

Pupil premium strategy statement St Michael and All Angels Primary School Sept 2018

Completed by Miss A L Bowman Headteacher

1. Summary information					
School	St Michael and All Angels				
Academic Year	2018-2019	Total PP budget	£198,000	Date of most recent PP Review	2013
Total number of pupils	409	Number of pupils eligible for PP	86- to be reviewed end of Sept 2018	Date for next internal review of this strategy	Nov 2018 March 2019 July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Met the Expected Standard 2018 in Reading Yr 6	84% subject to script remarking	75% emerging info Sept 2018
Met the Expected Standard 2018 in Writing Yr 6	76%	78% emerging info Sept 2018
Met the Expected Standard 2018 in Maths Yr 6	100% subject to script remarking	76% emerging info Sept 2018
% achieving in reading, writing and maths 2018	77%	64% emerging info Sept 2018
% making progress in reading (as measured in the school)	70%	Awaiting ASP info
% making progress in writing (as measured in the school)	70%	Awaiting ASP info
% making progress in maths (as measured in the school)	70%	Awaiting ASP info

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupil oral and written skills when articulating an understanding of a text /assessment focus.
B.	Fluency and applying specific mathematical skills
C.	More Able Pupils applying high level knowledge of grammar, punctuation and spelling in writing.
D.	Learning Behaviours

Additional barriers (including issues which also require action side school, such as low attendance rates)			
E	Mental Health of pupils and families Improving Attendance		
4. Intended outcomes (specific outcomes and how they will be measured)			
	Intended outcomes	How they will be measured	Success Criteria
A.	For pupils to precisely and concisely write clear answers and views when responding to a text or Reading Assessment Tasks.	<p>Reading Scores to show expected or more than expected progress by July 2019 for Disadvantaged pupils in EYFS to Yr 6. Reading scores for Disadvantaged pupils to be in line with or above National expectations.</p> <p>English Subject Leader book scrutiny or teacher reading assessment evidence to reflect desired outcomes for reading each half-term for all groups of learners (Reading Assessment Focus determined by Question Level Analysis 2018).</p> <p>Lesson observations to provide strong evidence of excellent pupil responses to texts e.g. the Power of Reading training. Learning Walks by SLT (SENCo/PP Leader/English Sub Leader).</p>	<p>For Pupil Premium pupils to narrow the attainment gap to less than 5 APS compared to all other children Nationally in Reading. 90% of PP Pupils to meet their Expected Progress Targets from their Yr 2 Key Stage 1 Tasks and tests in 2015.</p> <p>For 90% of pupils across EYFS to Yr 5 to meet expected or more than expected progress targets July 2019.</p> <p>For 100% of More Able pupils to make expected or more than expected progress across all curriculum areas when reading.</p>
B.	Fluency and applying specific mathematical skills.	<p>Mathematical Scores to show expected or more than expected progress by July 2019 for Disadvantaged pupils in EYFS to Yr 6. Mathematical scores for Disadvantaged pupils to be in line with or above National expectations.</p> <p>Mathematics Subject Leader book scrutiny evidence to reflect desired outcomes for Mathematics.</p> <p>Lesson observations to provide strong evidence of the application of specific mathematical skills identifies in analysing test and pupil book performance information 2018.</p>	<p>For Pupil Premium pupils to narrow the attainment gap to less than 5 APS compared to all other children Nationally in Maths. 90% of PP Pupils to meet their Expected Progress Targets from their Yr 2 Key Stage 1 Tasks and tests in 2015.</p>

