



Excited About Learning

## Draft Pupil Premium Strategy and Statement and Review

(To be agreed by Governors at their meeting on 28<sup>th</sup> September 2017)

1. Summary information					
Academic year	2017 - 2018	Total Pupil Premium budget	£38,800 <i>(Actual cost of provision allocated: £44,680)</i>	Date of most recent Pupil Premium review	September 2017
Total number of pupils	422	Number of pupils eligible for Pupil Premium	29 FSM  2 Service Children	Date for next internal review of strategy	January 2018 following Pupil Progress discussions

2. Current attainment (2016 – 2017)			
Key Stage 2 results			
	Pupils eligible for Pupil Premium at St Michael's (6 children)	All pupils at St Michael's (63 children)	Pupils <u>NOT</u> eligible for Pupil Premium National average 2016
% achieving in reading, writing and maths	50%	64%	60%
Average scaled score in reading and maths	Reading: 104.6 Maths: 104.8	Reading: 105.2 Maths: 106.1	Reading: 103.8 Maths: 104.1
Reading progress score	-0.69	-1.0	+0.34
Writing progress score	-2.36	-2.0	+0.18
Maths progress score	-0.58	0.1	+0.29

3. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers	
A	A small number of Pupil Premium children make slower than expected progress than expected due to additional Special Educational Needs and mental health issues
B	Progress slows for a small number of Pupil Premium children in Lower Key Stage 2. Often the children receive little support with learning at home.
C	The majority of our Pupil Premium children enter school at expected and leave Key Stage 1 at expected. We need to provide greater opportunities for Pupil Premium children to strive to be high attainers.
External barriers	
D	Take up rates for extra curricular sporting activities, learning musical instruments (subsidised) and choir are not so strong as for other children.



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4. Desired outcomes and how they will be measured		Success criteria
A	Identify barriers to learning and progress for all Pupil Premium children in order to better target support within quality teaching for all and provision of interventions. → Focus on those Pupil Premium children for whom progress is slower than expected, especially those who also have SEND and those with mental health issues	<ul style="list-style-type: none"> <li>✓ As a result of targeted support all Pupil Premium children have made at least expected progress</li> <li>✓ Children who are currently adrift from their end of Key Stage expectation have made at least 7 stages' progress.</li> </ul>
B	Review how we provide feedback for all pupils, and in particular Pupil Premium pupils so that stronger progress is made across the school.	<ul style="list-style-type: none"> <li>✓ As a result of more specific feedback to pupils Pupil Premium children have made at least expected progress</li> <li>✓ Children who are currently adrift from their end of Key Stage expectation have made at least 7 stages' progress</li> </ul>
C	Identify 'able' Pupil Progress pupils who can be targeted to become higher attaining	<ul style="list-style-type: none"> <li>✓ A group of middle prior attainment children have been identified to be targeted for additional learning opportunities so that they make greater than expected progress</li> </ul>
D	Increase rates of uptake in extra-curricular activities, particularly those which provide opportunities for further learning.	<ul style="list-style-type: none"> <li>✓ Ensure that all pupil premium children have had the opportunity to participate in at least one enrichment extra-curricular activity. (Years 1 – 6)</li> </ul>

5. Planned expenditure						
Academic year		2017 - 2018				
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						
1. Quality 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?
A	The Pupil Premium learning profile has been revised and updated and then completed for all Pupil Premium children so that we better understand their strengths and barriers to learning and can more appropriately target provision	Phase Leaders and Inclusion Manager to update the profile for each Pupil Premium child so that, where required, better provision can be made during quality first teaching and any interventions required.	TSC Effective Primary Teaching Practice 2016 outlines that ' <i>Teaching practices that are backed by evidence, such as mastery and catch up interventions, show promising signs of boosting pupil attainment.</i> ' SLT and other key leaders will focus on	<ul style="list-style-type: none"> <li>▪ SLT meetings will have a standing agenda item to review the impact of Phase Leader / Inclusion Manager findings and actions</li> <li>▪ Pupil progress discussions will focus specifically on those children who need</li> </ul>	Headteacher	Report half termly to Pupil Premium Governor (Jan, March, April, June, July) with feedback to full governors  Half termly with Phase Leaders



