

St Michael's VA Junior School Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	St Michael's VA Junior School				
Academic Year	19-20	Total PP budget	£176,880	Date for next internal review of this strategy	September 2020
Total number of pupils	410	Number of pupils eligible for PP	134		

2. Current attainment at end of KS2 2018		
	Pupils eligible for PP	Pupils not eligible for PP (<i>national average for PP children</i>)
% achieving in reading, writing and maths	66%	51%
% achieving expected standard in reading	73%	62%
% achieving expected standard in writing	73%	68%
% achieving expected standard in maths	85%	67%
Progress measure for reading	-0.1	0
Progress measure for writing	-0.9	0
Progress measure for maths	1.6	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	<p>Lower attainment in the basic skills of reading, writing and maths than non-PP</p> <ul style="list-style-type: none"> - Some PP children do not gain as much competence in basic numeracy and literacy skills by the end of KS1, in comparison to others, this slows progress across KS2. - Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths. - Not enough PP pupils convert to greater depth, including the most-able PP. - Not enough Year 5 PP pupils are getting to greater depth in each subject area. - In the year 2018-9, 56% of pupils in our school were receiving SEN support are PP (nationally 25.8%) – we have noticed that children who are PP and SEN tend to make less progress than Non PP/Non SEN pupils.
External barriers	
B.	Attendance rates for pupils eligible for PP are below the target for all children (97%), this reduction in school hour's impacts on their learning.
C.	The impact of low income on well-being, family life, experiences and aspirations.

-In 2018-9 67% of PP children received Pastoral Support over the year. This included Thrive, 1:1 sessions for anxiety, health problems, family issues, FSP and statutory CP process related work, family work, behaviour, bereavement, transition.

- Many of our families, whether on PP or not, have a very low income and find supporting extra-curricular activities, school trips and other experiences challenging.
- Many children are not aspirational for their own future.
- We have noticed an increase in poor mental health with more children needing a trusted adult to speak with and offer support.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Accelerated progress in English and Maths</p> <ul style="list-style-type: none"> - Extra reading support is given to PP and SEN pupils - those making slower progress are listened to a number of times per week -Teacher led Booster Session targeted at PP children in year 6 in Maths, Reading and Writing -Pupils work regularly in small groups with the teacher/teaching assistant -All PP and SEN pupils are frequently, carefully tracked and monitored against national NONPP from their key stage starting points in R, W and M by class teachers. Every class teacher contributes to the setting of target goals for the key stage journey, especially for those of strong ability making more than. -Specific tracking happens, and sessions are planned for those pupils that are borderline for conversion. - 	<p>Improved progress and attainment across the school of identified groups.</p> <p>Those pupils who are eligible for PP close the gap on national NONPP, including those that are of high ability.</p> <p>More conversions between ability groupings happen.</p> <p>More conversion to greater depth occurs.</p> <p>Children with SEN and PP make good progress from their starting points.</p>
B.	<p>Attendance rates get better for pupils eligible for PP, that are below target, including those that are persistent absentees – moving closer toward in line with the target of 97% attendance for all. Last year (2018-9) PP attendance = 95.03% and non PP is 96.05%</p>	<p>PP pupils, who have poor attendance, spend more time in school – as a result, there is an improvement in progress for those pupils.</p>
C.	<p>Pupils enjoy school and have positive attitudes and well-being</p> <ul style="list-style-type: none"> -PP pupils and their families can access support that meets their needs, as quickly as possible, via a multiagency approach to mentoring/parenting/social care/hardship. 	<ul style="list-style-type: none"> -THRIVE assessments and observations, pupil perception questionnaires are used to effectively identify children who need support and action plans can direct focused interventions. -Welfare outcomes for pupils eligible for PP are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school.

5. Planned expenditure

Academic year

2019-20

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?
Accelerated progress in English and Maths, closing the gap between PP and Non-PP.	<p>Interventions such as: Nomicom Maths Whizz Arrow Read Write Inc</p> <p>Deputy head and Senior teachers to support teaching and learning through coaching, mentoring and monitoring across the school.</p> <p>Further laptops to increase accessibility to web based resources.</p> <p>Teacher led booster sessions as appropriate.</p> <p>Programmes to support and accelerate learning by additional TAs particularly in the afternoons, focusing on PP children.</p>	Education Endowment Fund and Ofsted PP reports highlight the importance of quality first teaching on attainment and progress of PP children.	<p>Working as curriculum teams across the school. Weekly year group meetings Pupil Progress meetings half termly RWI Development Days to ensure that the intervention is faithfully followed</p> <p>Regular IT strategy meetings to ensure effective use of new technology</p> <p>Year leaders and SENCo to monitor children's progress half termly</p>	Deputy Head, Senior teacher and year leaders	Termly

Total budgeted cost					£76,000
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?
Improved attendance rates, aiming for 97%	<p>Deputy head has specific responsibility for attendance.</p> <p>Part time member of pastoral staff with specific responsibility for liaising with families</p> <p>Regular timely monitoring and follow up meetings with parents.</p> <p>Identification of barriers for each child and support in place if necessary.</p>	<p>Attendance rates for pupils eligible for PP are below the target for all children. Last year PP attendance = 95.03%. Target for all children = 97%</p>	<p>Regular monitoring of attendance data by the school office, deputy headteacher and pastoral staff. Making contact with parents to ascertain any barriers to attendance and finding rapid solutions.</p>	Deputy head	Half termly
Pupil well-being and mental health needs are being supported and children feel that they have a trusted adult/key worker to turn to.	<p>A strong Pastoral Support team that is well trained in a range of children's mental health and well-being matters. An allocated member to work with identified children on a regular basis.</p>	<p>The school is seeing an increase in the numbers of children with mental health and well-being issues. In addition to that some families have struggled under new benefit systems and need the support of a range of multi-agency professionals.</p>	<p>The pastoral team, overseen by a senior member of staff, meets regularly to review caseload and discuss children's needs.</p>	Assistant headteacher	Half termly
Total budgeted cost					£95,880
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 enable all children access to educational visits and visitors to enhance the curriculum</p>	<p>Subsidising pupils attracting pupil premium for trips and activities</p>	<p>Many families find it hard to afford these experiences but by subsidising these, they are more easily affordable.</p> <p>Some PP pupils have less varied vocabulary and life experience than their peers This can inhibit their engagement, confidence and access to the curriculum; especially reading activities requiring inference <i>and</i> reasoning about real life problems in maths.</p>	<p>Regular updating of those children eligible ensures no child is disadvantaged.</p>	<p>Year leaders</p>	<p>September 2020</p>
Total budgeted cost					<p>£10,000</p>