C.	More Able Pupils applying high level knowledge of grammar, punctuation and spelling in writing	<p>Writing Assessment information to show expected or more than expected progress by July 2019 for Disadvantaged pupils in EYFS to Yr 6.</p> <p>Writing Assessments for Disadvantaged pupils to be in line with or above National expectations.</p> <p>English Subject Leader book scrutiny evidence to reflect desired outcomes for writing.</p> <p>Writing Moderation to reflect high achievements in the assessment focus for grammar, punctuation and spelling.</p> <p>Lesson observations to provide strong evidence of excellent modelling and use of high level grammar, punctuation and spelling across a variety of genres.</p>	<p>For More Able Pupil Premium pupils to narrow the attainment gap to less than 5 APS compared to all other children Nationally in GAPS in Yr 6 and Yr 2.</p> <p>All More Able Pupils (100%) to meet the Expected Greater Depth achievements in GAPS as measured by the school in Yr 1, 3,4 and 5.</p>
D.	<p>Low Aspirations</p> <p>To develop Learning behaviours “Learning Powers” for pupils just below the Expected Standard across R/W/M</p>	<p>Pupil Interviews</p> <p>Staff research projects _monitored by the SLT and Gobs</p> <p>Tracking of pupil achievements each half-term</p> <p>Parental involvement/meetings and engagements</p>	<p>For 100% of the pupils in each year group to raise their aspirations and expectations.</p> <p>For all of the targeted pupils to use and apply their “Learning Powers” across the curriculum.</p> <p>For pupils to be able to articulate (age appropriate) their life expectations and how they will achieve them.</p>

5. Planned expenditure					
Academic year		2018-2019			
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					
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?
<p>Implement</p> <ul style="list-style-type: none"> reading CPD for staff; reading analysis of tests; increased timetabled reading for pleasure; The Power of Reading implementation in more year groups; purchase of new books to inspire all readers; modelling of reading responses by SLT and pupils to other year groups; home tasks that are focused on specific skills; Continue with 	<p>For pupils to precisely and concisely discuss and write clear thoughts and views when responding to a text or Assessment Tasks. Thus having an impact on outcomes across the Key Stages.</p> <p>For Disadvantaged pupils to diminish the gap with all other pupils to less than 1 APS. To have 100% of pupils making expected or more than expected progress 2019.</p>	<p>Reading achievement over time has been excellent at smaaa.</p> <p>The evidence for this choice is the slight dip in attainment for Yr 6 2018 can be evidenced in the responses given to challenging questions including: Retrieve and record information /identify key details from fiction and non-fiction texts; Make comparisons with the text.</p> <p>The reading approaches identified have previously been successful and reading responses have previously been well above average. 2018 PP 83% achieved the expected Standard cf non PP Pupils Nationally achieving 76%. Greater Depth achievements for Reading 2018 for PP</p>	<p>Subject Leader timetables Master Classes for all year groups.</p> <p>Subject Leader increased time for monitoring of reading skills.</p> <p>Power of Reading CPD for Key Stage 1.</p> <p>Increased shared time allocated for the English Subject Leader and Disadvantaged Leader to monitor and evaluate together.</p> <p>Monitoring by the Governing Body – Teaching and Learning Committee each term and the Full Governors each term.</p>	<p>A.Canavan</p> <p>G.Hulme</p> <p>L.Bowman</p>	<p>Review of provision to be undertaken:</p> <p>Oct 2018</p> <p>Dec 2018</p> <p>Jan 2019</p> <p>March 2019</p> <p>April 2019</p> <p>June 2019</p>

