

St Michael's Catholic Primary School

Pupil Premium Strategy September 2017-2018

Part one: Planned expenditure 2017-18

Part two: Review and impact evaluation of expenditure 2016-17

Schools are given the Pupil Premium grant as an additional funding to raise the performance of the most disadvantaged children. It is for schools to decide how this additional funding is spent. As all schools we are held accountable on how we spend this money and must publish how we spend our allocation and the impact it has made.

At St Michaels's we ensure that all teachers are aware of and accountable for their pupil premium children. Rigours monitoring and tracking of these children's progress allows us to provide suitable interventions and targeted learning opportunities that best match the needs of the individual child.



St Michael's Pupil premium strategy statement

1. Summary information					
School	St Michael's Catholic Primary School				
Academic Year	2017/18	Total PP budget	£351,819	Date of most recent PP Review	Sept 2017
Total number of pupils	379	Number of pupils eligible for PP	218	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
Attainment for KS2 2016 – 2017 Based on 38 pupils 27/38 (71%) Pupil Premium (43 pupils in cohort but 5 pupils diss-applied due to starting school in Year 5 and being new to the country)	<i>Pupils eligible for PP (27/38 71%)</i>	<i>Pupils not eligible for PP (11/38 29%)</i>
% of pupils working at the standard in R/W/M	33%	82%
% of pupils making expected progress in Reading	37%	82%
% of pupils making expected progress in Writing	67%	81%
% of pupils making expected progress in Maths	56%	91%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Speech and Language is at a lower baseline in Reception when compared nationally. (School and National Figs)	
B.	High and middle ability learners are making less progress across KS1 and KS2 than high ability. (SIP Report and school analysis)	
C.	PP children do not make the same progress at Non –PP children across KS1 and KS2 or Behaviour of some year 5's.	
D.	Low entry and prior learning levels at reception and KS1 compare to National figures because of the high % of Pupil Premium and EAL.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		

D.	Lower attendance and poor punctuality rates of PP pupils compare with Non-Pupil Premium which reduces their school hours and causes them to fall behind. Spring Attendance Profile 2016/2017 PP: 95.8% NPP:97.5%
E.	Significant number of PP pupils with EAL and/or very little English and new to country giving low starting points and creates barriers to accelerated learning.
G.	High social deprivation and PP pupils have limited social and cultural experiences outside of school, higher % of PP pupils have low self-belief, high emotional needs and poor self-esteem.
F.	High mobility of pupils negatively impacting on progress and attainment. (On average between 15-20% mobility per cohort)

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
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A.	<p>A continued improvement of the standards for PP children at GLD in reception to give us a greater platform to progress so that these pupils achieve the standard in the Phonics Screening Check.</p> <p>A higher % of children passing the Phonics Screening at Year 1 and retakes at Year 2.</p> <p>All PP pupils who achieved the expected standard for phonics check will convert to the expected standard for reading at the end of Key stage 1 and Key Stage 2.</p> <p>Children who need phonics intervention in year 3 may also reach the expected standard at the end of KS2 with intervention.</p>	<p>Rapid progress in reception for our PP children so that GLD improves from 2017 figures of 47% PP Whole cohort 60%</p> <p>Phonics screening data: 2017 66% PP Whole Cohort 61%</p> <p>2017 – 86% of PP who passed phonics are at ARE for Reading at end of KS1. 3 who didn't are EAL.</p> <p>End of KS data</p>
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B.	High rates of progress for our PP middle attainers across KS2	<p>Pupils eligible for PP who are middle attainers make the same progress as those non-PP middle attainers.</p> <p>This is measured by use of KS1 data and then tracked through Y3, Y4, Y5 & Y6 by teacher assessment and key stage tests.</p>
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C.	PP children make the same levels of progress across KS1 and KS2 as non PP children.	Data analysis highlights that PP children are making the same level of progress across KS1 and KS2 as non PP. This is tracked by teacher assessment and key stage tests.
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D.	Increased attendance for those children eligible for PP	<p>Reduce the levels of PA's for our PP children and also PP attendance comes in line with school attendance.</p> <table data-bbox="1597 207 2172 319"> <thead> <tr> <th></th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95.25%</td> <td>95.84</td> </tr> <tr> <td>NPP</td> <td>96.52%</td> <td>97.52%</td> </tr> </tbody> </table> <p>PP PA's NPP PA's</p>		15/16	16/17	PP	95.25%	95.84	NPP	96.52%	97.52%
	15/16	16/17									
PP	95.25%	95.84									
NPP	96.52%	97.52%									

5. Planned expenditure					
Academic year		2017 -2018			
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					
i. 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 speech and language levels in Nursery and Reception.	On-going staff training for speech & language and phonics.	We have invested and will continue to invest in speech and language strategies within EYFS as entry evidence shows this is way below national standards. (School and National Data to highlight gaps)	Highly recommended LA training sourced and delivered that show a positive impact on learning. Ongoing high quality CPD for new and existing staff. Ongoing and termly assessment to highlight progress	EYFS Lead (NR)	Dec 2017, April 2018 and June 2018
Improved attainment % (GLD) for children leaving EYFS and improved reading/writing attainment	All staff are aware of those pupils and areas of learning that require specific focus to improve GLD Investment in new phonic based reading scheme Additional 2 LSAs in EYS	Evidence shows (TSC) that for pupils to attain well at the end of KS2 it is vital that they get the best start to school within EYFS Starting points are low especially with children with no pre-school experience or who are new to country	Ongoing and termly assessment to highlight progress Through the monitoring schedule, work scrutiny and termly assessments Through purchasing of reading scheme.	EYFS Lead (NR)	Dec 2017, April 2018 and June 2018

