

# Pupil premium Strategy Statement 2020-2021



1. Summary information (N.B. Not all PP data is available from Year 3 pupils. Information will be updated accordingly)					
<b>School</b>	St Michael at Bowes School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£98,494	<b>Date of most recent PP Review</b>	21 <sup>st</sup> Sept. 2020
<b>Total number of pupils</b>	346	<b>Number of pupils eligible for PP</b>	75 (22%)	<b>Date for next PP Strategy Review</b>	January 2021

## 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.

**Due to the pandemic (COVID -19) KS2 SATs 2020 did not take place. Below is the data for 2019. Throughout the document data referred to is 2019.**

Current Attainment and Progress – <b>KS2 SATs results 2019</b> (Unvalidated) – academic year 2018-2019									
	<b>National data</b>	% 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
<b>Reading</b>	<b>73%</b>	83%	88%	20%	35%	77%	86%	103.8	105.7
<b>Writing</b>	<b>78%</b>	83%	88%	26%	31%	83%	86%		
<b>Maths</b>	<b>79%</b>	80%	86%	14%	27%	74%	84%	104.5	108.5

  

Year 6 cohort 2015 attainment	Reading			Writing			Maths			GPS		
	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap
<b>SMAB</b>	83%	88%	-5%	83%	88%	-5%	74%	86%	-12%			
<b>SMAB (all pupils)</b>	<b>83%</b>			<b>86%</b>			<b>85%</b>			<b>88%</b>		
<b>National (all pupils)</b>	73%		+10%	78%		+8%	79%		+6%	78%		+10%
<b>National (PP)</b>			+10%			+5%			-5%			%
Year 6 cohort 2014 attainment	Reading			Writing			Maths			GPS		
	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap
<b>SMAB</b>	56%	87%	-31%	68%	86%	-28%	64%	91%	-27%	76%	96%	-20%
<b>SMAB (all pupils)</b>	<b>77%</b>			<b>85%</b>			<b>82%</b>			<b>90%</b>		
<b>National (all pupils)</b>	75%		+2%	78%		+7%	76%		+6%	78%		+12%
<b>National (PP)</b>			-19%			-10%			-12%			-2%

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Low levels on entry of PP pupils particularly in communication, literacy, language and Maths
<b>B.</b>	PP pupils do not always make better than expected progress from their starting points
<b>C.</b>	Large majority of PP pupils have English as a second language
<b>D.</b>	Limited life experiences beyond the local area impacting on writing skills
<b>2. External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	79% of PP pupils are EAL and some families have limited language to support their children at home
<b>F.</b>	Some pupils have limited space, support and facilities for home study including access to ICT technology
<b>G.</b>	Some PP parents do not have high enough aspirations for their child's academic achievement – pupils do not always have access to a broad range of experiences beyond the school day and exposure to high quality texts. Deprivation in term of cultural capital.

<b>3. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>	<b>RAG</b>
<b>A.</b>	Continue to improve the language skills for pupils eligible for PP especially subject specific vocabulary to support their reading skills. Continue to improve reading outcomes for all pupils.	Outcomes at the end of KS2 in reading show standards have been compared to 2019 data or at least in line or above with national. To diminish the gap in Reading with pupils in SMAB (2019 showed -5%).	

<b>B.</b>	To continue to maintain accelerate progress of all PP pupils and diminish the difference between PP and non PP pupils – to focus on PP achieving the expected standard at the end of year 6 in reading, writing and maths.	PP pupils make the expected 2 step progress each term from their starting point or maintain age related by the end of the academic. In particular to diminish the gap in Maths with pupils in SMAB (2019 showed -12%).	
<b>C.</b>	To provide wider experiences for PP children to widen their life chances and develop wider range of life skills / vocabulary to articulate views.	PP pupils make at least 2 step progress each term or achieve their targets or IEP targets.	
<b>D.</b>	All children access life experiences available to children in more affluent areas, including visits	Displays, the website, pupil books reflect their diverse opportunities	
<b>E.</b>	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.	
<b>F.</b>	Opportunities for pupils to have greater access to IT both at school and home.	All PP pupils engaged in remote learning if another lockdown is required	
<b>G.</b>	Increase parental engagement and partnership with PP pupil through workshops, structured conversations, 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.	

N.B. RAG to be reviewed at the end of the academic year 2020-2021

4. Planned expenditure					
Academic year		2020- 2021			
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?
<b>A. Continue to improve the language skills for pupils eligible for PP especially subject specific vocabulary to support their reading skills. Continue to improve reading outcomes for all pupils.</b>	Daily reading/Guided reading sessions for Year 3	Tracking data in the school shows that pupils made better than expected progress in reading. The gap from end of KS1 to end of Year 3 diminished.	Year 3 team leader/Phonics Lead.  Timetabled twice daily.	Lower school AHT	<b>Data checkpoints:</b> January 2021 March 2021 July 2021
	Setting for phonics in Year 3	Outcomes at the end of Year 3 phonics screening showed an improvement after setting	Part of the regular monitoring schedule. Observations of the teaching of reading and phonics.	Inclusion Manager (AHT)	
	Accelerated Reading programme	Most able PP targeted to extend learning		Inclusion Manager (AHT)	
	Reciprocal Reading sessions	Research by the National Literacy Trust and Education Endowment Foundation found that 'Reading comprehension approaches which focus on learners' understanding of the text have had positive impact. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves'		English Lead	Graduates TAs £15,000 AHTs £12,000
	'Big Read'				
	Volunteer reading support				
<b>Total budgeted cost</b>					<b>£27,000</b>