<p>Precision teaching where it can have an impact in a short time</p> <ul style="list-style-type: none"> • Reading Breakfast Club 		<p>Pupils was 17% cf to 25% of non PP pupils Nationally. Pupil Premium More Able pupils require swift intervention to narrow the gap with other pupils Nationally.</p>			
<p>Implement:</p> <ul style="list-style-type: none"> • Daily times tables with Precision Teaching • CPD from Mathematics Subject Leader for all staff/teaching and support • Analysis of Mathematics tests 2018 • After school clubs • Intervention within lessons which address misconceptions • Small group mini-interventions before the next Maths lesson 	<p>Fluency and application of mathematical skills and knowledge e.g.</p> <p>For Disadvantaged pupils to diminish the gap with all other pupils to less than 1 APS. To have 100% of pupils making expected or more than expected progress 2019. For PP Pupils to improve attainment and progress in maths across the Key Stages. For PP Pupils in Yr 6 to narrow the attainment gap with non PP Pupils Nationally to 1 APS in Maths (Expected and</p>	<p>The application of times tables has been a proven successful tool for pupils who have succeeded in Mathematics 2018.</p> <p>The analysis of tests 2017 and planning to address those gaps in skills and knowledge proved to be successful when pupils achieved well in 2018.</p> <p>After school clubs show strong evidence of securing skills and knowledge overtime and have previously supported pupils with misconceptions rapidly. 2018 data reflects 100% of PP Pupils cf 76% non PP nationally gained the Expected Standard in Maths. However, only 8% of PP Pupils achieved Greater Depth in Maths cf to a figure of 23% (2017- no 2018 yet available). More Able Pupils must receive swift interventions Sept 2018 to achieve the Greater Depth Standard in</p>	<p>Subject Leader timetables Master Classes for all year groups.</p> <p>Subject Leader increased time for monitoring of mathematical skills.</p> <p>Increased shared time allocated for the Mathematics Subject Leader and Disadvantaged Leader to monitor and evaluate together.</p> <p>Monitoring by the Governing Body – Teaching and Learning Committee each term and the Full Governors each term.</p>	<p>A Canavan</p> <p>C Elliott</p> <p>L.Bowman</p>	<p>Review of provision to be undertaken:</p> <p>Oct 2018</p> <p>Dec 2018</p> <p>Jan 2019</p> <p>March 2019</p> <p>April 2019</p> <p>June 2019</p>

	More Able).	2019.			
<p>Implement</p> <ul style="list-style-type: none"> • CPD for teaching and support staff • daily spellings • focus groups for misconceptions • after school clubs • small groups use of IDL to support spellings • WOW events to engage learners in writing • Timetabling of SPAG to be a higher profile 	<p>Applying high level knowledge of grammar, punctuation and spelling in writing.</p> <p>For Disadvantaged pupils to diminish the gap with all other pupils to less than 0% when attaining the expected level in writing.</p> <p>To have 100% of pupils making expected or more than expected progress 2019.</p>	<p>Strong evidence in previous years shows that staffs' high quality teaching and learning has excellent results when supporting pupil writing. These should be applied to all year groups including Yr 3 and 4 in 2019.</p> <p>IDL spelling strategies have had an excellent impact in Upper Key Stage 2 outcomes for pupils and this being consistently used by all year groups is a priority. Evidence suggests that high quality writing is linked to high quality experiences or texts. This experience should be continued 2019.</p> <p>Success in 2018 cf 2017 see APS information Aut 2018.</p>	<p>Staff CPD to support staff and ensure that they are able to identify strategies to improve the impact that they are having within their classes/cohorts in SPAG.</p> <p>Increased English Subject Leader monitoring time for SPAG to reflect accelerated progress in all year groups.</p> <p>More robust termly progress meetings with SLT and Class Teachers /Pupil Premium Staff will reflect accelerated progress for all groups of pupils. SLT to review progress together (including the Attendance Leader).</p> <p>English Subject Leader and Pupil Premium Leader to monitor the pupils participating in After School Clubs and the impact each half-term.</p> <p>Changes to timetables re: addressing mis-conceptions for pupils in all year groups.</p> <p>SLT to interview pupils and parents re: engagement with WOW events each half-term. Reports to Gobs reporting on impact and attitudes to learning.</p> <p>Governor Reports from Pupil Premium Leader will reflect</p>	<p>G Hulme</p> <p>A Canavan</p> <p>L Bowman</p>	<p>Review of provision to be undertaken:</p> <p>Oct 2018</p> <p>Dec 2018</p> <p>Jan 2019</p> <p>March 2019</p> <p>April 2019</p> <p>June 2019</p>
				Total Budget	£50,000