<p>Improved progress for high and middle attaining pupils through tracking and ongoing challenge in their lessons</p>	<p>CPD on providing challenge for middle attaining pupils.</p> <p>CPD for use of school tracking system.</p> <p>1:1 intervention groups in each year group</p>	<p>Middle ability pupils eligible for PP are making less progress than other pupils across Key Stage 2 in reading, writing and maths. We want to ensure that PP pupils can achieve and progress in line with other pupils across the school.</p> <p>All middle attainers are now a focus group for all year groups.</p> <p>Teachers direct LSA's for 1:1 intervention based on their progress</p>	<p>Use staff meetings to deliver training. Peer observation of attendees' classes after the training, to embed learning.</p> <p>Use of tracking and assessment system to ensure those middle attainers are making the required progress.</p> <p>Teachers now have a focus group as part of their teacher appraisal. The LSA's also have these groups as part of their performance man.</p>	<p>DHT (KR) KS1/KS2 ASH (KN,MN)</p> <p>Assessment Lead</p>	<p>Dec 2017, April 2018 and June 2018</p>
<p>Improved progress and attainment for children in Year 4</p>	<p>Additional support from AHT, SENCO and PT Teacher to achieve improved progress and attainment for all children in year 4</p>	<p>Assessment data shows that a high proportion of the children in year 4 are not working at ARE. Additional teaching from AHT and Learning mentor will allow for smaller groups and more focused teaching and learning.</p>	<p>AHT, SENCO and Part-time teacher will work with the Year 4 teachers on a daily basis as well as guiding the teachers with their planning. AHT is an experience teacher with a proven track record of improved progress and attainment.</p>	<p>AHT (NB)</p>	<p>Dec 2017, April 2018 and June 2018</p>

<p>Improved progress and outcomes for all including PP across KS1 and KS2</p>	<p>High quality CPD provided both internally and externally –focus on SPAG, writing, Phonics and maths with resources.</p> <p>Peer Marking to be used as a strategy to improve the standards of pupil’s work across the curriculum</p> <p>New Reading scheme and ongoing CPD for T4writing</p> <p>School curricular visits, visiting theatre workshops and variety of authors and speakers</p>	<p>High quality professional development for teachers & learning support assistants in a range of teaching and learning strategies across basic skills. Providing more effective teaching & learning to meet diverse needs of pupils to raise pupil progress in reading, writing & maths. These include such initiatives as Talk 4 Writing, Numicon, Singapore Bar Modelling and RWI.</p> <p>A national conference highlighted a school that had gone from RI to Outstanding. This school stated that Peer Marking was a major factor in its improved performance.</p> <p>Pupils have very limited social and cultural that are first hand experiences thus gain experiences to enhance and develop their learning. These experiences provide rich language development opportunities and develop ideas to enhance learning specifically writing.</p>	<p>Use of external national consultants and training programmes that have a proven track record of success. Subject leads to support on- going training.</p> <p>Through schools TL monitoring programme and analysis of data termly.</p> <p>Evidence of quality of TL in learning environments</p> <p>Lesson observations, learning walks, book scrutiny, pupil interviews and data reviews</p> <p>Staff, pupil and parent feedback</p>	<p>HT (AR)</p> <p>ASH/English lead (NB/KN)</p>	<p>Dec 2017, April 2018 and June 2018</p>
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<p>Improved progress and outcomes for all including PP across KS1 and KS2</p>	<p>Use of Assertive Mentoring for Reading, Writing and Maths</p>	<p>There is evidence of a positive impact on standards and progress for a number of schools both locally and Nationally when they have used Assertive Mentoring.</p> <p>It allows the competitiveness of a child to flourish by allowing them the opportunity to better themselves on a weekly basis.</p>	<p>High class CPD given by the Assertive Mentoring team and also by pairing up with a high attaining school and sharing good practice and CPD.</p>	<p>DHT (KR)</p>	<p>Dec 2017, April 2018 and June 2018</p>
<p>PP pupils apply Maths and English skills across all areas of the curriculum which positively impacts on their end of year assessments.</p>	<p>Development of whole school curriculum that is cross curricular providing contextual opportunities to further enhance reading, writing and maths.</p>	<p>Development of literacy and numeracy skills across the curriculum enables children to engage more widely with whole curriculum and develop skills across all subjects</p>	<p>Lesson observations, learning walks, book scrutiny, pupil interviews and data reviews.</p>	<p>Curriculum Lead (AK)</p>	<p>Dec 2017, April 2018 and June 2018</p>

