

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Michael and All Angels
Pupils in school	396
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£143,870
Academic year or years covered by statement	2019-2022
Publish date	Sept 2019
Review date	Jan 2021
Statement authorised by	Louise Bowman HT
Pupil premium lead	Angela Canavan
Governor lead	Mr James

## Pupil performance for last academic year

Measure	Disadvantaged Pupils	Other Pupils	All Pupils
Reading	PS -0.5 Scaled Score 105.1		PS +0.20 Scaled Score 105.8
Writing	PS -0.6		PS +1.4
Maths	PS -1.9 Scaled Score 104.3		PS -1.09 Scaled Score 104.9
Reading, Writing, Maths Combined	71%		73%
Phonics	75%		82%
Attendance	94.2%		95.2%
Meeting expected standard at KS2	71%		73%
Achieving high standard at KS2	4%		8%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date	RAG 2020	RAG 2021	RAG 2022
Attainment in Reading	<p>For Disadvantaged pupils to improve the Progress Score between other pupils at SMAAA (difference -0.7).</p> <p>The scaled score is almost in line with all SMAAA pupils.</p> <p>For Disadvantaged pupils to reach at least National Expectations in Reading. For Disadvantaged pupils to close the gap between them and those Nationally For pupils to become fluent, accurate readers with a love of Reading. Immersion in high quality texts to support vocabulary development and to be ready for the next stage of their school career.</p>	July 22			
Attainment in Writing	<p>For Disadvantaged pupils to improve the Progress Score between them and all other SMAAA pupils (difference of -0.8).</p> <p>For Disadvantaged pupils to close the gap between them and those Nationally. For Disadvantaged pupils to reach at least National Expectations in Writing. For pupils to become confident writers who have strategies to self-support with spelling.</p>	July 22			
Attainment in Maths	<p>For Disadvantaged pupils to improve the progress Score between them and all other SMAAA pupils (difference of -.1)</p> <p>Close the gap between SMAAA Disadvantaged and those nationally. For Disadvantaged pupils to reach at least National Expectations in Maths.</p>	July 22			
Phonics	For Disadvantaged pupils to reach at least National Expectations in the Phonic Screening Check.	July 22			
Attendance	To close the gap between those who are Disadvantaged (Ever 6/ 5.8) and those Ever 6 Nationally (Ever 6/ 5.6) all others (at SMAAA (4.8).	July 22			

## Tier 1 - Teaching priorities for current academic year

Measure	Activity
Priority 1 – Attainment in RWM	Ensure staff have access to CPD to improve Quality First Teaching and understanding of Reading,

	<p>Writing and Maths, with a particular focus on vocabulary and oracy. Implementation of high quality first teaching.</p>
Priority 2 – Phonics	<p>For staff to access high quality CPD on the teaching of Phonics through the Read, Write Inc programme. Establish practice times to refine skills and also closely monitor and support with KS2 Phonics provision. Effective mentoring and monitoring to be robustly in place. High quality first teaching.</p>
Priority 3 - Attendance	<p>HT and Attendance Lead to develop monitoring of attendance for the Ever 6 pupils and link with EWO to improve matters.</p>
Barriers to learning these priorities address	<p>The quality and frequency of CPD and how changes actioned are monitored. Time to access Phonics CPD and practice to embed skills. Attendance and punctuality issues. High quality first teaching.</p>
Projected spending	<p>Attendance SLA RWINc Training Staff Meeting Training National College Subscription £400 External Support SLA ECM Subject Leader Training Maths Hub CPD Additional high- quality Teachers/Teaching Assistants</p> <p>Total £71,673</p>

## Tier 2 - Targeted academic support for current academic year

Measure	Activity
Priority 1	Speech and language programmes to address speech and understanding early and develop vocabulary.
Priority 2	Whole school focus on vocabulary – the acquisition and use of language.
Priority 3	Teachers and support staff to work with small targeted groups to ensure that all vulnerable groups make progress.

Priority 4	Whole school focus on spelling – common exception words and words containing spelling patterns specified in NC Appendix 1.
Barriers to learning these priorities address	Low starting points in EYFS for oracy and vocabulary. Parental engagement in early literacy and numeracy. Access to speech and language programmes for all of those that need it. High quality first teaching
Projected spending	Chatty Therapy SLA SALT training ECM training Voice 21 SLA Teaching Assistant- cover for CPD Spelling Shed Teaching Assistant Support in Class Total Spend £ 67,001

### Tier 3 - Wider strategies for current academic year

Measure	Activity
Priority 1	Embed use of whole school Reading Spine to promote the love of Reading and elevate vocabulary through access to Tier 2 and Tier 3 language.
Priority 2	Widen participation in extra- curricular activities for Disadvantaged pupils by providing free after school club for siblings, to prevent parents having to come to school twice.
Priority 3	To provide Forest School sessions for all pupils to improve confidence and resilience.
Priority 4	Every class to use Oxford Owl to set home reading tasks.
Priority 5	All staff to promote the Five Ways to Wellbeing as part of the school day. Have a focus on SEMH for pupils to build strategies to maintain their own wellbeing.
Barriers to learning these priorities address	Home support for developing Reading. Early language support. Extra-curricular activities providing Cultural Capital – linked to deprivation in L32. Staff CPD – vocabulary. High quality first quality

Projected spending	Purchase of Reading Spine Books Oxford Owl 5 Ways to Wellbeing Award Additional Coaching after school Forest School Leader Accreditation Forest School Resources Forest School Accreditation and Leader Training International School Award Jigsaw Resilience Resources Total £4765
	Total Spend £143,870

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing enough time for staff CPD.	Plan to use INSET days and provide cover for staff professional development.
Targeted support	Consistent delivery of Speech and Language programmes in EYFS.	Give staff delivering programmes protected time.
Wider strategies	A specialist Teacher provides weekly sessions on Maths and English for identified children. Capacity within this provision does not cover all children who may benefit.	Make use of interventions such as IDL and NumBots in year groups. Timetable ICT suite accordingly.

### Review: 2019 aims and outcomes

Aim	Outcome
Conduct a review of the Curriculum to ensure broad and balanced coverage that provides enrichment opportunities	Curriculum updated and 'Big Question Planning' completed by staff. This provided a strong framework for a broad curriculum with identified end points throughout.
Progress in Reading and Writing across the Key Stages.	Attainment in Reading has been strong but the progress requires strong intervention.

	Year 1 pupils taking the Phonic Screening Check achieved in line with National Expectations.
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