



Pupil premium Strategy Statement 2016-2017

1. Summary information					
School	St Michael at Bowes School				
Academic Year	2016-17	Total PP budget	£176,880	Date of most recent PP Review	July 2017
Total number of pupils	347	Number of pupils eligible for PP	104	Date for next PP Strategy Review	January 2018

Rationale

At St Michael at Bowes we believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged, this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

Provision

The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher/specialist staff
- 1-1 or support
- Additional teaching and learning
- Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governing Body

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting and the impact thereof

The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used published on the school website. The use of Pupil Premium Funding will be carried out within any statutory requirements published by the Department for Education.

Current Attainment and Progress – KS2 SATs 2017 (Unvalidated)									
	National data	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP making expected progress	% Non PP making expected progress	Scaled Score PP	Scaled Score Non PP
Reading	72%	64%	75%	7%	28%	33%	54%	100.6	104.9
Writing	76%	79%	84%	25%	42%	24%	58%	105.0	107.5
Maths	84%	79%	91%	18%	40%	25%	54%	104.0	107.4
2. Barriers to future attainment (for pupils eligible for PP)									
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>									
A.	Low levels on entry of PP pupils particularly in communication, literacy and language and Maths								
B.	PP pupils do not always make better than expected progress from their starting points								
C.	Large majority of PP pupils have English as a second language								
D.	The largest gap between school and national data is in Reading (7%)								
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>									
E.	Parental engagement with the school due to high level of EAL								
F.	Some home learning environments lack support for pupils communication and literacy skills								
G.	Deprivation in term of cultural capital								

3. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria	RAG
A.	Improve and accelerate Reading skills for pupils eligible for PP	Outcomes at the end of KS2 in reading shows a 20% increase on 2016 data. Increased by 18%. National only increased by 8%.	Green
B.	Accelerate progress of all PP pupils	PP pupils make above the expected 2 step progress each term or are at age related. All pupils in Year 6 made at least 6 steps progress or better by the end of the academic year. Whole school PP 6+ steps progress; Reading – 40%, Writing 53% and Maths 39%	Yellow
C.	Provide additional support for PP SEN pupils	PP pupils on the SEN register make at least 2 steps progress each term or achieve their IEP targets. All SEN pupils achieved their IEP targets. Whole school SEN 6+ steps progress; Reading – 55%, Writing 64% and Maths 48%	Green
D.	Increasing the number of PP pupils reaching the greater depth standard in reading at the end of KS2	Reading data shows most able PP pupils are in line with most able nationally. 2 out of 5 pupils (40%) achieved greater depth; working at Level 3 at the end of KS1. 22 out of the 29 PP pupils were working at expected KS1, 23 achieved expected or better at the end of KS2.	Yellow
E.	Increase parental engagement and partnership with PP pupil through workshops, individual IEPs and Learning Mentor's role	High attendance at parent workshops Evaluations and parent questionnaires show that parents welcome support with their child's learning. More work still needs to be done in this area.	Red

4. Planned expenditure						
Academic year		2016-17				
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?	
Improve and accelerate reading skills for all pupils	Daily reading/Guided reading sessions for Year 3	Tracking data in the school shows that pupils made better than expected progress in reading	Year 3 term leader/Phonics Lead. Timetabled twice daily. Part of the regular monitoring schedule.	Inclusion Manager (AHT)	January 2017 March 2017 June 2017	
	Setting for phonics in Year 3	Outcomes at the end of Year 3 phonics screening showed an improvement after setting		Inclusion Manager (AHT)		
	Accelerated Reading programme	Most able PP targeted to extend learning				
	Reciprocal Reading sessions				English Lead	Graduates TAs £18,000 AHT £19,800 £600
	'Big Read'	National Literacy Trust research 2016 discussed the importance of reading for pleasure and its impact on Literacy attainment and other outcomes				
	Beanstalk charity reading support					