<p>Increased use of computing that raises and accelerates standards and pupil outcomes in reading, writing and maths.</p> <p>Staff competently use interactive white boards and IT teaching equipment to enhance learning to secure improved pupil outcomes</p>	<p>Access to increased number of classroom based IT equipment supported by a bespoke computing curriculum and range of RWM online learning resources.(My Maths, Hamilton Trust, Bug Club)</p>	<p>School based evidence shows that pupils who are confident in using ICT should be able to transfer these skills across the wider curriculum.</p> <p>PP have a lack of range of media which causes gaps in knowledge and skills.</p>	<p>Observation of IT as part of all school based TL monitoring. Pupil voice. Increased teacher confidence and skill. Pupils making expected progress in computing skills – termly summative assessments.</p>	<p>IT Lead (MN)</p>	
<p>Improvement in the assessment and teaching and learning of pupil progress and attainment.</p>	<p>Introduce the use of NFER optional assessment for years 3,4 and 5 to assist teachers with the assessment of pupils and identify next steps of learning for individuals and groups of pupils.</p>	<p>NFER is an industry renowned leader for the production of research based assessment testing systems.</p> <p>Teachers and LSA's will use the data and analysis from these assessments to identify progress and next steps of learning</p>	<p>These assessments will be completed in September, as a baseline and again in June for measure of progress.</p> <p>They will be delivered by the class teachers and LSA's and monitored by the Assessment Lead.</p>	<p>DHT (KR)</p>	
Total budgeted cost					£137,209
ii. 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 ensure Y6 Pupils, including PP, make accelerated progress in RWM by the end of Year 6	Use of an additional teacher to create 3 smaller classes to enable precision teaching.	Linked to EET – reducing class sizes allows for, on average, a 3 month gain in attainment.	Through the schools TL monitoring and pupil progress meetings	HT (AR)	Dec 2017, April 2018 and June 2018
LAC Maths Support To increase progress and attainment on some of our LAC.	A proven Every Child Counts Maths intervention (Edge Hill University) to support LAC in their Maths progress and attainment	The Every Child Counts Interventions have a proven record of improved progress and attainment both Nationally, Locally and within St. Michael's. School data shows that a high % of our LAC are working below ARE in Maths.	AHT has gone on accredited training and will now deliver the intervention on a weekly basis.	AHT (NB)	Pupil progress meetings Dec 2017, April 2018 and June 2018

<p>Additional KS1 Teacher. To have a positive impact on progress and attainment with KS1</p>	<p>An additional part-time qualified teacher to deliver intervention and support across KS1</p>	<p>As part of a pilot scheme we employed this teacher on a temporary basis last year. Through school data it was shown that this strategy had a positive impact on progress and attainment for those targeted children.</p> <p>EEF research shows that 1-1 intervention can give additional 4 months progress.</p>	<p>Though use of school data groups of identified children have been targeted for additional support. There will be an initial baseline, then targeted support followed by an assessment to identify the impact of this strategy.</p>	<p>KS1 Lead (KN)</p>	<p>!/2 termly meetings between KS1 lead and teacher. Pupil progress meetings Jan 18, April 18 & June 18</p>
<p>Every Child Counts Maths Intervention. To increase progress and attainment with some of our PP year 6 pupils.</p>	<p>A proven Every Child Counts Maths intervention (Edge Hill University) to support LAC in their Maths progress and attainment</p>	<p>The Every Child Counts Interventions have a proven record of improved progress and attainment both Nationally, Locally and within St. Michael's.</p> <p>School data shows that some of our PP year 6 pupils are working below ARE in Maths.</p>	<p>School data and teacher assessment to identify targeted children who will embark on a 12 week Maths intervention program. The children will be baseline assessed at the beginning and end of the intervention to monitor impact. Ongoing dialogue between DHT and LSA to identify any issues.</p>	<p>DHT (KR)</p>	<p>September 2018 and December 2017</p>

<p>Phonics interventions for those PP children leaving reception who are not at the expected standard for Literacy so that a higher % can achieve the standard in Y1 Phonics Screening.</p>	<p>Additional high quality daily phonics session to those PP children in Y1 delivered by RWI trained staff.</p> <p>CPD given to NQT's and new starters from specialist RWI consultant.</p> <p>Additional LSAs to teach and lead phonic groups and provide additional interventions for pupils at risk of not making expected progress</p>	<p>School and local authority data show that there is a gap between PP and Non PP achieving the standard in Literacy.</p> <p>Small group interventions with highly qualified staff have been shown to be effective (EEF Toolkit).</p> <p>Proven track success record of RWI programme</p>	<p>Teachers and LSA's delivering the additional sessions have being trained in RWI. They will also have additional teaching and preparation time to deliver the sessions.</p> <p>Engage with parents before the additional sessions begins to address any concerns and support required from home.</p> <p>Bi annual review of phonics progress and quality of provision by external RWI consultant</p>	<p>RWI Lead English Lead Assess Lead. (KR,SG,KN)</p>	<p>Dec 2017, April 2018 and June 2018</p>
<p>Middle ability learners are making the same or similar progress to that of higher ability learners</p>	<p>Identify and track the progress of middle ability learners and put in required intervention when necessary, 1:1 and small group work</p>	<p>ASP, school data and SIP report identified that middle ability learners were not making the same progress as high ability learners. We will use high quality CPD and ensure staff are trained to deliver the interventions</p>	<p>Use of tracking and assessment system to ensure those middle attainers are making the required progress.</p>	<p>DHT (KR)</p>	<p>Dec 2017, April 2018 and June 2018</p>

