

Pupil premium strategy statement (primary)

1. Summary information					
School	St Michael's CE Middle School				
Academic Year	2016/2017	Total PP budget	£90, 420	Date of most recent PP Review	n/a
Total number of pupils	529	Number of pupils eligible for PP	77	Date for next internal review of this strategy	24 th May 2017

2. Current attainment		
KS2	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Percentage of pupil achieving expected standard in reading KS2	66.7%	66%
Percentage of pupil achieving expected standard in writing KS2	57%	74%
Percentage of pupil achieving expected standard in maths KS2	52.4%	70%
Average scaled score in reading KS2	103.1	103
Average scaled score in maths KS2	98.7	103
KS3	PP APS Progress	Non PP APS Progress (12 pts is national average)
Reading	16.72	15.08
Writing	16.72	16.05
Maths	14.22	17.61

3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	KS2 PP pupils at St Michael's often need to make greater progress than their peers in order to reach ARE/the attainment they should be reaching based on their KS1 results. This is due to progress in Years 3 & 4 not being consistent with their given KS1 score as evidenced below				
	Historical APS Progress in Years 3&4 (6pts expected progress; * = level from GL assessment whereas previous years were QCA Yr4 test)				
	Progress KS1 – Y5 Entry	Current Y8	Current Y7	Current Y6*	Current Y5*
	Reading				
	All	6.32	3.93	3.68	3.47

	PP	5.22	3.14	2.89	3.20
	Writing				
	All	6.06	4.72	4.95	4.60
	PP	5.68	4.48	4.00	4.80
	Maths				
	All	4.22	3.47	4.86	3.91
	PP	3.79	2.19	3.47	2.50
B.	Some year 7 PP pupils did not make ARE at KS2 and need to catch up . Reading (7/21) Writing (9/21) Maths (11/21) Secure in all 3 (10/21)				
C.					
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
C.	PP pupils have, in the past, a lower attendance rate than non PP pupils: 2015-16 7.5% absence vs 4.1% for non-disadvantaged.				
D.	Home life/personal circumstances may have an impact on the focus and progress made by some PP pupils.				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	PP pupils of all abilities to make greater progress than non PP in KS2 with a specific focus on Maths			Current PP Year 6 will show a greater in year rate of progress than non PP	
B.	Year 5 PP pupils to make accelerated progress in order to be exceed their expected progress at the end of Year 6.			Year 5 PP Pupils will show a greater rate of progress by end of Year 5 than their peers.	
C.	Year 7 pupils who did not reach ARE in KS2 SATs to make accelerated progress in order to close the gap.			Analysis of progress at regular points during year – half termly.	
D.	To increase attendance rates for PP.			PP attendance in line with all pupil attendance figures (96%)	
E.	To enable children to feel safe, listened to and valued in our school and develop their self-esteem and confidence with their peers/in social situations.			Pupils taking part in extra-curricular activities including school trips. All PP to be able to articulate an ambition by the end of Year 8	

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?
PP pupils of all abilities to make greater progress than non PP in KS2 with a specific focus on Maths	<p>Yr6 team meetings to discuss lesson structure/marketing strategies and pupil progress.</p> <p>Deployment of Maths No Problem scheme into Year 5 including training for the maths team.</p> <p>Teacher led pupil progress meetings in Year 5</p> <p>Team planning to include use of learning walls and focus grp work in each lesson to feedback to disadvantaged pupils on their previous lessons work. Response time implementation.</p> <p>Mint Class deployment to ensure all pupils of varied needs are identified.</p> <p>Lesson obs by SLT to include a PP focus/discussion.</p> <p>Inset training to discuss PP provision and expectations of staff awareness and involvement in school PP focus.</p>	<p>Consistency and sharing of good practise will develop our efficiency and use of strategies for best practise in Year 6.</p> <p>The Teaching and Learning Toolkit suggest that regular feedback has a high impact on a pupil's progress.</p>	<p>Book monitoring/scrutiny of English and Maths bks - termly</p> <p>SLE review of Maths No Problem</p> <p>PP lead to complete learning walk on behalf of Head of Maths so that he is being 'monitored' and receives feedback too.</p> <p>Training as a whole staff on Feedback/marketing and questioning skills.</p>	<p>Head of Maths and English</p> <p>SLT</p> <p>P.Gould</p>	<p>Half termly/in Maths team meetings and whole school staff Inset.</p> <p>Jan and May</p> <p>Governor meetings termly.</p> <p>Half termly analysis of data – Progress and ARE Je, Ws, Go</p>
	Deploy an extra teacher in Year 6 to facilitate setting and prevent PP being lost in classes of 34+	EEF research shows that reducing class size has a moderate impact on raising standards.	RAG reviews half termly focusing on reading, writing and maths will review if grp sizes are having a positive impact.	SLT	Sept 2016

