

St Michael's CE Junior School Pupil Premium Strategy Statement 2018-2019

1. Summary information					
School	St Michael's CE (Controlled) Junior School				
Academic Year	2018-19	Total PP budget	£59,060	Date of most recent PP Review	Nov 18
Total number of pupils	331	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Apr 19 July 19

2. Current attainment at the end of KS2 (2018)			
	Pupils eligible for PP (KS2 SMJS 2018)	Pupils not eligible for PP (KS2 SMJS 2018)	Pupils not eligible for PP (KS2 National 2018)
% achieving expected standard or above in Reading, Writing & Maths	40%	49%	70%
% achieving expected standard or above in Reading	60%	67%	80%
% achieving expected standard or above in Writing	67%	83%	83%
% achieving expected standard or above in Maths	53%	49%	81%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Some children eligible for PP have low attainment on entry. This impacts on achievement in subsequent years.
B.	Limited parental support and engagement at home slows progress in all curriculum areas for some children eligible for PP.
C.	Lack of resilience and positive attitude to learning for some children prevents children of all abilities aiming high.
Additional barriers	
D.	Attendance and punctuality rates for some PP pupils are below that for all children. This reduces their school hours or prevents them from accessing the start of lessons and causes them to fall behind.
4. Intended outcomes	
	Success criteria

A.	Identified children will make accelerated progress in Reading, Writing and Maths	Pupils eligible for PP match the percentage of children who are not PP achieving Age Related Expectations (ARE) in Reading, Writing and Maths.
B.	Higher rates of progress across all key stages for pupils eligible for PP in order to achieve a higher percentage of PP children achieving ARE	Pupils eligible for PP make at least expected progress and match the percentage of children who are not PP achieving ARE and Greater Depth (GDS) in Reading, Writing and Maths.
C.	Increase resilience of children in receipt of PP	Pupils eligible for PP match the progress made by those children who are not PP in Reading, Writing and Maths.
D.	Increased attendance and punctuality rates for pupils eligible for PP.	Overall attendance for children eligible for PP is at least at 95% and in line with attendance rates for other pupils.

5. Planned expenditure					
Academic year		2018-19			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Staff Training on improving outcomes in Reading, Writing and Maths.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	We want to invest some of the PP in longer term change which will help all pupils as some pupils eligible for PP are making less progress than other pupils. We want to ensure that all of our teachers are well versed in practices which stretch and encourage all pupils.	<ul style="list-style-type: none"> • INSET Days to deliver training. • Staff meetings focussing on challenge for all pupils in all subjects. • Maths Leader to deliver training to all staff. • English Leaders to deliver training to all staff. • Observations and Learning walks to ensure learning is embedded. • Monitoring of teaching and learning. • Work Scrutinies. 	English Manager/ Maths Manager/ Year Leaders	Summer Term 2019
Total budgeted cost					£2000
ii. Targeted support					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Short term intensive interventions matched to the children's needs.	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> Regular monitoring with assessment before, after and during interventions. PP Case studies to be monitored termly to ensure interventions are being used effectively. Support from SLT to ensure interventions are matched to need Regular monitoring from SENCO and through Pupil Progress 	Special Education Needs Coordinator (SENCO) And Class Teachers	Summer Term 2019
Employment of 1x LSA for 30 mins per week to target pupils eligible for PP at Homework Club in order to support Reading, Writing and Maths Teacher also provided to support PP children identified	Identified children will make accelerated progress in Reading, Writing and Maths.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> Regular monitoring to ensure that pupils eligible for pupil premium are engaging in homework club. Use of PP case studies to ensure children who need to close the gap are targeted. PP case studies to be monitored to measure impact 	Deputy Head	Summer Term 2019
Family Support Worker employed to support children and families.	Parents of pupils eligible for PP engage with their children's learning and encourage and support the high aspirations of the school. Increased attendance and punctuality rates for pupils eligible for PP.	We want to engage parents with their child's education, which is known to improve outcomes. We are unable to improve attainment for children if they are not actually attending school. National Foundation for Educational Research (NFER) Briefing for School leaders identifies addressing attendance as a key step.	<ul style="list-style-type: none"> Regular monitoring to ensure attendance is in line with those children who are not eligible for pupil premium. 	Headteacher	Summer Term 2019
Subsidy for trips and residential activities to ensure all children have access to similar learning activities as peers. Subsidy to be made available to all children eligible for PP	Increase resilience of children in receipt of PP.	Teamwork builds resilience which is a transferable skill. The EEF Toolkit suggests that outdoor education has a positive impact on improving outcomes.	<ul style="list-style-type: none"> Monitoring of trips plan to ensure all trips build on and embed the breadth and depth of the curriculum experience and providing the children with a wider general knowledge. Monitor letters sent to ensure all children are offered subsidy (this is already in progress) 	Educational Visits Coordinator PP Lead	Summer Term 2019

Employment of two Emotional Literacy Support Assistants (ELSAs) in order to improve social and emotional wellbeing of pupils eligible for PP.	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • ELSA Supervision Meetings to share professional expertise. • Regular monitoring and review of progress/ impact. • Minutes of ELSA review meetings are monitored to show impact of ELSA sessions 	Deputy Head	Summer Term 2019
Dancing Bears and other resources are purchased to support PP children who have additional SEN needs	Identified children will make accelerated progress in Reading.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular Monitoring to ensure participation of pupils eligible for pupil premium. • Pupil Outcomes to reflect improved reading achievement. • Performance Management 	Deputy Head	Summer Term 2019
Employment of 1x LSA to support PP children with English as an additional language	Identified children will make accelerated progress in Reading, Writing and Maths. Improve communication and language skills for pupils eligible for PP.	The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular monitoring with assessment before, after and during interventions. • PP Case studies to be monitored termly to ensure interventions are being used effectively. 	Deputy Head and Class Teachers	Summer Term 2019

Total budgeted cost £53,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
LSA to be deployed to work in the Library to focus on identified children in order to support their reading choices and enhance access to the curriculum.	Identified children will make accelerated progress in Reading.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Regular Monitoring to ensure participation of pupils eligible for pupil premium. • Pupil Outcomes to reflect improved reading achievement. • Performance Management 	Deputy Head	Summer Term 2019
Employment of LSA to run a lunchtime nurture club every break and lunch time	Increase resilience of children in receipt of PP. Improve communication and language skills for pupils eligible for PP.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.	<ul style="list-style-type: none"> • Monitoring of uptake of the lunch club for PP children • Monitoring use of resources and money spent 	Deputy Head	Summer Term 2019

Total budgeted cost £4000

Review of PP spending and impact

PP spending is reviewed by governors and SLT each year and will be reviewed in July 2019. All PP pupils' progress is monitored regularly throughout the year and actions are taken to improve progress if it is not at the expected rate.