<p>All pupil premium close the gap on there ARE for reading.</p>	<p>We employ a Reading Ambassador to work with our PP children on a daily basis. LSA's also read to any pupils who are below ARE on a daily basis</p>	<p>Assessment data shows that we need to close the gap in Reading for out PP children. Small group interventions with highly qualified staff have been shown to be effective (EEF Toolkit).</p>	<p>The Reading Ambassador has a daily reading schedule with identify PP. She will also present her reading data to the English Lead every term.</p>	<p>English lead (KN)</p>	<p>Dec 2017, April 2018 and June 2018</p>
<p>Improve the performance of underachieving PP pupils at end of KS2.</p>	<p>Utilise the DHT to work 1-1 and small group targeted interventions. DHT support small groups with writing and maths in year 6</p>	<p>EEF research shows that 1-1 intervention can give additional 4 months progress. Pupils benefit from highly structured and tailored provision. Pupils identified through termly pupil progress meetings</p>	<p>On-going assessments of targeted pupils. Entry and exit data to be analysed.</p>	<p>DH (KR)</p>	<p>Dec 2017, April 2018 and June 2018</p>
<p>Improve progress for EAL PP pupils</p>	<p>EAL Ambassador to support KS1 and KS2 learners to fill gaps due to language barriers and low starting points. Focus on Eastern European Community.</p>	<p>Specific targeting ensures gaps are closed and learning accelerated. Pupils are able to access curriculum and social aspects of school life. Support for parents and families to give confidence and some initial skills/knowledge on how to support children. DFE and EMTAS research shows that children new to England take 2 years to acquire social language and 5-7 years to acquire formal written language.</p>	<p>The use of the NASSEA EAL Assessment system to monitor the progress of EAL pupils (pp) as part of termly progress meetings. Book scrutiny and pupil voice. EAL Ambassador together with class teacher to identify next steps after initial termly assessments Feedback from parents at open evenings and translated questionnaires.</p>	<p>DHT (KR)</p>	<p>½ termly meetings with class teacher and EAL ambassador. Pupil progress meetings Dec 2017, April 2018 and June 2018</p>

Improved outcomes for SEN PP pupils	Use of outside agencies, SENIS, Abbots Lee, counselling etc. and specialist advisory teachers to work with pupils and SENCO to identify and support any additional social and educational needs.	Specialist interventions put into place with specific expertise of approp professional and embedded as part of daily classroom practice. Children who required targeted support to catch up.	The progress of SEN pupils (pp) closely monitored as part of termly progress meetings. Use of PIVOTS for initial assessment, target setting and monitoring.	SENCO(MH)	Pupil progress meetings Dec 2017, April 2018 and June 2018
Improved progress for identified PP pupils across school at risk of underperforming.	Additional support in all classrooms (Learning Support Assistants) to work with small groups of pupils and 1-1 to remove barriers to learning.	LSAs use range of guided teaching, intervention programmes and resources to provided targeted support. LSAs have been given high quality training specially focused on questioning, next step learning and quality feedback.	Quality of LSA provision is monitored as part of whole monitoring programme. Evaluation of intervention programmes, pupil assessments and teacher feedback.	HT (AR)	
LAC pupils access further learning opportunities at home through ICT equipment to extend their learning and improve outcomes	LAC access laptops and software equipment provided for home use.	Children can access additional ICT based homework learning opportunities and use laptops to research work and study projects. A 21 st century resource that they would not normally be able to access.	Positive feedback from pupils, carers. Monitoring of homework activities.	Safeguard Lead(NB)	
Total budgeted cost					£147,763

iii. 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?
<p>To close the attendance gap whole school between PP pupils and non PP pupils.</p> <p>To improve the punctuality of PP pupils</p>	<p>Additional learning mentor employed to monitor pupil's lateness and work alongside attendance officer to follow up quickly on absences. First day response. Also working with families</p> <p>To support and challenge identified families with poor A/P</p> <p>School mini bus is used to pick up PA's from home to ensure attendance at school.</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p> <p>To ensure a rapid response to non-attendance.</p> <p>A range of strategies are used in order to raise our attendance and keep it in line with local and national attendance rates.</p> <p>Data shows that PAs for non PP 12.83% and non PP 8.6%</p> <p>Overall attendance: 15/16 PP 95.25% and non PP 96.45%</p> <p>To raise expectations across whole school community of the value of regular attendance.</p>	<p>Learning mentor, pastoral support, PP coordinator, attendance lead, EWO, head collaborate to ensure all absences follow first day response and are escalated to social care if necessary. School processes should work smoothly together.</p> <p>Parents meetings for poor attendance.</p> <p>Weekly celebration assemblies for whole school to raise the importance of being in school.</p> <p>Termly LA attendance monitoring reports.</p> <p>Weekly monitoring of PAs with follow up visits from EWO with potential penalty notices.</p>	<p>HT (AR)</p> <p>Safeguard lead (NB)</p> <p>Attendance officer (AC)</p>	<p>On a termly basis</p>