Total budgeted cost £33,200

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?
<p>PP pupils of all abilities to make greater progress than non PP in KS2 with a specific focus on Maths</p>	<p>Half termly intervention programme – Year 6 team to analyse data/pupil progress and run a cycle of additional small grps targeted at specific areas of learning in Maths and English.</p> <p>Qualified teachers running focused tuition with one or two pupils for cycles of 9-10 weeks for all PP pupils in either Maths, English or in some cases both.</p> <p>Lexia online computer program to enable pupils' to make progress in reading and spelling where necessary. Program will be able to be accessed at home and Nexus learning pads available to borrow.</p> <p>Maths/English revision guides/workbooks for all PP at appropriate ability level.</p>	<p>Teaching and Learning Toolkits Small grp tuition = +4 months The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>It also states 1:1 Tuition as having a good impact and we have a strong team of experienced teachers we can draw on.</p> <p>Digital technology has been shown to have a moderate impact on standards for a moderate cost. We trialled this program last year to ensure its effectiveness.</p> <p>Home learning resources will help parents to understand and support expectations in both subjects.</p>	<p>Team meetings to review and discuss the impact – teachers to complete intervention grp records to assess impact alongside data analysis.</p> <p>Teachers of pupils to meet with 1:1 tutors to complete pupil planning sheets with specific SMART targets. These documents are then completed by the tutor and teacher at the end as a way of assessing impact alongside the pupil's data.</p> <p>Key staff trained to use/lead Lexia sessions and SENCo to monitor and track impact.</p>	<p>M.Wheeler</p> <p>P. Gould</p> <p>K.Ramsey</p> <p>P.Gould</p>	<p>Half termly With assessment lead and Yr6 HOY + Half termly analysis of data Je, Ws, Go</p> <p>Every 9-10 week Plus performance management meetings with 1:1 tutors inform changes/improvements made to system.</p> <p>Termly/at end of program cycle. + end of yr analysis of entry and exit data</p>
	<p>Half termly pupil progress reviews with Maths and English teachers.</p>	<p>We have been lucky enough to observe and learn from a school who has driven their progress forward using this review system.</p>	<p>Observations and support from link school. Led by Heads of Year/SMT.</p>	<p>SMT/Heads of year</p>	<p>Half termly.</p> <p>Half termly SLT and termly Governor meetings evaluating the impact of provision.</p>