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				further support / targeting, with Phase Leaders and Inclusion Manager monitoring provision and outcomes		and Inclusion Manager prior to meeting with Pupil Premium governor  <b>Cost:</b> (5 hours leadership time per week £8,399)
B	Review how we provide use questioning and provide feedback for all pupils, and in particular Pupil Premium pupils so that stronger progress is made across the school.	Through our whole school Team Teach and Reflection process revisit aspects of AfL, the use of SOCRATIC questioning and principles of Growth Mindset.  Encourage individual teachers to draw on a range of strategies so that their interaction with children impacts more directly on the progress they make in their learning.	EEF Toolkit suggests that marking and feedback 1:1 with pupils, and the time spent 1:1 discussing next steps, can provide relevant stretch and encouragement, particularly for high attaining pupils to fulfil their potential  TSC Effective Primary Teaching Practice 2016 outlines that in effective schools teachers monitor pupils progress frequently by ensuring that: ✓ All pupils are able to explain their learning ✓ All pupils understand what they need to learn or practise next or what they are aiming to do  This may involve: ✓ Direct questioning of pupils ✓ Pupils questioning each other ✓ Whole class discussions	<ul style="list-style-type: none"> <li>▪ Staff meeting time to review our practice and consider research evidence</li> <li>▪ Focus on how high quality feedback is being provided during lesson observations and learning walks</li> <li>▪ Focus on how written feedback is being acted upon by pupils and whether it is resulting in sustained progress during book scrutinies</li> <li>▪ Focus on how effectively questioning is used during lesson observations and learning walks</li> </ul>	SLE in partnership with SLT	January 2018



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			✓ Pupils displaying on whiteboards or demonstrating particular skills			
C	Identify 'able' Pupil Progress pupils who can be targeted to become higher attaining	During Pupil Progress discussions identify any children who, with additional support, could be targeted to become high attaining	<p>All staff to participate in whole school CPD linked to 'deepening' learning and 'mastery' to provide deeper learning opportunities for identified Pupil Premium children.</p> <p>All staff to have access to professional dialogue with SLE</p> <p>See recommendations in TSC Effective Teaching Practice 2016</p>	<ul style="list-style-type: none"> <li>Identified children will be tracked by Phase Leaders with outcomes reported half termly at SLT meetings following on-going monitoring and analysis of performance data</li> </ul>	Headteacher	January 2018
<b>Total budgeted cost:</b>						<b>£8,399</b>
<b>ii. Targeted support</b>						
	<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
A	Focus on those Pupil Premium children for whom progress is slower than expected, especially those who also have SEND	Provide targeted small group teaching for those identified SEND children who are making slower than expected progress	EEF evidence suggests that small group interventions with highly skilled staff has been shown to be effective in groups of less than 6 pupils	<p>Evaluation of Pupil Premium individual profiles completed by Phase Leaders</p> <p>Regular evaluative discussions between Head, Deputy and Inclusion Manager</p> <p>Observations of children participating in small group</p>	Inclusion Manager and Deputy Head	<p>Report half termly to Pupil Premium Governor (Jan, March, April, June, July) with feedback to full governors</p> <p>Half termly with Phase Leaders and Inclusion</p>



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				teaching sessions		Manager prior to meeting with Pupil Premium governor
		Provide Lego Express for identified Pupil Premium children, some who also have SEND	Research into the use of Lego indicates that it is particularly beneficial for children who have social and emotional difficulties. It enables children to develop confidence and resilience which they are then able to apply to learning situations within the classroom	Evaluation of Pupil Premium individual profiles completed by Phase Leaders  Observations of children participating in Lego Express Sessions		<b>Cost:</b> <ul style="list-style-type: none"> <li>▪ 2 hours Inclusion Manager time per week (£3,105)</li> <li>▪ 16 hours dedicated teacher time per week (£9,365)</li> <li>▪ 30 hours TA time per week (£21,594)</li> </ul>
		Provide targeted small group teaching in Years 2 and 6 to ensure that Pupil Premium children make at least expected progress from their key stage starting point	EEF evidence suggests that small group interventions with highly skilled staff has been shown to be effective in groups of less than 6 pupils	Evaluation of Pupil Premium individual profiles completed by Phase Leaders  Lesson observations and Learning Walks by SLT		
		Provide targeted Teaching Assistant support both within lessons and with targeted interventions for those children who are making slower than expected progress	EEF evidence suggests that small group interventions with highly skilled staff has been shown to be effective in groups of less than 6 pupils	Evaluation of Pupil Premium individual profiles completed by Phase Leaders  Regular evaluative discussions between Head, Deputy and Inclusion Manager  Observations of children participating in small group teaching sessions		