<p>Nurture Provision To have a positive impact on progress and attainment in targeted KS2 classes where disruptive behaviour has had a negative impact.</p>	<p>Use of a Nurture base for those children who on a day to day basis find it difficult to access the curriculum. Lego Therapy Circle time Trips for social experiences</p>	<p>Local Authority and local school evidence suggests that there is a positive impact on learning when children who cannot access the curriculum are taught a personalised curriculum. There is a positive impact on the attitude of those children and also a positive impact on the attainment of their peers. To support those children whose behaviours can disrupt learning and allow other pupils to reach their full potential</p>	<p>A nurture base has been set up within St. Michael's and operated by a fully qualified teacher with support from learning mentors and 1:1 LSA's. Regular meetings are held between Lt and the Nurture team.</p>	<p>AHT</p>	<p>On an ongoing monthly basis as well as termly pupil progress meetings. Dec 2017, April 2018 and June 2018</p>
<p>PP will have the same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding and encouragement for PP to residential trips, participate in musical tuitions and sport activities, theatre trips and outside agent after-school clubs.</p>	<p>Research has shown that a lack of cultural capital can negatively impact on capacity to learn and understand through lack of varied life experiences. Increased opportunities to experience first-hand promote learning, a thirst for learning and development of non-academic based skills.</p>	<p>Children engaging in range of enrichment opportunities will be logged and tracked to ensure fair access. Feedback from parents and pupils Measurement of impact over time.</p>	<p>HT (AR) and AHT (NB)</p>	<p>Yearly</p>

<p>To increase the cultural experience of PP children, increasing self-esteem and self – confidence. Reduce the impact of economic disadvantage.</p>	<p>Provide funding for eligible pupils in year 6 and year 4 to attend residential trips to Colomendy and Little Crosby in order to develop team work and bonding.</p>	<p>Outdoor learning has been shown to build self-esteem and health as well as building cultural capital.</p> <p>Funding removes financial barriers for attendance.</p>	<p>PP accessing support will be recorded.</p> <p>Pupil and parent voice.</p> <p>Residential trips are carefully planned with clear learning objectives –these are led and monitored by senior members of staff.</p>	<p>HT (AR)</p>	<p>Yearly</p>
<p>PP pupils have raised aspirations and motivations to succeed and reach goals across all areas of life</p>	<p>School has developed a ‘ASPIRE &ACHIEVE’ programme that provides children with opportunities to hear about, experience first-hand a wide range of future jobs and careers with skills required to achieve such roles.</p>	<p>Children have low aspirations and limited experiences of different jobs/careers. This focus gives children a rationale for learning and goals to aspire to.</p> <p>To raise aspirations across the school community –if parents have raised aspirations and expectations with own children this in turn will enhance progress and attainment</p>	<p>Pupil and parent feedback is positive. (Parent questionnaires)</p> <p>Quality and range of speakers, visitors and guests is carefully monitored</p>	<p>AHT (NB)</p>	<p>Yearly</p>
<p>To enable PP pupils to have a full school uniform, PE kit and book bag.</p>	<p>Children provided with school uniform including PE kits if required to ensure pupils feel fully included.</p>	<p>The school is situated in one of most deprived parts of Liverpool and some parents have limited funding.</p> <p>Uniform gives pupils self-esteem and raises aspirations. Children will feel equal and valued.</p> <p>No children are excluded from PE because of no PE kit.</p>	<p>If pupils are without approp uniform staff will sensitively offer support and provide uniform.</p> <p>Spare uniform and PE kits retained in school so pupils can access daily if and when required.</p>	<p>HT (AR)</p>	



6. Review of expenditure				
Previous Academic Year		2016 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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>Improved speech and language levels in Nursery and Reception.</p> <p>Improved attainment % (GLD) for children leaving EYFS and improved reading/writing attainment</p>	<p>On-going staff training for speech & language and phonics.</p> <p>All staff are aware of those pupils and areas of learning that require specific focus to improve GLD</p> <p>Investment in new phonic based reading scheme</p> <p>Additional 2 LSAs in EYS</p>	<p>GLD for all reception pupils and also PP reception children improved significantly from last year</p> <p>Rapid progress in reception for our PP children so that GLD improves from 2017 figures of 47% PP Whole cohort 60%</p> <p>Phonics screening data: 2017 66% PP Whole Cohort 61%</p> <p>2017 – 86% of PP who passed phonics are at ARE for Reading at end of KS1. 3 who didn't are EAL.</p>	<p>It is vital for all EYFS staff to know the progress and attainment of all pupils in Reception. To use this information to target children and subject areas so that all children reach their potential.</p> <p>We further developed this strategy so that certain members of staff within Reception are responsible for the learning for a targeted group of children, although responsibility for overall progress and attainment still lies with the class teacher.</p> <p>Staff will continue with the strategies used and also look to further develop in order to improve on this years success.</p>	
<p>Improved progress for PP middle attaining pupils through tracking and ongoing challenge in their lessons</p>	<p>CPD on providing challenge for middle attaining pupils.</p> <p>CPD for use of school tracking system.</p> <p>1:1 intervention groups in each year group</p>	<p>All staff are aware of the middle and high attaining pupils within their classes and are closely monitoring and challenging these children</p> <p>Improvement in progress and attainment for these groups of children is inconsistent across the school and so no conclusion can be made as yet</p>	<p>Assessment lead to liaise with class teachers to highlight PP middle attainers so that teachers can challenge and track these learners.</p> <p>Class teachers to utilise LSA's to provide focused support and intervention for these learners, within and outside of the classroom.</p>	

