



St Michael's Catholic Primary School Pupil Premium Strategy September 2019 - 2020



Draft until ratification by GB
(2019 Unvalidated results)

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. 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 Michael's we ensure that all teachers are aware of and accountable for their pupil premium children. Rigorous 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.

“With Jesus we can achieve what we dream and believe.”

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	St Michael's Catholic Primary School		
CURRENT PUPIL INFORMATION: 2019 - 2020			
Total number of pupils:	401	Total pupil premium budget:	£361,680
Number of pupils eligible for pupil premium:	292	Date for next internal review of this strategy:	April 2020
Date of most recent PP Review:	September 2019		

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2016-2017	2017-2018	2018 - 2019
Good level of development (GLD)	50%	58%	71.5%	58.6%	63%	58%

YEAR 1 PHONICS SCREENING CHECK

YEAR 1 PHONICS SCREENING CHECK						
All pupils	Pupils eligible for PP	National average		Data from previous 3 years		
				2016-2017	2017-2018	2018 - 2019
74%	74%	81%		60.7%	77%	74%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-2017	2017-2018	2018 - 2019
% achieving expected standard or above in reading, writing and maths	57%	53%	65%	47%	43%	53%
% making expected progress in reading	53%	54%				
% making expected progress in writing	68%	70%				
% making expected progress in maths	74%	74%				

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	Speaking and Listening skills very low.
B	Oral comprehension and understanding of vocabulary very low.
C	Writing skills in KS1 are low.
D	EAL, new arrivals to country with no English across the school, in all year groups.
E	Social and Emotional difficulties as well as limited social and cultural experiences outside of school.
F	Current PP children do not have comparable reading, writing and mathematics knowledge and skills when compared to non-PP children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G	Mobility across the school in all year groups.
H	Attendance and punctuality across the school.
I	Vulnerable families.

Desired Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success Criteria
A	Specific teaching of speaking and listening skills allow children to access the curriculum.	Pupils are able to concentrate and communicate at an age appropriate level and so can access the curriculum at an age appropriate standard. More able pupils are able to access the curriculum at mastery level.
B	Specific teaching of comprehension skills - orally in EYFS and continuing at KS1 and KS2 where necessary and explicit teaching of reading comprehension at KS1 and KS2 when appropriate.	Increased attainment at expected standard and greater depth in reading. Increased progress in KS1 to KS2. Increase in % of children attaining the Expected Standard in KS1 and KS2.
C	Specific teaching of writing skills, including grammar, spelling and punctuation.	Increased attainment at expected standard and greater depth in writing. Increased progress in from KS1 to KS2 and attainment at the end of EY and KS1.
D	Children new to English acquire functioning English rapidly.	Progress enabled for all children despite high levels of mobility and regular arrivals of high numbers of children new to English.
E	Children who struggle due to social and emotional difficulties are supported by Key Workers/ Pastoral Team to access the academic curriculum and make at least expected progress.	Case studies show progress in a range of measures for each child whilst they are supported to learn how to overcome barriers to their learning. Evidence of increased pupil self-awareness and confidence. Greater levels of engagement and pupil progress. PP children show greater confidence and speak positively about themselves and their future.
F	Improve reading, writing and Mathematics knowledge and skills so they are comparable to non-PP in school. Monitored by comparing age standardised scores in NFER tests at the	A greater number of pupils eligible for PP make rapid progress by the end of the year and are at least the expected standard in

	end of each term and through formative assessment informing next steps in learning.	reading, writing and Mathematics.
G	Effects of mobility are limited as much as possible through the organisation of learning groups and staffing.	Children are able to make as much progress as they are able. Book Looks and T&L Walks for PP pupils shows that pupils are moved on in their learning as soon as they are ready. Both new and current children are effectively supported in order to prevent progress and attainment being hindered by mobility.
H	Improved attendance leads to improved academic and social outcomes.	Overall PP attendance improves to become in line with other pupils. There is reduction in the PA of PP children. Whole school attendance reaches the target of 97%

