term 2020
Employment of two Emotional Literacy Support Assistants (ELSAs) in order to improve social and emotional wellbeing of pupils eligible for PP.	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • ELSA Supervision Meetings to share professional expertise. • Regular monitoring and review of progress/ impact. • Minutes of ELSA review meetings are monitored to show impact of ELSA sessions 	Deputy Head	Summer Term 2020

Employment of 1x LSA to support PP children with English as an additional language	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> Regular monitoring with assessment before, after and during interventions. PP Case studies to be monitored termly to ensure interventions are being used effectively. 	Deputy Head and Class Teachers	Summer Term 2020
Total budgeted cost					£22000
iii. Other approaches					
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?
LSA to be deployed to work in the Library to focus on identified children in order to support their reading choices and enhance access to the curriculum.	Identified children will make accelerated progress in Reading.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> Regular Monitoring to ensure participation of pupils eligible for pupil premium. Pupil Outcomes to reflect improved reading achievement. Performance Management 	Deputy Head	Summer Term 2020
Employment of two LSAs to run a lunchtime nurture club every break and lunch time	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> Monitoring of uptake of the lunch club for PP children Monitoring use of resources and money spent 	Deputy Head	Summer Term 2020
Total budgeted cost					£7000

Review of PP spending and impact

PP spending is reviewed by governors and SLT each year and will be reviewed in July 2020. All PP pupils' progress is monitored regularly throughout the year and actions are taken to improve progress if it is not at the expected rate.

6. Review of expenditure

Previous Academic Year	2018-2019		
i. Quality of teaching for all			
Action	Intended Outcome	Impact	Lessons learned

Staff Training on improving outcomes in Reading, Writing and Maths.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	Medium Impact on Year 6 PP children due to low starting points at the beginning of year 6.	Will continue focus next year and embed further pedagogy strategies to improve outcomes for PP children. Progress across the school is positive from year group starting points.
ii. Targeted support			
Action	Intended Outcome	Estimated impact:	Lessons learned
Short term intensive interventions matched to the children's needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	Medium Impact – Case studies show progress from interventions and books reflect this.	To continue next year – ensure QFT remains a focus strategy for PP children
Employment of 1x LSA for 30 mins per week to target pupils eligible for PP at Homework Club in order to support Reading, Writing and Maths Teacher also provided to support PP children identified	Identified children will make accelerated progress in Reading, Writing and Maths.	High Impact – PP children attending benefited from extra support in completing their homework from two members of staff.	Need to ensure this is referenced on their case study and impact is more measurable next year. To continue.
Family Support Worker employed to support children and families.	Parents of pupils eligible for PP engage with their children's learning and encourage and support the high aspirations of the school. Increased attendance and punctuality rates for pupils eligible for PP.	High Impact – the majority of PPs children attendance is in line with national	To continue with an increased focus for teachers on attendance with links to case studies.
Subsidy for trips and residential activities to ensure all children have access to similar learning activities as peers. Subsidy to be made available to all children eligible for PP	Increase resilience of children in receipt of PP.	High Impact – more PP children are able to attend trips and visits	Monitor in more detail next year and speak to PP children who do not attend to gain reasons why.

Employment of two Emotional Literacy Support Assistants (ELSAs) in order to improve social and emotional wellbeing of pupils eligible for PP.	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	Medium Impact – reviews throughout the year show impact from ELSA work	Continue to monitor and also link to case studies for PP children to ensure high impact.
Dancing Bears and other resources are purchased to support PP children who have additional SEN needs	Identified children will make accelerated progress in Reading.	Dancing Bears -Low Impact – Did not show the progress for specific identified children	Dancing Bears will not continue
Employment of 1x LSA to support PP children with English as an additional language	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	Medium Impact – children made progress	Needs further closer monitoring next year to ensure PP children are focussed on further.
iii. Other approaches			
Action	Intended Outcome	Estimated impact:	Lessons learned
LSA to be deployed to work in the Library to focus on identified children in order to support their reading choices and enhance access to the curriculum.	Identified children will make accelerated progress in Reading.	Medium Impact – some PP children benefitted but not all were focussed on	Will continue – but with Library time specifically allocated and focussed on PP children.
Employment of LSA to run a lunchtime nurture club every break and lunch time	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	Medium Impact – some children benefitted from increased communication skills	Will continue – but with increased focus on communication and social skills for PP children