Improved progress and attainment for children in Year 4	Additional support from AHT, SENCO and PT Teacher to achieve improved progress and attainment for all children in year 4	<p>Attainment July 2017</p> <table border="1" data-bbox="689 193 1178 408"> <thead> <tr> <th></th> <th>Cohort (TA)</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>35</td> <td>33</td> <td>45(-12)</td> </tr> <tr> <td>W</td> <td>29</td> <td>26</td> <td>36(-10)</td> </tr> <tr> <td>M</td> <td>37</td> <td>31</td> <td>55(-24)</td> </tr> </tbody> </table>		Cohort (TA)	PP	NPP	R	35	33	45(-12)	W	29	26	36(-10)	M	37	31	55(-24)	<p>This is a poor performing cohort; even with the additional support the cohort did not make the expected progress.</p> <p>We will look at providing additional support to this cohort as they enter year 4.</p>	
	Cohort (TA)	PP	NPP																	
R	35	33	45(-12)																	
W	29	26	36(-10)																	
M	37	31	55(-24)																	
Improved progress and outcomes for all including PP across KS1 and KS2	<p>High quality CPD provided both internally and externally –focus on SPAG, writing, Phonics and maths with resources.</p> <p>New Reading scheme and ongoing CPD for T4writing</p>	<p>School data has identified that we are steadily closing the gap across the school and in year 1, 2 and 4 the PP outperform NPP for RWM.</p> <p>High quality CPD along with greater confidence with the use of the school assessment system has allowed teaching staff to identify and target PP with appropriate teaching strategies.</p>	<p>Continue with high quality CPD which focus on strategies that make a positive impact on progress and attainment for all pupils including PP.</p> <p>Through research identify CPD and teaching strategies that make a positive impact on progress and attainment.</p>																	
PP pupils apply Maths and English skills across all areas of the curriculum which positively impacts on their end of year assessments.	Development of whole school curriculum that is cross curricular providing contextual opportunities to further enhance reading, writing and maths.	<p>The whole school curriculum has been revised to allow for cross curriculum opportunities.</p> <p>At this stage it is difficult to assess the impact of this strategy.</p>	Maintain the strategy so as to allow all pupils opportunities to use their reading, writing and maths knowledge across the curriculum																	

Increased use of computing that raises and accelerates standards and pupil outcomes in reading, writing and maths. Staff competently use interactive wipe boards and IT teaching equipment to enhance learning to secure improved pupil outcomes	Access to increased number of classroom based IT equipment supported by a bespoke computing curriculum and range of RWM online learning resources.(My Maths, Hamilton Trust, Bug Club)	The security of the ICT hardware has proved to be an issue this year with a number of school break-ins that has resulted in the loss of laptops and iPads. Therefore we cannot fully measure the impact of this strategy for this year.	Continue with the strategy in order for the school to measure the impact over a sustained period. A number of security procedures have been put in place to assist with the safe keeping of the ICT hardware.	
				Cost £135,800
ii. Targeted support				
Desired outcome	Chosen action / approach	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>To ensure Y5 Pupils, including PP, make accelerated progress in RWM by the end of the year,</p>	<p>Use of an additional teacher to create 3 smaller classes to enable precision teaching. Also to</p>	<p>Attainment of Year 5</p> <table border="1" data-bbox="689 97 1200 416"> <thead> <tr> <th></th> <th><i>Cohort (TA)</i></th> <th><i>NFER June</i></th> <th><i>PP</i></th> <th><i>NPP</i></th> </tr> </thead> <tbody> <tr> <td>R</td> <td>66</td> <td>64</td> <td>61</td> <td>73(-8)</td> </tr> <tr> <td>W</td> <td>62</td> <td><i>GPS 68%</i></td> <td>57</td> <td>68(-11)</td> </tr> <tr> <td>M</td> <td>64</td> <td>60</td> <td>55</td> <td>73(-18)</td> </tr> </tbody> </table> <p>This strategy has proved to have some impact on progress and attainment although there have been other behavioural issues that have impacted on this cohorts progress. However there is still a gap between PP and NPP especially in Maths.</p>		<i>Cohort (TA)</i>	<i>NFER June</i>	<i>PP</i>	<i>NPP</i>	R	66	64	61	73(-8)	W	62	<i>GPS 68%</i>	57	68(-11)	M	64	60	55	73(-18)	<p>Share this information with the Year 6 teachers and continue the strategy of 3 classes across the cohort.</p> <p>Teachers need to be aware of the attainment gap, especially in Maths, and employ strategies which will have a positive impact on closing the gap between these two groups.</p>	
	<i>Cohort (TA)</i>	<i>NFER June</i>	<i>PP</i>	<i>NPP</i>																				
R	66	64	61	73(-8)																				
W	62	<i>GPS 68%</i>	57	68(-11)																				
M	64	60	55	73(-18)																				
<p>Phonics interventions for those PP children leaving reception who are not at the expected standard for Literacy so that a higher % can achieve the standard in Y1 Phonics Screening.</p>	<p>Additional high quality daily phonics session to those PP children in Y1 delivered by RWI trained staff.</p> <p>CPD given to NQT's from specialist RWI consultant.</p> <p>Additional LSAs to teach and lead phonic groups and provide additional interventions for pupils at risk of not making expected progress</p>	<p>This strategy has proved to be successful</p> <p>GLD improved from 2016 (29%) with figures of 60% PP 60% GLD</p> <p>Phonics screening data: Whole Cohort 61% PP 66% pass rate</p>	<p>Maintain this strategy with the only adjustment being to start the interventions earlier. Identify and target the children who are not at ARE for reading and speaking/listening.</p> <p>USE RWI assessment date to target these children.</p>																					

