

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	St Michaels RCP School				
<b>Academic Year</b>	2018/19	<b>Total PP budget ( predicted)</b>	134,640	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	102 (63 FSM)	<b>Date for next internal review of this strategy</b>	July 2019

2. Current attainment based on 2018 KS2 SATs				
	<i>Pupils eligible for PP- expected standard ( school)</i>	<i>Pupils eligible for PP – expected standard (national average)</i>	<i>Pupils eligible for PP progress (school)</i>	<i>Pupils eligible for PP progress nationally</i>
<b>% achieving in reading, writing and maths</b>	78.2%	64.3%		
<b>% achieving expected in reading</b>	81.8%	75.2%	4.54	0.03
<b>% achieving expected in writing</b>	80%	78.2%	5.32	0.03
<b>% achieving expected in maths</b>	81.8%	75.5%	5.97	0.03
<b>% achieving expected in GPAS</b>	81.8%	77.6%		

### 3. Planned expenditure

**Academic year and total number of pupils/funding**

**2018/19 102 PP (Includes 63 FSM)**

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?
<p>For all PP children to attain and make accelerated progress to have the same outcomes as non PP</p>	<p>For all teachers and non teaching staff to know the learning and pastoral needs of all Pupil Premium children in their care</p> <p>CPD for all teachers on QF teaching using links with MTSA, internal CPD, cross school work and moderation with Walderslade Partnership</p> <p>Good AfL using Target Tracker and analysis of PP children attainment and gap analysis which re fed into Provision maps to "Plug" the gaps</p> <p>9:30am early morning interventions delivered by staff outside of the normal school time</p> <p>After school boosters for Y2 and Y6 with PP children in a targeted group from Jan-May</p> <p>To have termly Pupil Progress meetings just for PP children attended by Class teachers. Head and deputy. HSSW and finance officer</p>	<p>Disadvantaged children benefit most from QF teaching, good AFL and have the capacity to make the greatest progress</p> <p>Extra intervention and precision teaching will support progress even further</p> <p>Termly meetings will allow for only Pupil premium children to be discussed with input from pastoral support worker and finance manager to ensure targeted financial support for these children</p>	<p>Good management of resources Internal tracking of data Triangulating evidence Pupil conferencing</p> <p>Review of interventions and provision maps every 6 weeks to ensure impact</p> <p>Termly meetings to be diarised well in advance to ensure full attendance</p>	<p>Ht. DHT/ Senco</p>	<p>Initially Feb 2019 then July 2019</p>

	Continue with the renewal of the contract of the Forest School practitioner 3 days per week to work in small groups to support those PP children with language and social needs				
<b>Total budgeted cost</b>					62,895
<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>
For high attaining PP children to have opportunities to learn beyond the classroom	<p>Enrol these children and their families into “ the childrens university”</p> <p>To research and prepare activities and trip opportunities to gain credits for Childrens University passports.</p> <p>To ensure that able and talented chn are given the opportunity to take part in after school extra curricular clubs such as learn an instrument, Pro Soccer, street dance</p>	To ensure that the children who are PP but have no special learning needs also receive the extra support so that they are encouraged to be aspirational	<p>Frequent communication with those parents who have chn enrolled into the childrens university</p> <p>Frequent meetings with children university children and the childrens university co ordinator</p> <p>Communication between extra curricular club facilitators and finance officer to ensure that the club activities are allowing these children to excell</p>	HT/DHT/Sen co	Initially Feb 2019 then July 2019
<b>Total budgeted cost</b>					38,559
<b>iv. Other approaches</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>
To have increased engagement from PP children’s families	<p>To give parents the opportunities to attend parent consultations</p> <p>Open mornings/workshops</p> <p>To inform them that their child has been chosen for an Early Morning 8:30am</p>	Some of our parents are difficult to engage, this may be because they feel ill equipped to support their childs learning at home or due to insufficient communication lines Issue of £50 to all parents of PP children towards school uniform	Communicate with parents with plenty of notice as to when events are being held through parentpay, text, website, twitter, notice board in the playground	HT, DHT Class teachers	Feb 2019

	interventions and to staff after school for booster group	All trips and outside experiences paid for by school Residential trip for PP children in Y6 paid for  Breakfast club paid for to encourage punctuality	Non attendance to be challenged by class teacher and senior leaders  Provide catering eg breakfast, teas and coffees etc to encourage parents to attend these events early		
<b>Total budgeted cost</b>					33,186

4. Review of expenditure					
Previous Academic Year/ no eligible/ funding		2017/18	107 pupils	£139, 920	
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	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	
<p>All disadvantaged children receive the best teaching and learning possible</p> <p>All the needs of disadvantaged to be fully met through precision teaching</p>	<p>QF teaching, targeted support through use of Appraisal, collating evidence of progress through new internal tracking system purchased.</p> <p>Interventions set up and delivered by qualified staff</p>	<p>The gap in attainment in KS1 Sats has closed significantly with only a 2-7% gap between attainment in reading, writing and maths between PP and non PP children</p> <p>All PP children made the desired 6 step progress across the year again due to the extra interventions and gap analysis</p>	<p>We would definitely continue with this approach but PP chn especially in KS2 had other factors such as SEN and home situations which gave them extra challenges to meet. Provision maps to have more input from TA's and pastoral support</p> <p>Parental engagement and support in regard to non attendance at intervention groups and parent workshops was also a factor that needs to be addressed.</p>	<p>37,248 RP 33,156 PS</p> <p>1,673 TT 540 E-P</p>	
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/approach	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	
Disadvantaged children's social and emotional needs met	<p>3 day per week employed Level 3 Forest School practitioner</p> <p>Bought in play therapist</p>	<p>Use of language, social skills and concentration definitely improved amongst PP children accessing Forest School</p> <p>Parents in questionnaire also spoke highly of the Forest School</p> <p>Play therapist working alongside parents and children who require this support improves the childrens metal well beina and readiness to learn</p>	Would definitely continue with this approach as dividends are clear especially for our younger children with social and communication needs	<p>21,788 PC 5,182 BJ/S/L</p> <p>11,342 LS</p>	
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	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
<p>Better attendance for pupil premium children</p> <p>Disadvantaged childrens self esteem is raised</p>	<p>Free breakfast club offered for all PP children especially targeted at those chn with persistent lateness</p> <p>Attendance officer targeting those families with persistent lateness</p> <p>Use of E Praise Joining of clubs Educ trips to London Better parental</p>	<p>Regarding punctuality 0.99 % of disadvantaged children have been late before the register is closed compared with 0.30% for non disadvantaged. For lates after the register has been closed 0.17% of the disadvantaged children are late after the register has closed compared with 0.02% of non disadvantaged</p> <p>This gap has closed throughout the year but it is still there and needs to be addressed for the 2018/19 year</p>	<p>Although children enjoyed the E Praise points and the trips we still need to engage these parents of PP chn who are still hard to reach with more encouragement and reward</p>	<p>3,800 B/fast 9,598 Asc/pgl 1,750 Uniform 12,779 ao/aap/hssw 1,104 Ppay/sch interview</p>

## 5. Additional detail

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

Our residential trip in Y6 has been vastly oversubscribed for 2018/19 year- Those chn who are in receipt of Pupil Premium are given first refusal