

St Michael's Catholic Primary School

Pupil Premium Strategy September 2018-2019

Part one: Planned expenditure 2018-19

Part two: Review and impact evaluation of expenditure 2017-18

Draft until ratification by GB 11/12/18

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	2018/19	Total PP budget	£333,155	Date of most recent PP Review	Sept 2018
Total number of pupils	379	Number of pupils eligible for PP	218	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
Attainment for KS2 2017 – 2018 Based on 49 pupils 34/49 (69%) Pupil Premium	<i>Pupils eligible for PP (34/49 69%)</i>	<i>Pupils not eligible for PP (15/49 31%)</i>
% of pupils working at the standard in R/W/M	35%	60%
% of pupils making expected progress in Reading	36% (28 eligible pupils)	44% (16 eligible pupils)
% of pupils making expected progress in Writing	57% (28 eligible pupils)	62% (16 eligible pupils)
% of pupils making expected progress in Maths	14% (28 eligible pupils)	38% (16 eligible pupils)
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 prior attaining pupils are making less progress across KS1 and KS2 than high. (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 6'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>)		

<p>D.</p> <p>E.</p> <p>G.</p> <p>F</p>	<p>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. Attendance Profile 2017/2018 PP: 95.17% NPP:96.35%</p> <p>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.</p> <p>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.</p> <p>High mobility of pupils negatively impacting on progress and attainment. (On average between 15-20% mobility per cohort)</p>	
<p>4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</p>		<p>Success criteria</p>
<p>A.</p>	<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 2018 figures of 62% PP Whole cohort 63%</p> <p>Phonics screening data: 2018 PP: Y1 76% Y2 78%</p> <p>2018 – 68% of PP who passed phonics are at ARE for Reading at end of KS1. 10 who didn't: 7 are EAL & 3 SEN</p> <p>End of KS data</p>
<p>B.</p>	<p>High rates of progress for our PP middle attainers across KS2</p>	<p>Pupils eligible for PP who are middle attainers make the same progress as those non-PP middle attainers. This is measured by use of KS1 data and then tracked through Y3, Y4, Y5 & Y6 by teacher assessment and key stage tests.</p>
<p>C.</p>	<p>PP children make the same levels of progress across KS1 and KS2 as non PP children.</p>	<p>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.</p>

D.	Increased attendance for those children eligible for PP	Reduce the levels of PA's for our PP children and also PP attendance comes in line with school attendance.			
			15/16	16/17	17/18
		PP	95.25%	95.84%	95.17%
		NPP	96.52%	97.52%	96.36%
		Number			
		Of	15/16	16/17	17/18
		PP PA's	30	32	41
		NPP PA's	5	4	7

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5. Planned expenditure					
Academic year		2018 -2019			
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 (AMK)	Dec 2018, April 2019 and June 2019
EYS through to KS2 improved reading outcomes with specific focus on PP SEN pupils	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	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. Through purchasing of 'Reading Eggs'.	EYFS Lead (AMK) SENCO	Dec 2018, April 2019 and June 2019 Dec 2018, April 2019 and June 2019

<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 KS1/KS2 ASH (KN,MN)</p> <p>Assessment Lead</p>	<p>Dec 2018, April 2019 and June 2019</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 2018, April 2019 and June 2019</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 embedded 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 their 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/JG)</p>	<p>Dec 2018, April 2019 and June 2019</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>Assessment Lead (KN)</p>	<p>Dec 2018, April 2019 and June 2019</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 2018, April 2019 and June 2019</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 wipe boards and IT teaching equipment to enhance learning to secure improved pupil outcomes</p> <p>What will be the success criteria?</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>Assessment Lead (KN)</p>	
Total budgeted cost					£138,579
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) Y6 Lead (MN)	Dec 2018, April 2019 and June 2019
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)	Dec 2018, April 2019 and June 2019

<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>1/2 termly meetings between KS1 lead and teacher. Pupil progress meetings Dec 2018, April 2019 and June 2019</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>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>Maths Lead (MN)</p>	<p>Dec 2018, April 2019 and June 2019</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. (JG, SG, KN)</p>	<p>Dec 2018, April 2019 and June 2019</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>Assessment Lead (KN)</p>	<p>Dec 2018, April 2019 and June 2019</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 (JG)</p>	<p>Dec 2018, April 2019 and June 2019</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>Assessment Lead (KN) Y6 Lead (MN)</p>	<p>Dec 2018, April 2019 and June 2019</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>Assessment lead (KN)</p>	<p>½ termly meetings with class teacher and EAL ambassador. Pupil progress meetings Dec 2018, April 2019 and June 2019</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 2018, April 2019 and June 2019
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)	Pupil progress meetings Dec 2018, April 2019 and June 2019
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)	