<p>Year 5 PP pupils to make accelerated progress ahead of that of all pupils.</p>	<p>Small grp catch up Maths sessions to be run every afternoon to enable pupils to address any previous weaknesses/gaps identified by class teacher.</p> <p>Lexia online computer program to enable pupils' to make progress in reading and spelling where necessary.</p> <p>PP Reading grp with Librarian to help build up pupils' enjoyment of listening to a range of genres and ability to discuss the content and develop their inference skills.</p> <p>Year 8 to Year 5 mentoring in Maths. (Summer term)</p> <p>PP Year 5 SPAG intervention grps - one lower, one higher (SPRING 2)</p> <p>1:1/2:1 tuition in Maths and English for identified PP.</p>	<p>Teaching and Learning Toolkits Small grp tuition = +4 months The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>Digital technology has been shown to have a moderate impact on standards for a moderate cost. We trialled this program last year to ensure its effectiveness.</p> <p>Our Librarian has built up great relationships with pupils she has given reading support to in the past enabling pupils to feel they have a trusted adult in school and that they enjoy the experience of visiting our library/discussing texts. Peer tutoring has a moderate impact for a low cost (EEF Toolkit)</p> <p>EEF - Peer tutoring has a moderate impact for low cost.</p>	<p>Head of Maths/Yr5 Maths teachers to ensure targets set are SMART and J.Vine is equipped to lead sessions. J.Vine to track progress/effectiveness through intervention grp record sheets and feed back to teacher.</p> <p>Key staff trained to use/lead Lexia sessions and SENCo to monitor and track impact.</p> <p>S.Atkins to keep clear intervention grp records to show the impact of the grp on individuals – analysis of library use/book loans before and after work. Careful pairing of children based on data but also tutor/teacher inputs on suitability. Close Analysis of data/teacher meetings to identify pupils for mentoring, grps and tuition.</p>	<p>J.Vine</p> <p>K.Ramsey</p> <p>S.Atkins</p> <p>P.Gould</p>	<p>Half termly</p> <p>Termly/at end of cycle</p> <p>Half termly</p> <p>Summer 2017</p>
<p>Year 7 pupils who did not reach ARE in KS2 SATs to make accelerated progress in order to be 'in line' with their peers by the end of Year 7.</p>	<p>Smaller SEN grps with TA support for both Maths and English in Year 7. 2 out of 4 Yr7 SEN Maths lessons will have an additional Math specialist TA to enable small focused grp work.</p> <p>Qualified teachers running focused tuition with one to four pupils for cycles of 9-10 weeks to enable pupils to focus on specific target areas.</p> <p>Other interventions including Lexia, reading/mentor time with Librarian, small targeted intervention sessions, gross and fine motor skills, handwriting (matched to PP pupil needs).</p>	<p>Teaching and Learning Toolkit Reducing class sizes has a moderate affect. All research into raising standards of PP children shows the importance of deploying TAs effectively to target and meet pupils need.</p> <p>Teaching and Learning Toolkits Small grp tuition = +4 months The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>Pupil's progress reviewed termly. Heads of Maths and English to monitor/assess impact of smaller grps.</p> <p>Children to be selected based on progress meetings.</p> <p>Teachers of pupils to meet with 1:1 tutors to complete pupil planning sheets with specific SMART targets. These documents are then completed by the tutor and teacher at the end as a way of assessing impact alongside the pupil's data (action planning process).</p> <p>All interventions have an intervention grp record sheet to show impact/support given</p>	<p>A.Barker A.Wall</p> <p>P.Gould</p> <p>K.Ramsey</p>	<p>Grps reviewed and adapted termly. Summer 2017 to consider grp structures for nxt academic year</p> <p>Every 9-10 week Plus performance management meetings with 1:1 tutors inform changes/improvements made to system.</p> <p>Termly/at end of cycle</p>
Total budgeted cost					£43,400

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 children to feel safe, listened to and valued in our school and develop their self-esteem and confidence with their peers/in social situations.</p> <p>+</p> <p>To give PP pupils opportunities to experience activities that give them a sense of enjoyment and/or responsibility and/or worth.</p>	<p>Forest Schools program – PP pupils selected for a 10 week series with Andy Lovering.</p> <p>ELSA/Pastoral provision – we have a dedicated team with given hrs allocated to meeting the needs of individuals through an extensive pastoral support/ELSA program.</p>	<p>EEF Toolkit: Social and emotional programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>Clear target set by well being lead and monitored/feedback on by Forest school lead.</p> <p>Pastoral team have a clear structure of initial questionnaires, logs and record sheets available for all staff to see and monitor online.</p>	<p>L.Howieson S.Holman</p>	<p>Pastoral team review termly.</p> <p>Governor scrutiny</p> <p>Summer 2017 review for actions for next academic year.</p>
	<p>All PP pupils to be offered support with school trips.</p> <p>All PP pupils to be offered support with Music tuition</p> <p>Various activities and opportunities will arise throughout the year which PP will be chosen to lead/take part in e.g.</p> <ul style="list-style-type: none"> • Supporting a Year4 Maths day • Year 8 to Year 5 Pupil tutoring • Tall ships project • Art sculpture project • PE inclusion events run by academy/county • Clubs 	<p>Ofsted's publication ' The Pupil Premium: An Update' (July 2014) highlighted that many effective schools used PP funding to support children attending educational visits</p>	<p>Pupil conferencing to discuss impact of school trips/activities.</p> <p>Provision tracking document including tracking of clubs – monitor proportions of PP with access.</p> <p>Correspondence with parents through PP letter at start of year and other updates when applicable.</p>	<p>PP coordinator</p> <p>Individual subject/event lead with support of PP coordinator.</p>	<p>Yearly monitoring of expenditure on music tuition and school trips.</p> <p>Feedback on effectiveness/impact after events.</p>
<p>To increase attendance rates for PP to 96% or better.</p>	<p>Designated attendance HLTA with qualifications in attendance management employed for 2 hours a week to monitor and mentor poor attendees.</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p>	<p>Weekly reports generated and spreadsheet maintained to track stages of our attendance strategy. Pupil well-being lead to have as a PM target. They will oversee and monitor this and take action when attendance drops below 95% with a three week review including sequence of letters home, attendance officer links.</p>	<p>Laura Howieson + Jacqui Vine</p>	<p>Half termly and final review Summer 2017</p>
Total budgeted cost					£17,400

