

# Pupil Premium Report

July 2016

St Michaels Church of England School is a small school with 95 pupils.  
(National average 263)

In 2015-16 10% of pupils were eligible for pupil premium.  
(National averages are 26.6%)

## **Introduction about Pupil Premium**

The Pupil Premium is additional funding given to schools to:

- raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- support children and young people with parents in the regular armed forces.

The Pupil Premium is allocated to schools for pupils, in Years R to 11, that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past six years (Ever 6).

More information is available on the Department for Education website.

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

## **Objectives for 2015-2016**

- To tackle historic underachievement for pupil premium children in KS1
- To ensure quality-first teaching
- To monitor progress and intervention of pupil premium pupils

<b>Activity</b>	<b>Spend</b>
Targeted Teaching Assistant Support: Progression for Learning to Read(PLR) Red/amber readers	£6,000 in total
Targeted Teaching Assistant Support : Talk for writing Phonics	
Targeted Teaching Assistant Support : Power of 2 Numicon	
COPES- family support key work service	£1,890
Attendance at courses for Support from SLES Curriculum professional fees.	£2,000
Teachers' professional development	£2,577
To facilitate monitoring of the progress of children in receipt of Pupil Premium and the design of interventions.	£4,000

## Impact of strategies

	Percentage: Pupil Premium Children	Percentage: Non-Pupil Premium Children
Year 1 Phonics (1 child)	0%	69%
Year 2 Phonics (1 child)	100%	100%
<i>Overall Phonics 71% (National Average 77%), from 45% last year</i>		
	Points Progress: Pupil Premium children	Points Progress: Non-Pupil Premium Children
Reading	3.44	2.98
Writing	4.11	3.39
Maths	2.89	3.19

Disadvantaged children have out-performed all children at Playden.

Disadvantaged progress is above national expected.

## Barriers to Future Attainment/Learning

- The effectiveness of phonics teaching has not been consistently good. Results improved significantly last academic year but this needs to be sustained.
- Baseline assessment indicates that on entry reading for some children is below the national average. Therefore we need to implement effective strategies to address this issue.
- Effectiveness of phonics teaching as outlined above.
- Social and emotional difficulties: Using COPES as an external counselling service helps to alleviate future barriers to learning.
- Not all children have access to learning opportunities due to financial barriers.

## Objectives 2016/7

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and enable pupils to overcome their barriers to learning. As a school we have an improving record of ensuring that pupils make good progress. In the last academic year FSM children outperformed non-FSM pupils.

We will continue to invest heavily in ensuring that the success of our phonics programme is sustained by ensuring pupil progress meetings target children vulnerable to underachievement. We have also trained and recruited additional personnel to implement necessary 1:1 reading intervention.

Tackle historic underachievement in KS1 maths. Teaching assistant time will focus on maths pre-learning to accelerate achievement in years 3/4/5/6).

## How much Pupil Premium we will receive in 2016/17

**£13,200**      Review date - February 2017

Barriers to Learning	Cost	Action	Success Criteria
The effectiveness of phonics teaching has not been consistently good. Results improved significantly last academic year but this needs to be sustained.	£4810 (Half-day SENCO)	Teachers involved in discussions with senior leaders related to pupil attainment and progress, review of provision.	Targeted, effective intervention results in accelerated progress for disadvantaged children.
Baseline assessment indicates that on entry reading for some children is below the national average. Therefore we need to implement effective strategies to address this issue.  Effectiveness of phonics teaching as outlined above.	£6590 (Pupil Premium TA3 x 2)	1:1 Reading intervention for years 1 and 2.  Small group targeted support before main teaching class in maths. Delivered by support staff.	Year 1 phonics pupil premium ARE is above the national average. Year 2 cumulative score is above the national average.  Accelerate the progress of pupil premium KS2 year groups to increase the % of children achieving ARE.
Social and emotional difficulties: Using COPES as an external counselling service helps to alleviate future barriers to learning.	£1500 (COPES)	Targeted children to have rapid access to counselling services when required.	Psychological barriers to learning are minimised, attendance of pupil premium children is above the national average.
Not all children have access to learning opportunities due to financial barriers.	£300 (Residential trips)		To ensure all pupil premium pupils have access to school visit to enrich their curriculum and remove the potential cost barrier.