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Total budgeted cost:						£42,463
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?
A	Focus on those Pupil Premium children in Year 3 who have been identified as lacking confidence as learners and who are either making slower progress or have additional SEND.	Use the LST (Local Support Team) Nurture materials to run an after school group to develop the social and emotional skills of identified children.	In the last two years the support materials for this nurture group have resulted in significant increased confidence levels for the children involved.	Inclusion Manager to work closely with the Teaching Assistants involved to ensure the sessions follow the programme.  Pupil conferencing and lesson observations at the beginning and end of the programme indicates that the children have benefitted from the sessions.	Inclusion Manager	End of Spring Term on completion of the programme  <b>Cost:</b> <i>1 hour per week of 2 TAs time and Inclusion Manager time</i> <b>Staff time given at no charge as part of voluntary contribution to school life</b>
A	Investigate the work of the Malachi Trust and consider if their support would benefit Pupil Premium children with mental health needs	Talk to local school who have seen real benefits from the Malachi Trust Counsellors	We have a small number of children who have had mental health issues and who have waited a significant amount of time for support through the NHS	Proposal to be made to the Governing Body for introducing Malachi Trust Counsellors to support key children if it is felt to be beneficial	Inclusion Manager	March 2018
D	Continue to ensure that all Pupil Premium children fully participate in school trips and enrichment days	Subsidise the cost of all curriculum enrichment days and school trips for pupil premium children so that they fully participate in these activities	Not all parents can afford the cost of voluntary contributions for school trips and enrichment days. We want our Pupil Premium children to fully participate in these activities and target	Office staff sensitively liaise with parents to ensure that consent forms are completed and subsidies / full cost covered where needed.	School Bursar and Administrative Assistant	Report half termly to Pupil Premium Governor (Jan, March, April, June, July) with feedback to full governors



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			the profits from photograph sales to achieve this. (£1,200 profit made and available for subsidies and full cost where needed.)			
		Fully meet the cost of the Year 6 outdoor education residential trip to Shugborough so that there is 100% take up and participation of Pupil Premium children	Historically the Outdoor Education Grant enabled Pupil Premium children to attend the LA Outdoor Education Centres at no charge. Since the abolishment of the grant governors have committed to meeting the full cost of the trip for our Pupil Premium children.	Office staff sensitively liaise with parents to ensure that consent forms are completed full cost covered.	School Bursar and Administrative Assistant	January 2017, reporting uptake to Pupil Premium governor  <i>£720 Shugborough costs (main school budget)</i>  <i>£497 Whitemoor Lakes costs (PE and Sports Grant funding)</i>
		Fully meet the cost of the Year 5 overnight stay at Whitemoor Lakes so that there is 100% take up and participation of Pupil Premium children	This was a new initiative in 2016 to enable children to experience water sports such as raft building and canoeing (not covered during January residential at Shugborough). It also aimed to provide the children with an overnight stay away from home in preparation for the Year 6 week long residential. All children receive a subsidy from the PE and Sports Funding, but the whole cost is met for Pupil Premium children			
D	Encourage more Pupil Premium children to take up the opportunity to learn a musical instrument in	All children at school receive a ½ hour specialist taught Music lesson each week (Nursery to Year 6).	Historically the uptake has been higher than 15%. Entrust Music and Performing Arts Service	Class teachers to approach parents of identified children  More than 15% of Pupil	Class Teachers	April 2017  <i>£1,000 allocated</i>



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	school so that the uptake is greater than 15%	Music teacher to liaise with class teachers to identify any Pupil Premium children who would benefit from learning an instrument.  Encourage all children learning an instrument to participate in the school band.	have abolished instrumental hire charges for the coming year so this should reduce a further barrier to children learning an instrument.	Pupil Premium children are learning a musical instrument		
D	Identify opportunities for Pupil Premium children to participate more in extra curricular activities by providing personal invitations and, if appropriate, transport home by staff after the activities.	Coding Club to be established by Computing Lead with priority given to Pupil Premium children  Review the children targeted for Chess Club and Storytelling Club so that Pupil Premium children are targeted  Ask TA's to prioritise Pupil Premium children for their lunchtime activities.	We feel that is imperative that all pupils feel part of the school community and feel able to fully participate in extra curricular activities. Last year: ✓ 29% eligible pupils participated in the School Choir including concerts at Lichfield Cathedral ✓ 32% eligible pupils participated in extra-curricular sporting clubs and tournaments  We are committed to increasing these uptake rates and also providing a broader range of extra-curricular activities that are accessible to our Pupil Premium children	Evaluation of Pupil Premium individual profiles completed by Phase Leaders indicates that all Pupil Premium children in Years 1 – 6 are attending an extra-curricular activity.	Deputy Head	Report half termly to Pupil Premium Governor (March, April, June, July) with feedback to full governors  Half termly with Phase Leaders and Inclusion Manager prior to meeting with Pupil Premium governor  <b>Staff time given at no charge as part of voluntary contribution to school life</b>
					<b>Total budgeted cost:</b>	<b>£2,217</b>
					<b>Overall total budgeted cost:</b>	<b>£44,680</b>





