



# St Michael and All Angels

## Pupil Premium

2015 - 2016

Lead Teacher Miss A Canavan

Governor Miss K Arands

## Pupil Premium: Where the Funding is spent...

### EYFS Support.

**Cost:** £33,121

**Aim:** Improve basic language and maths skills. Provide experiences to extend social skills, making children ready to learn.

**Outcome:** Percentage of children making good or better progress maintained.

### KS1 Support.

**Cost:** £71,166

**Aim:** Targeted group work to improve phonics, reading, Writing and Maths skills.

**Outcome:** Increased confidence and attainment in reading, Writing and Maths for high or low attaining disadvantaged children that historically underperform.

### KS2 Support.

**Cost:** £101,277

**Aim:** Targeted group work to improve reading, Writing and Maths skills.

**Outcome:** Increased confidence and attainment in reading, Writing and Maths for high or low attaining disadvantaged children that historically underperform.

### TA Support/ 1 to 1

**Cost:** £12,583 and £5000

**Aim:** Targeted support for disadvantaged children with core phonic, Literacy and Numeracy skills.

**Outcome:** Children make good or better progress. Good percentages in Phonic screening Check, KS1 end of Key Stage assessments and KS2 End of Key Stage assessments are maintained.

### Welfare

**Cost:** £5760

**Aim:** To provide opportunities for disadvantaged children to improve their social and behaviour skills through play during lunchtimes.

**Outcome:** Children will be able to enjoy lunchtimes and play co-operatively together. Incidents involving conflict will be significantly reduced.

### Offsite Learning/Visitors to School - Enrichment

**Cost:** £3000

**Aim:** Provide disadvantaged children with experiences to enhance their learning. To provide fun and excitement which leads to motivation for learning.

**Outcome:** Children will experience new things, which they may not during everyday life. Motivation will feed into their learning.



## Pupil Premium Statement

The Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupils who are eligible for Free School Meals or have been eligible for Free School Meals during the previous six years, this is known as Ever 6, receive Pupil Premium funding, as are children whose Parents/Carers are in the services. Children who have been Looked After for one day or more, were adopted from care on or after 30<sup>th</sup> December 2005, have a special guardianship order or a residence order receive Pupil Premium Plus funding.

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between eligible for Free School Meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted towards those pupils who need it the most. Every school decides on how to spend their

For the academic year 2015-2016, the initial Pupil Premium allocation to St Michael and All Angels is:

	<b>Number of Children</b>	<b>Total</b>
<b>Free School Meal</b>	170	31%
<b>Service Families</b>	2 families	
<b>Looked After Child</b>	3 families	
<b>All Pupil Premium Ever 6</b>	210	43%

## Objectives of Pupil Premium Funding

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced.

Common barriers for disadvantaged children can be:

- ★ less support at home;
- ★ weak language and communication skills;
- ★ low attainment on entry to the Early Years Foundation Stage;
- ★ more frequent behaviour difficulties;
- ★ low aspirations;
- ★ attendance and punctuality issues.

At St Michael and All Angels, we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our pupils.

Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups. As a school we have a very good record of ensuring that pupils make good progress:

Through targeted interventions we are working to eradicate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their Age Related Expectations (ARE) as they move through School.

## Key Principles of Pupil Premium Funding

### Respect

We provide a culture where:

- ★ staff believe in all children;
- ★ there are no excuses made for underperformance;
- ★ staff adopt an outcome focused approach to overcoming barriers to learning or to further challenge children;
- ★ staff support children to develop their basic skills and aspirations towards being the best they can be.

### Increasing Learning Time

We maximise the time children have to learn through:

- ★ provide early intervention for children in Reception, with all children's language and communication being screened on entry to School and interventions put in place;
- ★ extend learning out of school hours through after school clubs and lunchtime clubs throughout the year.

### Pupil Identification

We ensure that:

- ★ all teaching and support staff are involved in the analysis of data, receive important information about our disadvantaged pupils and their needs and contribute to decisions about intervention;
- ★ all disadvantaged pupils benefit from the funding, not just those children who are underperforming or of a lower ability;
- ★ underachievement at all levels is targeted, again not just for those lower attaining pupils;
- ★ children's individual needs are considered carefully so that we provide support for those children who could be doing even better.

### **Improving Day to Day Teaching and Learning**

We continue to ensure that all children across the Academy receive good teaching, with all teaching 'Good or better' by asking teachers to:

- ★ set high expectations ;
- ★ be good role models;
- ★ share good practice across Our School but also draw on expertise from other professionals;
- ★ provide high quality CPD;
- ★ improve assessment through joint assessment and moderation.

### **Data**

We ensure that:

- ★ all staff are involved in the analysis of data through Moderation, Pupil Progress Meetings and Inclusion Reviews so that they are fully aware of the progress and attainment of their pupils but also the strengths and weaknesses across the School;
- ★ interventions are monitored regularly by key staff;
- ★ we use research such as the Sutton Trust Toolkit and DfE website to support us in deciding which strategies that will be most effective for our pupils.

### **Personalised Learning**

We ensure that we provide personalised learning and additional support which is effective by:

- ★ looking at the individual needs of each child and identifying their barriers to learning or how to challenge them further through our Inclusion Reviews and Provision Maps three times a year;
  - ★ ensuring additional support staff and class teachers communicate regularly;
- ★ providing CPD for staff to lead high quality interventions across the school;
- ★ matching the skills of staff to the interventions they provide;

- ★ working with other professionals to bring in additional expertise: Multi Agency Support Team (MAST), Educational Psychologists, Child, Adolescent, Mental Health Service (CAMHS), Paediatricians, Speech and Language Therapists, Learning Mentors etc;
- ★ tailoring interventions to the needs of the children, for example Read, Write Inc One to One Tuition;
- ★ recognising and building on children's strengths to further boost confidence.

### **Priorities**

This year our aim is to continue to raise standards in reading, by enthusing all children to become avid readers. Read Write inc provides our Children with an outstanding starting point. Literacy and Language in KS2 allows our Children to develop and extend a deeper understanding of texts.

We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve.

We are determined to maintain high levels of Good Level of Development at the end of EYFS and in the Year 1 Phonic Screening Check, whilst also ensuring that all groups are achieving above the national average.

## The Impact of Pupil Premium Funding

The Academy's evaluation of its own performance is rigorous and tracking of progress over time for each pupil is thorough so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. The impact of Targeted Interventions is analysed half termly as assessment data is gathered and input. Moderation of data between teachers in school and other schools also takes place at this time. Follow up support is then put in place if an intervention is not having the desired impact and different interventions decided upon.

In 2016, we will use a range of data to analyse the impact of our Pupil Premium Funding spending, this will include:

- ★ End of key stage data
- ★ Phonics Screening Check Outcomes
- ★ Early Years Foundation Stage data
- ★ Current data based on Teacher Assessments
- ★ Intervention analysis
- ★ Outcomes of observations, work scrutinies, learning walks and pupil interviews
- ★ Stakeholder feedback
- ★ Governor visits

Case Study 1 Early Years 2016		Case Study 2 Key Stage 1 2016		Case Study 3 Key Stage 2 2016	
Pupil Profile	Achievements	Pupil Profile	Achievements	Pupil Profile	Achievements
	To be completed December 2015 April 2016 July 2014		To be completed December 2015 April 2016 July 2014		To be completed December 2015 April 2016 July 2014