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?
<b>B. Improve and accelerate reading, writing and maths skills for all PP pupils</b>	Teachers, senior teachers and Teaching Assistants run intervention programmes to support pupils were needed in Reading, Writing and Maths. (MIDAS reading programme)	<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> <p>Ensure teachers have excellent subject knowledge to deliver the rich curriculum required as outlined in 'What Makes Great Teaching?' 2014 which states 'The most effective teachers have deep knowledge of the subjects they teach'.</p> <p>Feedback should be specific, accurate and clear to have best impact on pupils' progress (Education Endowment Foundation) (+8 months).</p>	<ul style="list-style-type: none"> <li>Part of SIP – SLT regularly review this</li> <li>Groups will be tracked termly and assessment information analysed at Data Checkpoints</li> <li>Timetabled to ensure that interventions take place</li> <li>Impact monitored during progress meetings</li> <li>Inclusion Manager to report termly on impact of interventions through termly Governors report</li> </ul>	<p>DHT/AHTs responsible for Teaching and Learning for each Phase</p> <p>Achievement Leads</p> <p>Inclusion Manager overview of whole school</p>	<p><b>Data checkpoints:</b> January 2021 March 2021 July 2021</p> <p>Additional teacher for support (LM): £40,000</p>
	Maths training	<p>The research study carried out by NFER and Oxford University department for Education found that of the 245 UK primary teachers who took part:</p> <p>97% of respondents agree or strongly agree that it helps pupils improve their use of mathematical language and vocabulary 99% perceive that it helps children think and communicate mathematically 98% report gains in developing fluency, reasoning and problem solving skills 69% of respondents perceive the Numicon apparatus to be very effective at helping pupils develop their mathematical</p>			

<p><b>C. To provide wider experiences for PP children to widen their life chances and develop wider range of life skills / vocabulary to articulate views.</b></p>	<p>Inclusion manager to keep record of PP chn and ensure they are accessing all school trips/after school clubs/events.</p> <p>Analyse take up of after school clubs to ensure PP are represented.</p> <p>Organise additional trips / events across the year to target PP pupils and their parents. (School journey, trips, wristbands, 02, counselling, nurturing, and 1 to 1 tuition, Aspiration day).</p> <p>Offer free music lessons for x4 PP children per term.</p> <p>Target workshops on curriculum support for PP children at risk of underachieving.</p> <p>Word of the week, introducing high level vocabulary.</p> <p>Breakfast and After School Club</p> <p>School uniform provision for those in need</p>	<p>Analysis of the reading tests shows that the breadth of vocabulary needed to access the text is demanding and our PP children do not always have the breadth of experience to work out the meaning from context.</p> <p>Data for 2019 in the school showed very positive progress measures where additional support and interventions were implemented.</p> <p>Oxford University Press research 2017 Teachers from schools with a high proportion of pupils eligible for free school meals were more likely to encounter children with low vocabularies but experts who contributed said the results suggested limited vocabulary was “a general problem and not specific to any one group of pupils”.</p> <p>Greater involvement by parents was seen as the key to helping children improve their vocabulary, according to a majority of teachers.</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>	<ul style="list-style-type: none"> <li>Improving outcomes in developing oracy skills is an ongoing whole school focus</li> <li>Groups will be tracked termly and assessment information analysed</li> <li>Groups will be tracked termly from KS1 data to present to data checkpoint meetings</li> <li>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support</li> <li>Inclusion manager to maintain an overview of additional opportunities for PP children and arrange events through the termly PP individual needs analysis</li> </ul> <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>	<p>Deputy Head/AHTs/HT</p> <p>Inclusion Manager</p>	<p><b>Data checkpoints:</b> January 2021 March 2021 July 2021</p> <p>DHT and AHT: £11,000</p> <p>Aspirational Day: £1000</p> <p>Hardship fund: £6000 (Laptops)</p> <p>Music lessons: £210</p> <p>Breakfast Club salaries: £1,000</p> <p>Uniform: £159</p>
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<p><b>D. Increasing the number of PP pupils reaching the greater depth standard in Maths at the end of KS2.</b></p>	<p>SLT to identify pupils with the potential to reach a higher standard in their learning cross the curriculum</p> <p>Structured conversations</p>	<p>The school data shows that we need to increase the number of higher attainer PP pupils reaching a higher standard, especially in Maths.</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 maths as this area of learning shows a gap of -5% nationally and -12% internally. (Reading and Writing are above national and the internal gap is only -5%).</p> <p>Data for 2019 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 (Discussion with AHTs and ALs)</p>	<p><b>Data checkpoints:</b>  January 2021  March 2021  July 2021</p> <p>Release to undertake structured conversations:  £1000</p>
<b>Total budgeted cost</b>					<b>£60,869</b>



<b>iii. 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>
<b>E. Increase parental engagement and partnership with PP pupil through workshops, structured conversations, individual IEPs and Learning Mentor's role</b>	Senior Leaders and subject Leads to deliver workshops	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust)	Attendance information at workshops to be analysed	SLT and subject Leads	<b>Data checkpoints:</b> January 2021 March 2021 July 2021  Learning mentor £10,625
	Support parents with reading books to share at home	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.	Learning mentor to be briefed on targeting parents to attend		
	Volunteer parent readers		Reading workshops to be timetabled and English lead and learning mentor to be released to run the workshops	Class teachers (overseen by phase leaders)	
	Home learning projects				
	Community breakfast				
ESOL classes (Via Zoom)					
<b>Total budgeted cost</b>					<b>£10,625</b>