6. Review of expenditure				
Previous academic year		2016 – 2017 (32 children)		
i. Quality teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate	Lessons learned (and whether you will continue this approach)	Cost
A learning profile has been completed for all Pupil Premium children so that we better understand their strengths and barriers to learning and can more appropriately target provision	Phase Leaders and Inclusion Manager to produce a profile for each Pupil Premium child so that, where required, better provision can be made during quality first teaching and any interventions required.	As a result of the profiles: ✓ targeted support was much tighter and resulted in the difference between school disadvantaged pupils and non-disadvantaged pupils nationally improving by 23% in Reading and 40% in Writing and Maths. ✓ Pupil Premium children are tracked across school far more effectively with interventions adapted more quickly to ensure the children make strong progress	The profiles need refining further so that the impact of interventions is clearer and children's take up in extra curricular activities is obvious	5 hours leadership time per week: £8,399
Review how we provide feedback for all pupils, and in particular Pupil Premium pupils so that stronger progress is made across the school.	As a whole staff review our Marking, Feedback and Presentation policy so that feedback to children impacts more directly on the progress they make in their learning.	✓ The % of Pupil Premium children making greater than expected progress across the school was higher than that for all pupils across the school in Reading and Writing for the second year in a row ✓ Children also on the SEN register met their intervention targets	Support was better targeted across the school and resulted in good progress being made and the gap narrowed for a number of children.  We now need to focus tightly on those children who are not on track to meet their expected outcomes at Key Stage milestones and look at	



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			the support provided across each key stage to ensure that the children make at least expected progress year on year.	
Identify 'able' Pupil Progress pupils who can be targeted to become higher attaining	During Pupil Progress discussions identify any children who, with additional support, could be targeted to become high attaining	✓ Key Stage 2 Phase Leaders have created an overview of each cohort to enable them to better track the progress of all pupils, especially those in receipt of Pupil Premium. This has enabled them to target children with the potential to become higher attaining.	Whilst Phase Leaders have a much clearer overview of their Pupil Premium children, this needs developing further.	Phase Leader time, already included in costing above
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for Pupil Premium, if appropriate	<b>Lessons learned</b> (and whether you will continue this approach)	<b>Cost</b>
Focus on those Pupil Premium children for whom progress is slower than expected, especially those who also have SEND	Provide targeted small group teaching for those identified SEND children who are making slower than expected progress	Whilst children made expected progress across the year, a number of Pupil Premium children did not attain the expected standard at the end of Key Stage 1 and Key Stage 2. Further work is required to increase the percentage of Pupil Premium children attaining the expected standard in Reading, Writing and Maths, and making the expected progress according to their prior attainment.	Whilst targeted interventions have demonstrated real impact, we need to ensure that we are better using tracking to identify all of the children who require targeted intervention to reach their end of Key Stage milestones.  The approach used will be developed further in order to ensure that we are intervening at an earlier stage for vulnerable children. Phase	