Middle ability learners are making the same or similar progress to that of higher ability learners	Identify and track the progress of middle ability learners and put in required intervention when necessary, 1:1 and small group work	All staff are aware of the middle and high attaining pupils within their classes and are closely monitoring and challenging these children Improvement in progress and attainment for these groups of children is inconsistent across the school and so no conclusion can be made as yet	Assessment lead to liaise with class teachers to highlight PP middle attainers so that teachers can challenge and track these learners. Class teachers to utilise LSA's to provide focused support and intervention for these learners, within	
All pupil premium close the gap on there ARE for reading.	We employ a Reading Ambassador to work with our PP children on a daily basis. LSA's also read to any pupils who are below ARE on a daily basis	School data shows that PP is closing the gap on NPP and in years 1, 2 & 4, PP are outperforming NPP. (See appendix 1. The gap in years 3 and 5 is narrow and will be a focus for the next class teachers.	Continue with the Reading Ambassador	
Improve the performance of underachieving PP pupils at end of KS2 and KS1.	Employ 2 part-time intervention teachers to work 1-1 and small group targeted interventions.	This has had a varied impact. The KS1 intervention teacher had positive impact on year 1 and year 2 attainment as well as the phonics screening. The KS2 intervention had some positives but some children who received 1:1 did not make the expected progress and attainment. This was due to some attitude and behaviour issues.	The KS1 strategy will continue and the teacher will become a permanent member of staff. We will not continue with the KS2 strategy and an alternative strategy will be identified.	
Improve progress for EAL PP pupils	EAL Ambassador to support KS1 and KS2 learners to fill gaps due to language barriers and low starting points. Focus on Eastern European Community.	School data shows that our EAL children make good progress if they have the time required time at St Michael's. If EAL children come to St Michael's within KS1 then a high percentage of those EAL children will make Age Related Attainment.	Continue with this strategy and enhance the provision by using the NASSEA EAL Assessment Framework. This will identify baselines for pupils and also the next steps for progress and attainment. Class teachers will still have the responsibility for progress and attainment for all pupils within their class including EAL and PP.	

Improve behaviour and positive attitudes to learning for PP pupils	Second learning mentor to increase current capacity to support pupil's behaviours, social and emotional challenges to facilitate greater engagement in learning.	A second Learning Mentor has allowed children displaying negative behaviours to access learning to help with their social and emotional issues. The second Learning Mentor has also released the other learning mentor to focus part of their time on attendance. This has had a positive impact on attendance for all pupils including PP	Continue with this strategy and further develop the strategy to allow for the creation of a Nurture facility to allow for a learning environment for those children showing behavioural issues. This will also allow children in affected classes to have a positive learning experience.	
Improved outcomes for SEN PP pupils	Use of outside agencies, SENIS, Abbots Lee, counselling etc. and specialist advisory teachers to work with pupils and SENCO to identify and support any	SEN Data		
Improved progress for identified PP pupils across school at risk of underperforming.	Additional support in all classrooms (Learning Support Assistants) to work with small groups of pupils and 1-1 to remove barriers to learning.	Appendix 1 shows that the gap between PP and NPP is reducing. School data has identified those children, including PP, who are underperforming. Class teachers and LSA's work together as a cohort team to identify strategies and interventions to address this underperformance	Continue with this strategy. The use of a cohort team, including all teachers and LSA's, to provide intervention and extra curriculum support has seen a positive impact in progress and attainment. This strategy will now be utilised across KS2	
LAC pupils access further learning opportunities at home through ICT equipment to extend their learning and improve outcomes	LAC access laptops and software equipment provided for home use.	Nicola B		
				Cost £144.000