Total budgeted cost £38,400

ii. Targeted support

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?
Improve and accelerate reading skills for all PP pupils	Teachers and Teaching Assistants run intervention groups in phonics and guided reading twice a day	Some pupils need targeted support to diminish differences and to have individual support matched to their needs. This approach has been shown to be effective in other schools.	<ul style="list-style-type: none"> • Part of SIP – SLT regularly review this • Groups will be tracked termly and assessment information analysed • Timetabled to ensure that interventions take place 	DHT/AHT responsible for Teaching and Learning for each Phase Inclusion Manager overview of whole school	January 2017 March 2017 June 2017 £20,000

<p>Accelerate progress of all PP pupils</p>	<p>Accelerating progress teachers, graduates, DHT and assistant Head targeting support and providing interventions where needed in reading, writing and maths</p> <p>3rd Space Learning – Maths programme</p> <p>Numicon</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs</p> <p>Data for 2016 in the school showed very positive progress measures where additional support and interventions were implemented</p> <p>The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally</p> <p>This approach has been shown to be effective in other schools. Resources to enhance the teaching of maths. To give children concrete and tactile experiences to support their ability to relate to different concepts</p>	<ul style="list-style-type: none"> • Improving outcomes in reading is part of SIP and whole school appraisal target.– SLT regularly review this • Groups will be tracked termly and assessment information analysed • Groups will be tracked termly from KS1 data to present • Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support 	<p>Deputy Head/AHTs/HT</p>	<p>January 2017 March 2017 June 2017</p> <p>£20,000 DHT and AHT</p> <p>£7,000</p> <p>£1,980</p>
---	--	--	--	----------------------------	---

<p>Provide additional support for PP SEN pupils</p>	<p>Learning mentor and SEN TA provision to support emotional wellbeing and improve attitudes to learning</p> <p>Supporting parents</p> <p>Additional 1-1 support</p> <p>Lego therapy</p> <p>Mentor from Tottenham Hotspurs</p>	<p>Pupils with emotional behaviours need additional support to address these needs alongside learning needs.</p> <p>Emotional wellbeing is key to supporting pupils learning</p> <p>School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils</p> <p>Previous years has shown support for identified children has improved their attitude towards learning and has had a positive impact on their progress</p>	<ul style="list-style-type: none"> Part of SIP – SLT regularly review this Assistant Head for Inclusion will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional development The inclusion team will have weekly meeting to ensure the provision is supporting all PP with SEN 	<p>Assistant Head for Inclusion</p>	<p>January 2017 March 2017 June 2017</p> <p>Inclusion Manager (AHT) £43,000 Learning Mentor £8,000</p> <p>Mentor £7,500</p>
<p>Increasing the number of PP pupils reaching the greater depth in Reading at the end of KS2</p>	<p>SLT to identify pupils with the potential to reach a higher standard in their learning cross the curriculum</p> <p>Inclusion manager (AHT) to meet with parents of potential pupils to share ideas for supporting learning at home</p> <p>Kindle sessions</p>	<p>The school data shows that we need to increase the number of most able PP pupils reaching a higher standard</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools</p> <p>We have focused on reading as this area of learning is the key to accessing all aspects of the curriculum</p> <p>Data for 2016 in the school showed very positive progress measures where additional support and interventions were implemented</p>	<p>Produce a list of targeted pupils/provision map and track progress</p>	<p>Assistant Head for Inclusion</p>	<p>January 2017 March 2017 June 2017</p>
Total budgeted cost					£98,800

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?
Increase parental engagement through workshops and Learning Mentor	Senior Leaders and subject Leads to deliver workshops Support parents with reading books to share at home Volunteer parent readers	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust) Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework.	Attendance information at workshops to be analysed Learning mentor to be briefed on targeting parents to attend Reading workshops to be timetabled and English lead and learning mentor to be released to run the workshops	SLT and subject Leads	January 2017 March 2017 July 2017 Learning mentor £10,000
To develop children's positive attitude towards learning	Hardship fund and cultural capital (school journey, trips, 02). Breakfast and After School Club	To enable pupils to participate in school activities. Enrichment of experience, development of skills and talents through lack of exposure "Missing breakfast has huge impact on children's ability to concentrate, learn and behave, which affects their results and long-term outcomes."			£29,000
Total budgeted cost					£39,000