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			Leaders will play a critical role in monitoring and evaluating the provision, with a greater emphasis placed on the learning needs of Pupil Premium children during Pupil Progress discussions.	
	Provide Lego Express for identified Pupil Premium children, some who also have SEND	<ul style="list-style-type: none"> <li>✓ Lunchtime sessions took place and feedback from the children demonstrates that they enjoyed the sessions and the different roles that they undertook.</li> </ul>		<p>2 hours Inclusion Manager time per week (£3,105)</p> <p>16 hours dedicated teacher time per week (£24,348)</p>
	Provide targeted small group teaching in Years 2 and 6 to ensure that Pupil Premium children make at least expected progress from their key stage starting point	<ul style="list-style-type: none"> <li>✓ Key Stage 2 progress scores have improved in               <ul style="list-style-type: none"> <li>✓ Reading by 0.11</li> <li>✓ Maths by 0.07</li> </ul> </li> <li>✓ The differential in progress between Pupil Premium children and Non-Disadvantaged pupils in school has been reduced in               <ul style="list-style-type: none"> <li>✓ Reading by 0.99</li> <li>✓ Writing by 1.34</li> <li>✓ Maths by 0.20</li> </ul> </li> </ul>	Progress rates are still below expected overall so this needs to continue to be a focus.	30 hours TA time per week (£21,594)
	Provide targeted Teaching Assistant support both within lessons and with targeted interventions for those children who are making slower than expected progress	<ul style="list-style-type: none"> <li>✓ 89% children met their intervention targets last year and where interventions were not having impact staff were quicker at adapting / changing the intervention to better support the children</li> <li>✓ Lesson observations and learning walks demonstrate strong,</li> </ul>	Build on the work undertaken this year	



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			targeted support is being provided both within lessons and during interventions.		
<b>iii. Other approaches</b>					
To address the social, emotional and behavioural needs of Year 3 so that there is a positive impact on the confidence, self esteem and attainment of all pupils. As a result children make better choices in terms of their behaviour and there is less low level disruption.	Many of our Year 3 pupils have additional needs and find it difficult to choose appropriate behaviour. The root cause of this is underlying social and emotional needs. Educational Psychologist to train Inclusion Manager and Headteacher as facilitators of the WOWW project to build greater confidence and self esteem	✓ Inclusion Manager was trained as facilitator for the WOWW project. ✓ Learning walks and lesson observations demonstrated improved attitudes to learning behaviour	We will continue with this approach next year and seek to provide further opportunities for Pupil Premium children to access extra-curricular activities.  Teaching Assistants have volunteered to run a range of lunchtime activities which will prioritise and target Pupil Premium children and other vulnerable children.  We will explore providing transport home of those children who would not otherwise be able to stay for after school activities.		1 hour per week of Inclusion Manager time for the duration of the project. (Prioritised from main school budget)
Focus on those Pupil Premium children in Year 3 who have been identified as lacking confidence as learners and who are either making slower progress or have additional SEND.	Use the LST (Local Support Team) Nurture materials to run an after school group to develop the social and emotional skills of identified children.	✓ Lesson observations and learning walks demonstrate that children who participated now have greater confidence as learners.	Run the programme again next year for targeted Year 3 pupils		No costs as staff gave their time voluntarily
Continue to ensure that all Pupil Premium children fully participate in school trips and enrichment days	Subsidise the cost of all curriculum enrichment days and school trips for pupil premium children so that they fully participate in these activities	✓ Pupil Premium children participated fully in curriculum enrichment days and school trips			£1,200 profit made from school photographs available for subsidies and full cost where needed.
	Fully meet the cost of the Year	✓ All Pupil Premium children			£720



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	6 outdoor education residential trip to Shugborough so that there is 100% take up and participation of Pupil Premium children	participated fully in the Year 6 residential trip		
	Fully meet the cost of the Year 5 overnight stay at Whitemoor Lakes so that there is 100% take up and participation of Pupil Premium children	✓ All Pupil Premium children participated in the Year 5 residential trip		£497
Encourage more Pupil Premium children to take up the opportunity to learn a musical instrument in school so that the uptake is greater than 15%	All children at school receive a ½ hour specialist taught Music lesson each week (Nursery to Year 6). Music teacher to liaise with class teachers to identify any Pupil Premium children who would benefit from learning an instrument.  Encourage all children learning an instrument to participate in the school band.	✓ <i>Analysis of impact is currently being undertaken</i>		
Identify opportunities for Pupil Premium children to participate more in extra curricular activities by providing personal invitations and, if appropriate, transport home by staff after the activities.	Coding Club to be established by Computing Lead with priority given to Pupil Premium children  Review the children targeted for Chess Club and Storytelling Club so that Pupil Premium children are targeted  Ask TA's to prioritise Pupil Premium children for their lunchtime activities.	✓ <i>Analysis of impact is currently being undertaken</i>		No costs as staff gave their time voluntarily
<b>Total cost</b>				<b>£57,446</b> <b>Allocated Grant: £45,480</b>



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