Planned Expenditure					
Academic year		2019 - 2020			
Quality teaching for all					
Desired outcome	Chosen action or approach	Rationale	Implementation	Staff responsible	Review dates
Improved progress and outcomes for all, including PP, in Reading, Writing and Maths in KS1 and KS2.	<p>Staff CPD strongly focussing on fluency and comprehension.</p> <p>Booster programmes purchased: Reading Plus Reading Eggs Timetables Rock Stars RWI.</p> <p>Talk 4 writing approach reaffirmed across the school with CPD and monitoring.</p> <p>Children to be able to use reading and writing techniques to read as a writer and write as a reader therefore improving both subject areas.</p> <p>Workshops provided for parents across school.</p> <p>Joined the latest NW White Rose Mastery Hub research group as well as re-commissioned Maths support from School Improvement. Investment in technology hardware following the success of Y6 ipads</p>	<p>Lower Reading results than in Maths.</p> <p>KS1: R – 58%, M – 68%</p> <p>KS2: R – 53%, M – 83%</p> <p>QLA reveals fluency, vocabulary and inference issues.</p> <p>Writing is barrier to achieving GLD and RWM in KS1.</p> <p>Metacognition using Rosenshine’s Principles – learning how to learn and learning how to tackle challenging text despite limited vocabulary.</p> <p>Developing high quality teaching will target all pupils, including middle pupils and more able.</p> <p>Development of all staff will ensure quality first teaching methods are fully integrated throughout the school through CPD and training</p>	<p>Talk 4 Writing CPD INSET day provided for all staff by external T4W consultant.</p> <p>Use of INSET / staff meeting time to deliver specific training related to SDP. Consultants to work alongside targeted individual staff as necessary. Lesson observations / learning walks / book looks show quality first teaching.</p> <p>Pupil Progress mtgs held termly and supported by Progress Coaches holding regular sessions with each year group.</p> <p>Year 2 attainment and progress will be closely monitored in order to continue the growth in attainment and focus more closely on PP.</p>	English Subject Leader to lead and be given leadership time. Impact monitored by English & Assessment Leads with Head teacher based on NFER tests and standardised teacher assessment.	December 19, April 20, July 20 £200,000

<p>Improved speech and language levels across the school.</p>	<p>for all pupils. DHT to focus on T&L across the school by supporting year groups over half a term each. PP children targeted to read daily to increase confidence and boost reading for pleasure. High quality texts purchased for all classes to encourage reading for pleasure and engagement.</p> <p>Staff CPD in terms of planning the curriculum with a heavy focus on widening vocabulary across the whole curriculum – INSET day and staff meeting time. Specific Speech and Language training in EY. Use of Talk for Writing approach to boost vocabulary and encourage children to orally rehearse, act out and become immersed in language. Children to also be able to employ T4W strategies in other curriculum areas as appropriate.</p>	<p>opportunities. NFER research into PP emphasises the importance of quality first teaching, and that this is particularly important for pupils from disadvantaged backgrounds. External support has proved successful in supporting subject leads and LT in previous year.</p> <p>Entry to EY baseline show very low starting points in CLL and L&A. QLA shows a lack of vocabulary hinders test access. Educational Psychology and Speech and Language Therapist advice. Early identification will allow staff to address specific issues with haste and accuracy. This combined with improved listening skills and an enriched vocabulary enable children to access National Tests.</p>	<p>Analysis of attainment and progress over time. Increase in % of children achieving GLD in EY and ARE/ RWM in KS1&2. Use of INSET / staff meeting time to deliver training. Consultants to work alongside targeted individual staff as necessary. Lesson observations / learning walks / book scrutiny shows quality first teaching. Analysis of speech and language development through Talk Boost programme.</p>	<p>LT team.</p>	
<p>Social and emotional support /interventions to improve attendance and pupil well-being e.g. Breakfast club and Mentoring</p>	<p>Breakfast Club Attendance = To promote good attendance and Punctuality. To ensure that children eat a healthy breakfast, which aids learning. Providing targeted booster sessions for PP children that attend. Attendance Rewards = Improved attendance and punctuality. Settled and positive start to the day therefore improving learning outcomes PE to focus on developing healthy habits</p>	<p>Children feeling hungry and tired require these needs being fulfilled before they are ready to learn. Breakfast club will cater for this before learning. In addition, working families are supported and children are prepared for learning. Attendance was an area of success last year and we will continue to use these strategies to further push up attendance figures and focus in</p>	<p>Register to be kept of PP attendance at clubs and attendance lead to monitor attendance/ punctuality of Pupil Premium children. Investigate opportunities to provide a register of PP children accessing the free breakfast food facility and how this is linking to their attendance, punctuality and educational outcomes.</p> <p>P.E and music leads to track and</p>		