				Cost	
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?
Targeted Group Work with Super Tracked Pupils each day. Reading groups GAPS groups Maths groups Writing groups	To diminish the gap with other pupils in Reading/Writing and Maths so that these pupils are ready for the next stage in their school career.	Previous targeted group work has shown positive impact on pupil progress and achievements e.g. Reading Yr 6 PP Pupil A moved from Level 1 in Yr 2 to Expected in Yr 6 Writing Yr 6 PP Pupil B moved from Level 1 Writing to expected in Yr 6. Maths PP Pupil C Moved from Level 1 in Yr 2 to Expected in Yr 6. The targeted pupils in each group are expected to narrow the gap and meet the expected standard July 2019 when they have previously been below the expected level. High quality PP support staff work relentlessly and track pupils comprehensively completing Case Studies each term.	Super tracking of the identified pupils will be a priority for the SLT. Tracking will take place every three weeks and will support the already robust monitoring of pupil progress each term. Reports to Govs each term. Pupil Premium Gov to visit PP Leader each term. Reviews of this action plan each month by the PP Leader/HT and Subject Leaders.	A.Canavan G.Hulme M.Trayer C Elliott L.Bowman	Review of provision to be undertaken: Oct 2018 Dec 2018 Jan 2019 March 2019 April 2019 June 2019
Track and monitor attitudes to learning and success impacting on success.	Attitudes to learning to show motivation towards progress and engagement for boys and girls.	School work on Learning Powers impacting on motivation to succeed and improve outcomes is strong. Positive relationships with staff has impacted on self-drive and attitudes to achievements over time.	Termly Learning Powers to target self-belief and targets to achieve to be strongly evidenced. Pupil interviews with SLT. Pupil targets each term. Assessment success criteria completed by pupils.	A.Canavan G.Hulme C.Elliott M.Trayer L.Bowman	Review of provision to be undertaken: Oct 2018 Dec 2018 Jan 2019 March 2019 April 2019 June 2019

					Total Budget Cost	£120,000
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 implementation?	
To complete training for whole staff on mental health Dec 2018. Continue to provision map pupil needs. Continue to develop Pupil Provision Maps.	For as many pupils as possible to have positive Mental Health and well-being. For pupils to enjoy school and know that they can succeed in all areas of learning.	A pilot group of children achieved well in 2018 in their targeted areas of the curriculum.	This is a research area for staff in 2018. Performance Management targets will include this area of provision. CPD planned for each term. Pupil questionnaires c/f to pupil outcomes.	A.Canavan M.Trayer	Review of provision to be undertaken: Oct 2018 Dec 2018 Jan 2019 March 2019 April 2019 June 2019	
To have weekly PP meetings re: attendance. Visits from the Liverpool Attendance Service to be attended by other SLT to ensure the highest priority. High profile engagement with parents of PP pupils. Reward improved attendance each term.	Attendance between PP and non-PP pupils to be narrowed 0.5%. 2018 Attendance Data 2018 Not Pupil Premium 95.15% cf to Pupil Premium 94.15%.	To have PP pupils tracked by teaching and SLT staff. PP pupils are not reaching targets set. Parents need to have more positive communications with school.	Fortnightly Team Meetings Gov reports more regular. More input from Liverpool SAS-increased hours of support.	C.Lewis L.Bowman A.Canavan M.Trayer G.Hulme C.Elliott	Review of provision to be undertaken: Oct 2018 Dec 2018 Jan 2019 March 2019 April 2019 June 2019	
					Total Budget Cost	£20,000

6. Review of expenditure

Previous Academic Year **2017-2018**

iiii Quality of Teaching

Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (and whether you will continue with this approach)	Cost
Reasoning skills in mathematics across Key Stages	For PP Pupils to improve attainment and progress in maths across the Key Stages. For PP Pupils in Yr 6 to narrow the attainment gap with non PP Pupils Nationally to 1 APS in Maths (Expected and More Able).	PP Attainment at the expected level improved in 2018 as 100% of the PP Pupils met the standard. National APS not yet available for comparison (Sept 2018). The More Able Pupils did not meet their expectations at Greater Depth with one pupil making the expected progress from Level 3 to Greater Depth 8% the whole group of PP Pupils).	Targeting the skills from Question Level Analysis from the Key Stage 2 tests 2017 gave a secure starting point for whole school skills which required attention. This has had an impact on all year groups for pupils working at the Expected or Below the expected Level of attainment. However, the More Able Pupils require more robust and targeted work to ensure progress from Level 3 to Greater Depth in 2019. There are Case Studies which provide evidence to support at least 2 More Able pupils not meeting Greater Depth in Maths. This approach will continue in 2018-2019 with further impact for More Able pupils to be highlighted across the school.	£38,000
Reading fluency skills	For PP Pupils to improve attainment and progress in maths across the Key Stages. For PP Pupils in Yr 6 to narrow the attainment gap with non PP Pupils Nationally to 10 APS in Maths (Expected and More Able).	The PP pupils achieved well in 2018 with 10 out of 12 pupils achieving the expected standard in reading 83%. More Able pupils made expected progress with 17% of the PP pupils achieving Level 3 in 2014 and 33% of the PP Pupils gaining Greater Depth in 2018.	Again, Question Level Analysis in Reading for Yr 6 and Yr 2 tests (Yr 1,3,4 and 5 nfer) led to more targeted questioning within reading lessons. CPD for staff led to a whole school engagement in reading skills "Power of Reading". This approach will continue in 2018-2019 with Greater Depth targets being 40% of the cohort and 35%	

