

Pupil premium strategy statement (primary)

1. Summary information					
School	St Michael's C of E Primary School				
Academic Year	2016/17	Total PP budget	£11880	Date of most recent PP review	2015
Total number of pupils	220	Number of pupils eligible for PP	11	Date for next internal review of strategies	July 2017

2. Current attainment		
KS2 2016 Data	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard in reading	100	71
% achieving expected standard in writing	100	79
% achieving expected standard in maths	100	75
progress in reading (APS)	-3.05	0.33
progress in writing (APS)	1.07	0.12
progress in maths (APS)	-2.21	0.24

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.	Levels of speech and language skills on entry in a significant number of children are concerning. This slows phonics and reading progress in subsequent years.	
B.	Behavioural issues for group of key stage 2 children may have a detrimental effect in attainment and progress	
C.	Cross over with SEND	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Support from home can be mixed.	
E.	Confidence and engagement of some PP pupils.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria

A.	Good progress seen in acquisition of speech and language skills in EYFS and KS1.	Pupils eligible for PP make good progress in Communication and language development within the ELGs.
B.	Behavioural issues in key stage 2 addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Consistent approaches throughout school.
C.	Children in receipt of pupil premium in all year groups make at least good progress	In school tracking data and statutory assessment shows children in receipt of PP make at least good progress.
D.	Support from home is more consistent and this impacts on learning of pupils.	Attendance at "parent evenings" of those parents and carers of children in receipt of PP. Homework including reading is completed and well supported.
E.	Pupils have opportunities to achieve in other areas (not necessarily academic).	They will be motivated by their success and be proud of their achievements. Achievements in all areas will be celebrated and valued in school

5. Planned expenditure

Academic year

2016-2017

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?
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<p>Good progress seen in acquisition of speech and language skills in EYFS and KS1</p>	<p>Parental engagement – through extra information sessions for parents – phonics and literacy skills</p> <p>Collaborative learning – opportunities for children to learn collaboratively in all curriculum areas.</p>	<p>Parental engagement can have a high level of impact on children’s learning.</p> <p>Extensive research shows high level of impact.</p>	<p>Feedback from parents</p> <p>Monitoring by class teacher and through ongoing system of lesson observations. Training for staff inschool.</p>	<p>CA</p> <p>CM/JP</p>	<p>July 2017</p> <p>July 2017</p>
<p>Behavioural issues in key stage 2 addressed.</p>	<p>Revise behaviour system in school (traffic light system). Enlist support of parents early on. Look at promoting positive behaviours.</p>	<p>Clear, concise boundaries are more likely to be adhered to by the majority of children. Parental engagement can have a high level of impact.</p>	<p>Children know boundaries and routines and in the main stick to them. Lesson observations will show behaviour is not detrimentally affecting learning. Fewer incidents recorded on school system.</p>	<p>CM/JP</p>	<p>April 2017</p>

<p>Children in receipt of pupil premium in all year groups make at least good progress</p>	<p>Collaborative learning – used as a strategy in all classes in a range of situations.</p> <p>High quality feedback and marking used by all staff.</p> <p>Parental engagement – Home Connect (AR), Lexia.</p> <p>Mastery approaches to learning employed in all classes.</p> <p>Small group tuition – used and directed by class teacher. TAs available in Literacy & Numeracy lessons.</p>	<p>All of these strategies score highly in the EEF Toolkit, giving a good level of impact based upon extensive evidence.</p>	<p>In school tracking data and statutory assessment shows children in receipt of PP make at least good progress.</p> <p>Lesson observations, learning talks and pupil surveys evidence that these approaches are being adopted.</p>	<p>JP/CM</p> <p>Cost of involvement in HUB for LP. Marking and Assessment training – JP Ta employment</p>	<p>July 2017</p>
<p>Support from home is more consistent and this impacts on learning of pupils.</p>	<p>Early parental engagement – commitment to share success with parents/carers – Celebration assemblies, AR awards, Lexia Home Use.</p> <p>Following up non-attenders at Parents Eve.</p> <p>Involvement of parents early on in behaviour issues.</p>	<p>EEF places great importance on parental engagement in both the ToolKit and Early Years ToolKit.</p>	<p>Monitored by SLT.</p>	<p>CM/JP</p>	<p>July 2017</p>

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?
Good progress seen in acquisition of speech and language skills in EYFS and KS1	Nurture group set up in Reception	EEF- Communication and Language Approaches have a high impact for a low cost. Social and emotional learning – impact is moderate for moderate cost.	STA – received training and experience during last year	JH/LC	July 2017
Pupils have opportunities to achieve in other areas (not necessarily academic).	Value given to non-academic subjects Opportunities (funded where necessary) to take part in music and sport activities Wide range of experiences offered through Super Choice and Values type days.	Not all pupils will achieve highly in academic areas. Giving children success in some areas can make them more engaged and therefore likely to aim for that success in other areas.	Engagement of PP pupils. Attendance Attitude to learning	JP Cost of music tuition, Specialist to deliver in other areas	July 2017
Pupils with SEND crossover make at least good progress.	Receive targeted 1:1 support and interventions as appropriate	EEF – targeted interventions can have a high impact on progress. 5 of our PP children are currently part of our SEN Reg.	HLTA/TA/SENCO – collaborative working, monitored termly. Training given as appropriate. Progress of pupils monitored.	JP	July 2017