<p>Programme. Raising self-esteem through targeted PE, Health and Well Being Programme.</p>	<p>and engagement in a healthy lifestyle. Targeted P.E. clubs and sessions aimed at supporting and motivating children to develop emotional regulation and self-control, developing self-esteem – both school run and using external support – LFC, dance coach, yoga teacher, gymnastics, Sports Coaches. Bought in sessions from School Improvement cookery services with a focus on creating healthy meals – Reception – Y6. Bought in Music Service support from Resonate: Reception - Y6 in class support and after school tutoring provided. Children accessing musical instrument tuition. 1 x day Seedlings Mental Health worker support in school for identified pupils and families. 1 x half day Family Support Worker in school support for identified pupils and families. THRIVE programme to be implemented. Weekly circle time sessions to be planned in all year groups. Dedicated Learning Mentor resources to support both social and emotional wellbeing and academic interventions. Children identified as SEN and PP – additional Educational Psychologist time purchased to accelerate assessment to provide detailed support plans.</p>	<p>on punctuality. Attendance at clubs has improved over the past few years and we will now focus on prolonged attendance especially in KS1.</p>	<p>record PP involvement in after school clubs and competitions. The lead will ensure children are entered into more external and internal sporting competitions. HT and Safeguarding Lead are both attending THRIVE training in order to train other members of staff and implement the programme across the school.</p>		
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Planned Expenditure	
Academic year	2019 - 2020
Targeted Support for PP	

Desired outcome	Chosen action or approach	Rationale	Implementation	Staff responsible	Review dates
Targeted interventions to support PP develop S&L skills.	Talk Boost programme bought in and used across the school for identified children.	Low starting points on entry in EY and limited language across school.	Progress demonstrated in Talk Boost assessments. Leads trained and then disseminate to staff.	Identified leads in each Key Stage.	December 19, April 20, July 20 £110,000
Targeted Interventions to support PP to develop their phonic knowledge in order to read fluently and have a secure comprehension of what they have read and to aid writing.	Testing and data used for target setting identifies pupils needing additional support. Consultant support days bought in across the year. Subject Lead to receive weekly Management Time as well as release time to support staff in delivering RWI. Reading Plus used in Y5 & 6.	Secure reading skills are needed to access learning in all areas. QLA of test papers indicates fluency is an area for development. PSC results have improved over the past 3 years as a result of the leadership of Phonics – this is to be utilised to support phonics across KS2. Reading Plus has previously been a successful tool in boosting fluency.	EY – KS2 Phonics booster intervention, daily catch up for RWI. Resources audited and bought where identified. Consultant led support for phonics lead and staff delivering the programme. 2 x days CPD for new staff. Fresh Start programme to be fully implemented across KS2.	English Lead and Phonics Lead	
To support PP to in making accelerated progress in RWM.	Use of additional Team Teachers in identified year groups in order to create smaller groups for daily precision teaching. Progress Coaches introduced in all year groups to regularly monitor progress of groups. Purchase Y6 revision guides for Y6 pupils with PP to use at home and within the classroom for English and Maths. Booster sessions in small groups for Y6 pupils with an experienced t teacher (before/after school).	EEF toolkit shows small groups impact on pupil attainment. School data shows that non – PP pupils outperform PP pupils in all areas in KS1. R – difference = 20% W – difference = 17% M = 21% KS2: Maths = 1% difference, Reading = non PP outperformed by 10%, Writing = non PP outperformed by 7%. Precision teaching was a high impact strategy last year in Maths – this is	Increased % at all data points. School data will identify the classes and children to be targeted for additional support. Progression in books. Pupil voice analysis. Pupil progress meeting analysis.	Assessment Lead and LT team	