iii. Other approaches																													
Desired outcome	Chosen action / approach	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>To close the attendance gap whole school between PP pupils and non PP pupils.</p> <p>To improve the punctuality of PP pupils</p>	<p>Additional learning mentor employed to monitor pupil's lateness and work alongside attendance officer to follow up quickly on absences. First day response. Also working with families</p> <p>To support and challenge identified families with poor A/P School mini bus is used to pick up PA's from home to ensure attendance at school.</p> <p>Employ EWO (.5 per wk) working with families who attendance is below 90%.</p> <p>Weekly attendance awards to celebrate improved attendance.</p>	<p>See appendix 1 for impact of this strategy on progress and attainment for PP and NPP</p> <p>Reduce the levels of PA's for our PP children and also PP attendance comes in line with school attendance.</p>	<table border="0"> <tr> <td></td> <td>15/16</td> <td>16/17</td> </tr> <tr> <td>PP</td> <td>95.25%</td> <td>95.84</td> </tr> <tr> <td>NPP</td> <td>96.52%</td> <td>97.52%</td> </tr> <tr> <td></td> <td>15/16</td> <td>16/17</td> </tr> <tr> <td>PP</td> <td></td> <td></td> </tr> <tr> <td>PPA's</td> <td></td> <td></td> </tr> <tr> <td>NPP</td> <td></td> <td></td> </tr> <tr> <td>PPA's</td> <td></td> <td></td> </tr> </table>		15/16	16/17	PP	95.25%	95.84	NPP	96.52%	97.52%		15/16	16/17	PP			PPA's			NPP			PPA's			<p>This has proved to be a successful strategy which has a positive impact on progress and attainment for all groups including PP.</p> <p>It has also allowed the existing Learning Mentor to identify those PA's and attendance issues which has resulted in positive attendance figures.</p> <p>The employment of the EWO has also resulted in a positive impact on attendance. Continue with this strategy.</p>	
	15/16	16/17																											
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<p>Nurture support for those PP middle learners who have social / emotional barriers to learning</p>	<p>Learning Mentor and AHT provide targeted support to those identified middle learners who have social / emotional barriers to learning. Lego Therapy Circle time Trips for social experiences</p>	<p>The use of a nurture support has had a varied impact. The children who access this facility have complex social and emotional issues and it has had little impact on their learning.</p> <p>However by accessing this facility it has allowed children within their classes to have a positive learning experience and make improvements in progress and attainment</p>	<p>There are a small group of pupils who have complex social and emotional issues. This facility allows them to have some positive learning experiences and improve their attitude to school.</p> <p>This strategy will continue as this is the best option for a number of children within our school.</p>	
<p>PP will have the same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding and encouragement for PP to residential trips, participate in musical tuitions and sport activities, theatre trips and outside agent after-school clubs.</p>	<p>All PP children have access to all enrichment, visits, visitors and residential opportunities. This allows them to have the same experiences as other children within school.</p>	<p>Continue with this strategy.</p>	
<p>To increase the cultural experience of PP children, increasing self-esteem and self – confidence. Reduce the impact of economic disadvantage.</p>	<p>Provide funding for eligible pupils in year 6 and year 4 to attend residential trips to Colemendy and Little Crosby in order to develop team work and bonding.</p>	<p>All PP children have access to all enrichment, visits, visitors and residential opportunities. This allows them to have the same experiences as other children within school.</p>	<p>Continue with this strategy.</p>	
<p>PP pupils have raised aspirations and motivations to succeed and reach goals across all areas of life</p>	<p>School has developed a ‘ASPIRE &ACHIEVE’ programme that provides children with opportunities to hear about, experience first-hand a wide range of future jobs and careers with skills required to achieve such roles.</p>	<p>All children, including PP, have access to a week of real life experiences that highlights aspirational opportunities for the future.</p> <p>People from all walks of life share their experiences with the children and allows for a “Can do attitude” for the future.</p>	<p>Continue with this strategy</p>	

To enable PP pupils to have a full school uniform, PE kit and book bag.	Children provided with school uniform including PE kits if required to ensure pupils feel fully included.	All PP children are given school uniform, PE kit and book bag so that they feel fully integrated into St Michael's. This has a positive effect on their self-esteem and confidence, which results in a positive learning experience	Continue with strategy	
				Cost £65,140

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Appendix 1

Pupil Premium Analysis

At July 2017

AT expected (SATs or TA)

Year 6 PP = 71%			
	Cohort (SATs)	PP	NPP
Reading	50	37	82
Writing	70	67	81
Maths	66	56	91

Year 3 PP = 78%			
	Cohort (TA)	PP	NPP
Reading	35	33	45(-12)
Writing	29	26	36(-10)
Maths	37	31	55(-24)

Year 5 PP = 56%			
	Cohort (TA)	PP	NPP
Reading	66	61	73(-8)
Writing	62	57	68(-11)
Maths	64	55	73(-18)

Year 2 PP = 68%			
	Cohort (SATs)	PP	NPP
Reading	64	64	61(+3)
Writing	55	48	55(-7)
Maths	64	69	50(+19)

Year 4 PP = 72%			
	Cohort (TA)	PP	NPP
Reading	43	49	27(+22)
Writing	37	42	27(+15)
Maths	39	38	40(-2)

Year 1 PP = 68%			
	Cohort (TA)	PP	NPP
Reading	63	64	56(+8)
Writing	54	62	32(+30)
Maths	57	63	44(+19)