			of the PP pupils.	
Grammar, Punctuation Spelling	For PP Pupils to improve attainment and progress in spelling across the Key Stages. For PP Pupils in Yr 6 to narrow the attainment gap with non PP Pupils Nationally.	75% of Yr6 achieved the Expected Standard in SPAG 2018 cf to 77% of non PP Pupils Nationally. However only 2 of the 12 pupils gained Greater Depth in SPAG 2018.	There was some improvement in this area of learning particularly in spelling. Question Level Analysis again focused staff when planning whole class and intervention work. Whilst attainment for Disadvantaged Pupils was in line with Non PP Pupils Nationally high expectations will require improved attainment and outcomes for More Able Pupils. This area of learning requires review and research.	<u>£38,000</u>

V Targeted Support

Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (and whether you will continue with this approach)	Cost
High Ability Progress in Maths	Improve the APS for PP pupils achieving Level 3 in Maths in 2014 (achieving APS of 110 or more)	The targets set were not achieved for More Able PP pupils (7%).	This area of learning and outcomes for More Able PP Pupils requires research and further action.	<u>£38,000</u>
Reading fluency for those PP Pupils who attained Level 2c in Yr 2 2014.	Improve the APS for PP Pupils achieving Level 2c in 2014 (achieving 107 APS or more)	2 out of the 3 PP Pupils achieving Level 2c in 2014 gained the Expected Level of attainment in reading.	This area requires further input and strategies to be re-viewed.	<u>£38,000</u>

Vi Other Approaches

Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (and whether you will continue with this approach)	Cost
Vulnerable pupils' self-	For 100% of vulnerable	SLT analysis of pupil	Pupils in all groups feel secure and are	<u>£2,000</u>

<p>esteem and attitudes to learning to be further improved. Support packages to be developed by PP Leader and SENCo.</p>	<p>pupils across the Key Stages to meet their expected +3 APS (school progress measure).</p>	<p>provision maps were used well by staff and SENCO/Learning Mentor and PP Leader. Learning Powers have developed pupil awareness of their skills and attitudes to learning.</p>	<p>engaged in learning across the curriculum. Pupil Provision for this area of need is to be developed further 2018-2019 with the Mental Health Champion through CPD and Provision Mapping with staff, parents and pupils.</p>	
<p>To improve health and fitness of pupils – impacting on attitudes to learning and self-esteem.</p>	<p>For 100% of pupils to improve their fitness and health and the school research projects to show strong links between attitudes to learning and achievements /progress.</p>	<p>Pupil Surveys did reflect considerable improvements in pupil attitudes to health and fitness. Pupils participated in more competitions and after school clubs. Pupil Surveys reflected improved self-assessment</p>	<p>This approach will continue and the Primary Sports Funding will be used for this approach 2018-2019.</p>	<p><u>£5,000</u></p>
				<p><u>£197,000</u></p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

St Michael and All Angels Primary School is a larger than average school with two classes in each year group.

Our school has high levels of pupils entitled to PP support. Overtime there are also high numbers of pupils within the Ever 6 group.

Our full strategy document can be found by contacting Miss Canavan Disadvantaged Leader.