



Pupil premium Strategy Statement 2017-2018

1. Summary information					
School	St Michael at Bowes School				
Academic Year	2017-18	Total PP budget	£145,200	Date of most recent PP Review	N/A
Total number of pupils	332	Number of pupils eligible for PP	93	Date for next PP Strategy Review	July 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 results 2018** (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	75%	56%	87%	16%	25%	68%	98%	101.6	106.4
Writing	78%	68%	86%	12%	16%	80%	94%	106.5	109.1
Maths	76%	64%	91%	28%	20%	76%	86%	104.2	106.1

Year 6 cohort 2014 attainment	Reading			Writing			Maths			GPS		
	PP	Other	Gap									
SMAB	56%	87%	-31%	68%	86%	-28%	64%	91%	-27%	76%	96%	-20%
SMAB (all pupils)	77%			85%			82%			90%		
National (all pupils)	75%		+2%	78%		+7%	76%		+6%	78%		+12%
National (PP)			-19%			-10%			-12%			-2%

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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 (*issues which also require action outside school, such as low attendance rates*)

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.	Continue to improve and accelerate Reading skills for pupils eligible for PP	Outcomes at the end of KS2 in reading shows a 6% increase on 2018 data to be at least in line with national. <i>Above national with an increase of 5% from the previous year whilst national only increased by 4%.</i>	Green
B.	Accelerate progress of all PP pupils. Increased confidence and develop pupils' oracy skills (discussion).	PP pupils make the expected 2 step progress each term from their starting point or are at age related. <i>In Reading 92% made expected progress. Writing and Maths 100% progress.</i>	Yellow
C.	Provide additional support for PP SEN pupils. Increased attainment in Reading, Writing and Maths	PP pupils on the SEN register make at least 2 step progress each term or achieve their IEP targets. <i>All SEN pupils made 100% progress based on Target Tracker data or met their IEP targets.</i>	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. <i>80% of pupils are in line with national at GD (4/5)</i>	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. <i>Parent workshops took place and regular meetings with Learning Mentor.</i>	Yellow

N.B. RAG to be reviewed at the end of the academic year 2017-2018

4. 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

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	<p>Daily reading/Guided reading sessions for Year 3</p> <p>Setting for phonics in Year 3</p> <p>Accelerated Reading programme</p> <p>Reciprocal Reading sessions</p> <p>'Big Read'</p> <p>Beanstalk charity reading support</p> <p>John Gilbert - autumn term, once a week workshops to develop pupils' oracy skills and confidence to discuss</p>	<p>Tracking data in the school shows that pupils made better than expected progress in reading</p> <p>Outcomes at the end of Year 3 phonics screening showed an improvement after setting</p> <p>Most able PP targeted to extend learning</p> <p>National Literacy Trust research 2016 discussed the importance of reading for pleasure and its impact on Literacy attainment and other outcomes</p> <p>Positive feedback from other schools that have used John, it has shown to be an effective approach.</p>	<p>Year 3 term leader/Phonics Lead.</p> <p>Timetabled twice daily.</p> <p>Part of the regular monitoring schedule.</p> <p>DH to monitor and feedback to governors</p>	<p>Inclusion Manager (AHT)</p> <p>Inclusion Manager (AHT)</p> <p>English Lead</p>	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p> <p>Graduates TAs £8,000</p> <p>AHT £8,100</p> <p>£600</p> <p>£3,000</p>
Total budgeted cost					£19,700

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 programmes to support pupils.	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs.</p> <p>This approach has been shown to be effective and accelerated progress in other schools.</p>	<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 	<p>DHT/AHT responsible for Teaching and Learning for each Phase</p> <p>Inclusion Manager overview of whole school</p>	<p>January 2018 March 2018 July 2018</p> <p>£30,000</p>

<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>Numicon</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs</p> <p>Data for 2017 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 in reading.</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 developing oracy skills 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 2018 March 2018 July 2018</p> <p>£20,000 DHT and AHT</p>
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<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 2018 March 2018 July 2018</p> <p>Inclusion Manager (AHT) £42,000 Learning Mentor £7,000</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 2017 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 2018 March 2018 July 2018</p>
Total budgeted cost					£106,500

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	<p>Senior Leaders and subject Leads to deliver workshops</p> <p>Support parents with reading books to share at home</p> <p>Volunteer parent readers</p>	<p>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust)</p> <p>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 home learning.</p>	<p>Attendance information at workshops to be analysed</p> <p>Learning mentor to be briefed on targeting parents to attend</p> <p>Reading workshops to be timetabled and English lead and learning mentor to be released to run the workshops</p>	SLT and subject Leads	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p> <p>Learning mentor £10,000</p>
To develop children's positive attitude towards learning	<p>Hardship fund and cultural capital (school journey, trips, 02, counselling, nurturing, and 1 to 1 tuition).</p> <p>Breakfast and After School Club</p> <p>School uniform provision for those in need</p>	<p>To promote a positive learning culture within the school where all pupils are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence. To enable pupils to participate in all school activities. Enrichment of experience, development of skills and talents through lack of exposure</p> <p>"Missing breakfast has huge impact on children's ability to concentrate, learn and behave, which affects their results and long-term outcomes."</p>	<p>Money set aside to respond to additional needs. Data will be gathered from PP analysis sheets in the autumn term</p> <p>Free places for those in most need. Increased attendance, support for working families</p> <p>To promote a sense of belonging to the school community through quality uniform provision</p>	Inclusion Manager	<p>£7,000</p> <p>£1,000</p> <p>£1,000</p>
Total budgeted cost					£19,000