Dyslexia online reading programme (IDL). Pupils will access through ipads AND LAPTOPS	Pupils with a specific learning need,(Dyslexia) and pupils with very little English (EAL –new to country) This tool will support their learning in an interactive and accessible method.	A well-established tool with powerful evidence to demonstrate impact on pupil progress. SENCO has used in other schools with success/measurable impact. Will promote independence, support and facilitate learning	Observations by SENCO,feedback by staff to SENCO and at termly data meetings,	SENCO	Pupil progress meetings Dec 2018, April 2019 and June 2019
Improved Progress for SEN pupils (Dyslexia) and pupils –EAL (very limited English)	Electronic online programme. ‘Reading Eggs’. Staff supported by SENCO and data lead to target pupils not making expected progress.Pupils will access through protected SEN ipads	Programme supports communication and learning cognition through an interactive platform. Can be accessed in home and school. A well-established tool with powerful evidence to demonstrate impact on pupil progress. SENCO has used in other schools with success/measurable impact. Will promote independence.	Observations by SENCO,feedback by staff to SENCO and at termly data meetings,	SENCO	Pupil progress meetings Dec 2018, April 2019 and June 2019
Total budgeted cost					£127,729
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. Data shows that PAs for non PP 12.83% and non PP 8.6% 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. 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>
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<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		2017 2018		
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>See Appendix 1</p> <p>EYFS An increase of 29% for Pupil Premium children achieving GLD in 2018. Reading has also increased by 13.8% and Writing has increased by 4.4% for children at expected or above, compared to 2017</p> <p>Phonics Year 1 An improvement of 18% for PP children passing the Phonics Screening. An improvement of 16% for all children when compared to 2017</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>Appendix 4</p> <p>Year 6 20% of PP middle attainers were at ARE for RWM with an average progress score of -2.5, compare to 50% of NPP middle attainers at ARE for RWM with a progress score of -0.4.</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>Assessment lead to liaise with class teachers to highlight PP middle attainers so that teachers can challenge and track these learners. Class teachers to continue to utilise NFER data to focus on the progress of these middle attainers.</p> <p>We continue to focus on the PP middle attainers as these children have a high impact of overall progress and attainment. This will be the 2nd year of using NFER and so continuing with NFER will help embed the use of assessment to identify this vulnerable group.</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>See appendix 7</p> <p>These figures show that the extra support given has resulted in significant improvements in progress and attainment, across all subjects, for this cohort</p>	<p>The additional support when directed to targeted children has a positive impact of progress and attainment.</p> <p>We will look at providing additional support to this cohort as they enter year 5.</p> <p>We will also use this model to provide additional support via team teachers for all KS2 cohorts.</p>	
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>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>Use of Assertive Mentoring</p>	<p>Appendix 5 & 8</p> <p>Year 6</p> <p>The data shows a 3-year improvement in attainment and scaled scores at the end of KS2. There is a mixed picture when it comes to progress.</p> <p>Year 2</p> <p>There was a slight dip in attainment for this cohort this year but we know that this cohort is a poor attending cohort. However, the progress of this cohort shows that they are narrowing the gap towards National Standards.</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>See above.</p> <p>We continue to develop our curriculum so that pupils have more opportunities to apply their Maths and English skills across the curriculum</p>	Maintain the strategy so as to allow all pupils opportunities to use their reading, writing and maths knowledge across the curriculum.	