LAC pupils are supported to achieve at GDS/ Higher Standard.	Tutoring pre/ post school where appropriate, Seedlings MH worker support 1 x day per week, Family Support Worker involvement if needed, pastoral team intervention as and when required, purchase of resources to use in school and at home – revision guides, high quality texts, laptop etc.	to be rolled out to all subject areas. Identified children are supported in achieving their full potential. School data shows we have LAC children working at ARE with the potential to achieve GDS and Higher Standard.	Use of school/ individual data to identify area of need for individual pupils. Monitor attainment and progress on half termly basis. Progress Coach Meetings to involve Safeguarding Lead.	Assessment Lead and Pastoral/ Safeguarding Lead	
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Planned Expenditure					
Academic year		2019 - 2020			
Other approaches					
Desired outcome	Chosen action or approach	Rationale	Implementation	Staff responsible	Review dates
To improve the punctuality and attendance of PP pupils.	School minibus pick up for targeted children. Weekly attendance meetings to highlight children and families. Breakfast Club and Sparkles after school club heavily subsidised. Uniform subsidised. Dedicated attendance team provide a robust first response approach. Attendance is a key priority of the SDP. EWO bought in 0.5 x day per week.	Those with poor attendance are missing out on vital parts of their academic, social and personal development. Early intervention and a rapid response will ensure this is minimalised. Attendance team strategy was extremely successful last year. Whole School Attendance increased from 95.1% (2018) to 96.2% (2019). PAs fell from 15.2% (2018) to 7.1% (2019). PP remains lower at 95.3%. The gap between PP and non PP PAs is an area of focus this year. PP – 5.1% Non PP – 1.8%	Creation of dedicated attendance team. First day response to non-attendance. Weekly monitoring of PAs and lates. Raise profile of attendance across whole school. Reduce the gap between PP and Non PP. Improve whole school lates %.	HT, Attendance Team	December 19, April 20, July 20 £51,680
		Sports participation and after			

<p>PP children to develop their knowledge and understanding of the world and be able to apply their developing S&L skills by going on trips and visits, having access to arts and cultural events and taking part in jobs across the school.</p>	<p>Whole school refinement of the curriculum plans to ensure key skills, knowledge and understanding are in place to support overall outcomes. Set up a debating society for Y5 and 6 to improve reasoning, confidence and higher order thinking skills. Provide funding and encouragement for PP to attend trips and residential trips, musical tuition and sports activities etc including after school clubs. Annual Aspire and Achieve Week – wide range of outside speakers, work shops etc brought in to raise pupil aspirations. Trips and wow events planned into each year groups curriculum plans on a termly basis.</p>	<p>school clubs are proven ways of impacting on learning. A lack of cultural capital can impact negatively on capacity to learn and understand through a lack of varied activities. SATs papers now dictate that children are well organised in their thinking/reasoning and communication and negotiation skills are critical for future success.</p>	<p>Provide range of activities and experiences on offer to children. All clubs to more closely monitored in terms of PP participation. PP numbers are kept, tracking engagement in residential and trips.</p>	<p>Pastoral Team, LT team</p>	
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