



St Michael's C of E Nursery & Primary School

Pupil premium strategy statement 2019-2020

School overview

Metric	Data
School name	St. Michael's C of E Nursery & Primary School (United Schools Federation)
Pupils in school	453
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£91,471
Academic year or years covered by statement	2019 - 2020
Publish date	July 2020
Review date	Summer 2021
Statement authorised by	Mr. Martin Harding (Executive Headteacher).
Pupil premium lead	Mrs Kate Arnold
Governor lead	Mr Jon Couch

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.9
Writing	0.3
Maths	-1.9

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	69%
Achieving high standard at KS2	7%
Measure	Activity
To improve attainment and progress in English and Maths	<ul style="list-style-type: none">• Providing targeted provision for all disadvantaged pupils.• Ensuring staff development is reviewed so that staff feel able to

for pupils entitled to the pupil premium	cover particular needs.
To raise the percentage of pupil premium children who are attaining above age related expectations	<ul style="list-style-type: none"> • Individualised learning support for particular children throughout the school identified as requiring additional input. • Booster sessions from teachers, teaching assistants and higher-level teaching assistants. • Providing effective challenge and support for high attaining disadvantaged pupils.
To provide early language intervention and support for disadvantaged pupils in Foundation Stage and Key Stage 1	<ul style="list-style-type: none"> • Ensuring curriculum planning provides extension and challenge for all pupils in all subjects. • Individualised learning support for particular children throughout the school identified as requiring additional input. • Specialised teaching and enrichment opportunities identified and utilised effectively across all subjects. • Assists all nursery children who have been highlighted as requiring additional pre-school support, including speech and language and delayed development. Any major issues are therefore known at an earlier stage
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Achievement -pupils unable to access teaching and learning in order that they achieve at least expected standards. • Poor oral / language skills • Personal, social and emotional barriers affecting PP pupils to access learning in class • Limited life experiences and financial barriers to extra curriculum activities.
Projected spending	£131,248

Teaching priorities for current academic year

Aim	Target	Target date
<i>*Due to Covid19 we are unable to assess outcomes until September for this year</i>		
Progress in Reading	All pupils make at least good progress with a proportion making better than good progress.	*September 2020
Progress in Writing	All pupils make at least good progress with a proportion making better than good progress.	*September 2020
Progress in Mathematics	All pupils make at least good progress with a proportion making better than good progress.	*September 2020
Phonics	Attainment of pupils in receipt of PP will be in line with that of their peers	*September 2020
Other	Implementation of the Learning Challenge Curriculum (LCC) (Focus Education)	*September 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
All children have secure phonics knowledge	<ul style="list-style-type: none"> Individualised learning support for particular children throughout the school identified as requiring additional input. Booster sessions from teachers, teaching assistants and higher-level teaching assistants. To support pupils and parents and ensure pastoral needs are met. The school counsellor offers parental support groups, parental involvement in family learning and signposting parents to appropriate providers of support. The School Counsellor takes advantage of training in the Thrive Approach – previously trained. Where applicable to address the social and emotional barriers to learning, raise aspirations and accelerate progress. PHSE Health & Wellbeing Cultural Champions Devon Development Education
To Improve progress for high attaining pupils to ensure they reach their potential.	
To support pupils social and emotional provision through access to appropriate interventions	
Barriers to learning these priorities address	<ul style="list-style-type: none"> Achievement -pupils unable to access teaching and learning in order that they achieve at least expected standards. Poor oral / language skills Personal. Social and emotional barriers affecting PP pupils to access learning in class

	<ul style="list-style-type: none"> • Attendance – particularly persistent absence as this impacts the children’s progress and understanding of teaching and learning. • Support from parents.
Projected spending	£116,354

Wider strategies for current academic year

Measure	Activity
Equal access to extracurricular activities including school visits and residential trips	<ul style="list-style-type: none"> • PP children will receive a school sweatshirt (Reception aged children will also get a Book Bag). • Eligible parents and carers who may apply for partial financial assistance (up to 50%) to enable children to take part in enrichment activities.
All pupils will have access to resources and equipment required for learning.	<ul style="list-style-type: none"> • To assist eligible parents with the financial costs of transporting children to additional curriculum activities by school minibus.
To work closely with families to improve attendance and punctuality	<ul style="list-style-type: none"> • The School Counsellor takes advantage of training in the Thrive Approach – previously trained. • Where applicable to address the social and emotional barriers to learning, raise aspirations and accelerate progress.
To further develop resilient learners through a focus on pupil wellbeing	<ul style="list-style-type: none"> • To provide support through early help and education welfare services.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance – particularly persistent absence as this impacts the children’s progress and understanding of teaching and learning. • Support from parents. • Personal, social and emotional barriers that affect pupils’ wellbeing. • Financial issues which impact on the lack of cultural and enrichment opportunities.
Projected spending	£14,894

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure consistency in approach and accuracy of ongoing monitoring and targeted support and challenge	Ongoing moderation across the federation. Regular team monitoring and triangulation of evidence. Termly reviews of interventions and their impact.
Targeted support	To ensure all children who need wider emotional support receive it and those strategies are embedded in all classrooms.	Training to be delivered to all staff. Mental Health champions support staff appropriately. Thrive ethos is embedded across the school.
Wider strategies	All curriculum subjects are firmly embedded and skills and knowledge progressions are effective for all pupils.	Termly monitoring by subject leaders and wider monitoring by Governors.

Review: last year's aims and outcomes

Aim	Outcome
To ensure that all children regardless of need make good progress and achieve their full potential.	Progress measure for pupils in receipt of pupil premium funding was below the national average for some pupils, from this group of children who did not achieve the national average there were some with complex SEN needs and others who have case studies.
By the end of year 6, children in receipt of PPG will achieve a level of attainment comparable to other children in school and nationally.	Although attainment for pupils in receipt of pupil premium funding was below the national average for some pupils attainment at the end of Key Stage 2 was in line with or better than prior attainment as reflected in the positive progress measures.