<p>Increased use of computing that raises and accelerates standards and pupil outcomes in reading, writing and maths.</p> <p>Staff competently use interactive wipe 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>Whole school monitoring (lesson observations) shows that computing is being used increasingly across the school when it is appropriate.</p> <p>Appendix 11</p> <p>Our Foundation Subject Assessments show the % of children at ARE for Computing. The subject leader will direct support, resources and monitoring based on this data</p>	<p>Continue with the strategy in order for the school to measure the impact over a sustained period.</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>APPENDIX 10</p> <p>In school data and teacher feed is showing that the use of NFER is allowing teachers to identify those children who are not making the expected progress or who are not at ARE.</p> <p>This identification is then used to target support and challenge those pupils. Data for year 3/4/5 show improvements in progress and attainment for the majority of cohorts.</p>	<p>Continue with this strategy and further develop it by being part of the Local Authority Assessment Project.</p>	
				<p>Cost</p> <p>£137.209</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>To ensure Y6 Pupils, including PP, make accelerated progress in RWM by the end of Year 6</p>	<p>Use of an additional teacher to create 3 smaller classes to enable precision teaching.</p>	<p>Appendix 12</p> <p>The 3-year trend shows a mixed picture for progress at the end of KS2. Although progress has improved in writing and the average scaled score, it is not the case for reading and maths.</p>	<p>We have learned that the make up of the cohort has an influence to the teaching strategies. We will continue to have an additional teacher in Year 6 but this will be part of a team teach strategy and therefore we will revert back to 2 classes.</p>																
<p>LAC Maths Support to increase progress and attainment on some of our LAC</p>	<p>A proven Every Child Counts Maths intervention (Edge Hill University) to support LAC in their Maths progress and attainment</p>	<table border="1"> <thead> <tr> <th></th> <th>Impact from baseline</th> <th></th> </tr> </thead> <tbody> <tr> <td>Child A</td> <td>1 Y 11M</td> <td></td> </tr> <tr> <td>Child B</td> <td>3 Years</td> <td></td> </tr> <tr> <td>Child C</td> <td>1Y 5 M</td> <td></td> </tr> <tr> <td>Child D</td> <td>1Y 3 months</td> <td></td> </tr> </tbody> </table>		Impact from baseline		Child A	1 Y 11M		Child B	3 Years		Child C	1Y 5 M		Child D	1Y 3 months		<p>This proved to be a positive intervention and this will continue again for identified children.</p>	
	Impact from baseline																		
Child A	1 Y 11M																		
Child B	3 Years																		
Child C	1Y 5 M																		
Child D	1Y 3 months																		
<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>Appendix 13</p> <p>The improved 3-year trend in attainment and the accelerated progress made by the 2018 Y2 cohort shows that this strategy is having an impact on the progress and attainment of pupils both PP and NPP.</p>	<p>We will continue with this strategy but we are aware that each cohort is different and the teaching strategies adopted must be evaluated on a ongoing basis to ensure the positive impact continues.</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>Appendix 14</p> <p>The vast majority of the pupils who took part in these interventions made improvements in either progress or attainment</p>	<p>We will continue with this strategy and will start the interventions earlier so that more pupils have positive impact on their progress and attainment.</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 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>Appendix 1A and 2</p> <p>This strategy has proved to be very successful.</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> <p>We will have to put in additional phonics for our EAL New Starters as they have a negative impact on our phonics attainment.</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>Appendix 15</p> <p>This is an area where we have had mixed impact with middle attainers closing the gap on higher attainers in terms of attainment but a mixed picture in terms of progress</p>	<p>We will continue utilise NFER test to track our middle and high attainers and put in the appropriate support. This is only the second year of using NFER and it will take a couple more year to embed. In school data shows that progress and attainment has improved in years 3,4 & 5. We have joined the LA Assessment Project and this will also highlight the middle attainers.</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>Appendix 16</p> <p>Across the school, at the end of KS1 and KS2, we can see that the attainment gap between PP and NPP is closing to no gap in Y2 and a small gap of 4% at the end of KS2</p>	<p>Continue with the Reading Ambassador</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.</p> <p>DHT support small groups with writing and maths in year 6</p>	<p>Appendix 17 Most of the identify pupils made improvements in either progress or attainment as part of this intervention. For those pupils who did not make ARE, their SS showed improvements in progress</p>	<p>We will utilise the Y6 team teacher to target this vulnerable group this year.</p> <p>When the new Deputy take up their post, they will continue with this strategy</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.</p> <p>Focus on Eastern European Community.</p>	<p>Appendix 18 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.</p>	<p>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.</p> <p>Class teachers will still have the responsibility for progress and attainment for all pupils within their class including EAL and PP.</p>	
<p>Improved outcomes for SEN PP pupils</p>	<p>Use of outside agencies, SENIS, Abbots Lee, counselling etc. and specialist advisory teachers to work with pupils and SENCO to identify and support any</p>	<p>Appendix 19 The 3-year trend shows improvements in attainment and progress for our SEN pupils</p>	<p>Continue with this strategy</p>	
<p>Improved progress for identified PP pupils across school at risk of underperforming.</p>	<p>Additional support in all classrooms (Learning Support Assistants) to work with small groups of pupils and 1-1 to remove barriers to learning.</p>	<p>Appendix 8 & 10 End of Ks data and in school data shows that PP pupils are closing the gap to NPP pupils, however there are pockets were this is not the case.</p> <p>We will further utilise our assessment systems to identify low performing pupils</p>	<p>Continue with this strategy and use data analysis to identify those children who are not making the required progress and attainment</p> <p>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 in KS1. We will role this out to KS2 in the form of Team Teaching.</p>	

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 £147.763
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>Appendix 6</p> <p>This has not had the same impact as in previous years. We have a group of families who find it very difficult to maintain attendance after the school support has been taken away.</p> <p>We continue to develop new strategies and initiatives to improve the attendance of all our pupils including PP.</p>	<p>We will continue to target our support to those PP families who find it difficult to maintain attendance after school support is taken away.</p> <p>We will continue target our PP persistent absence families and offer initiatives to improve their attendance.</p>	
<p>Nurture Provision</p> <p>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.</p> <p>Lego Therapy</p> <p>Circle time</p> <p>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>2 boys who accessed Nurture completed their end of KS2 SATs, which will not have happened without the Nurture facility</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>	

PP will have the same opportunities for enrichment activities as other pupils.	Provide funding and encouragement for PP to residential trips, participate in musical tuitions and sport activities, theatre trips and outside agent after-school clubs.	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.	Continue with this strategy.	
To increase the cultural experience of PP children, increasing self-esteem and self – confidence. Reduce the impact of economic disadvantage.	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.	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.	Continue with this strategy.	
PP pupils have raised aspirations and motivations to succeed and reach goals across all areas of life	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.	All children, including PP, have access to a week of real life experiences that highlights aspirational opportunities for the future. People from all walks of life share their experiences with the children and allows for a “Can do attitude” for the future.	Continue with this strategy	
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
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7. Additional detail

This can be requested from school

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