

St Michael's Community Academy Pupil Premium Strategy Statement 2018/2019



1. Summary information					
Academic Year	2018/19	Total PP budget	£219,120.00	Date of most recent PP Review	N/A
Total number of pupils in whole school	393	Number of pupils eligible for PP (Rec – Year 6)	158	Date for next internal review of this strategy	January 2019

St Michael's Community Academy is situated in the Crewe North ward. It serves a community which faces considerable social and economic challenges.

Index of

Multiple Deprivation = 5 (1 = most deprived ward/52 = least deprived ward.)

The ward has a higher than average proportion of children at 21%

16% of the properties are 'social rented properties' Cheshire East average is 11%

Crewe North ward is diverse in terms of socio-demographic groups.

29% are in the 'Urban Adversity' Group. These are people who are finding life the hardest and experiencing the most difficult financial conditions.

CHALLENGES

Overall deprivation and six of the seven index of multiple deprivation domains are in the second quintile.

7,995 children under 16 live in poverty in Cheshire East - 3,225 40% live in Crewe.

Currently at St Michael's, 38% of our pupils are in receipt of Free School Meals compared to 26% nationally. The average in Cheshire East Primary Schools is 11%.

The school serves a high number of vulnerable families.

- 49.35% of our children at St Michael's are classed as vulnerable. These are children who are living with domestic violence, neglect, emotional neglect, threat of physical abuse, poor attendance, parental lack of engagement with key services, medical conditions or some of our E.A.L children.
- 15% of pupils currently on roll are receiving support from Children's Social Care as either CIN or with a CP plan.
- 51.54% of our vulnerable pupils are PP
- 47.89% are classed as Persistent Absentees.
- 19.91% are E.A. L

Many PP children at St Michael's have multiple barriers to learning in addition to being from low income households:

- 32.95% of pupil premium children are receiving support through Children's Social Care.
- 70.44% are from a one parent family
- 42.14% have two or more of these disadvantages

We have also consulted a number of research documents about why PP children underachieve, these include:

Schools and Communities Research, 'Effective pastoral strategies for the closing achievement gap'

National Audit Office, 'Funding for disadvantaged pupils'

DFE, 'Supporting the attainment of disadvantaged children'

Ambition school leadership, 'Closing attainment gap'

In addition to research specific to pupil premium, the leadership team have consulted the following approaches when designing provision for the specific needs of its school:

John Hattie (Visible Learning)

Sutton Trust (Quality First Teaching)

EEF toolkit

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

Oral language skills in Nursery, Reception and Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.

Pupils who are eligible for PP are making less progress than Non-Pupil Premium pupils are. This has a negative impact upon achievement at the end of Key Stage 2.

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

C. 41% of our Persistent Absentees are Pupil Premium pupils. This has a negative impact on progress and attainment.

3. Desired outcomes

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Improve oral language skills for pupils eligible for PP in Nursery, Reception and Year 1.	Pupils eligible for PP in Nursery, Reception and Year 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Higher rates of progress across KS2 for pupils eligible for PP.	Pupils eligible for PP make as much progress as Non-PP pupils, across Key Stage 2 in maths, reading and writing. Measured termly by teacher assessments.
Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP from 41% to 30% or below.

OBJECTIVES OF THE PUPIL PREMIUM SPEND

The planned spend of this year's grant takes into account research findings and our understanding of PP children at our school
Objectives of pupil premium spend 2018-19

1. To build self-esteem and raise aspirations of all PP children
2. To ensure early intervention for PP children in the early years with speech and language difficulties
3. To ensure an excellent phonics provision in the early years and year one
4. To provide PP children in years 1 to 6 with high-quality interventions
5. To provide all PP children with a range of cultural and enrichment experiences
6. To increase attendance rates for PP children

4. Planned expenditure

Academic year	2018/2019
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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?
A. Improved oral language skills in Nursery, Reception and Year 1.	1:1 screening of Nursery, Reception and Year 1 children using the Wellcomm programme and a clear plan of subsequent interventions.	Some of the students need targeted support to catch up. This is a programme, which has been independently evaluated and shown to be effective in other schools.	Arrange appropriate training for staff carrying out the screening and delivering interventions. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	EYFS Phase Leader / SENDco / KS1 Phase Leader	Review on a termly basis - AW
Total budgeted cost					£10,080.00
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. Improved progress for PP pupils	One additional 0.6 teacher in KS1. One additional outdoor education / sports / forest schools instructor. Three temporary additional Teaching Assistants F/T contract (two posts in LKS2 and the other in Reception) One temporary additional Teaching Assistant 15hr contract (KS1) Ensuring the curriculum is enriched with opportunities for visits and visitors to bring learning to life. Investment in additional projects to boost engagement, self-confidence, emotional well-being of PP pupils e.g RESPECT programme, My World project, Shakespeare Festival.	We want to provide extra support to ensure progress of pp pupils is improved. Small group interventions with highly qualified staff has been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with interventions to target raising aspirations and self-belief, such as outdoor education Forest Schools sessions with a specialist member of staff The RESPECT programme with Cheshire Fire Brigade, the My World Project and other enrichment opportunities.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by Head of School / Vice Principal and Phase Leaders.	Head of School / Vice Principal, KH, DR, Class Teachers	Review termly – RP / AW / AJ
Total budgeted cost					£128,541.00
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?
D. Increased attendance rates	<p>Full time Senior FSW and a 0.6 FSW employed to monitor pupils and follow up quickly on absences. Providing first day response provision and home visits to persistent absentees.</p> <p>A Learning Mentor to work with vulnerable children in order to improve attendance, self-confidence and readiness to learn.</p>	We cannot improve attainment for children if they are not actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. Head of School, Vice Principal, Safeguarding Lead, support worker, Phase Leaders etc. will collaborate to ensure new provision and standard school processes work smoothly together. Effective partnership working with outside agencies e.g EWO	Head of School / Vice Principal and Safeguarding Lead	Review weekly and half termly – RP / MS
				Total budgeted cost	£76,249.00
				Overall Budget Total	£214,870.00

5. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
A. Improved oral language skills in Nursery, Reception and Year 1.	SLA through Edge for 'Chatterjacks' Speech and Language provider.	See impact report 2017/18 and Wellcomm screening data	The school have increased their service Level agreement to address the high need in this area from 0.5 every two weeks to a 0.5 weekly and an additional 0.5 every fortnight.	
ii. Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
B. Improved progress for PP pupils	Additional Teaching staff including a 0.4 Teacher in KS2 and a 0.6 teacher in KS1. Additional outdoor education / sports instructor. Three temporary additional Teaching Assistants F/T contract (two posts in UKS2 and the other in Reception) One temporary additional Teaching Assistant 20hr contract (KS1) Ensuring the curriculum is enriched with opportunities for visits and visitors to bring learning to life. Investment in additional projects to boost engagement, self-confidence, emotional well-being of PP pupils e.g RESPECT programme, My World project	See Impact report from My World project 2017/18 See evidence book of impact of RESPECT programme 2017/18 See attainment and progress data for PP pupils.	The My World project has been booked for the academic year 2018/19 for our whole Year 5 cohort to participate in rather than just a group of 8 pupils. The RESPECT programme has also been booked again for the academic year 2018/19 for our Year 6 pupils. Our Forest Schools sessions will commence from September 2018 after a period of trialling during the Summer term. Some additional temporary support staff will not have their contracts renewed due to the financial constraints on the school's budget. A small staff restructure of HLTA posts and Learning Mentor posts was carried out in the Summer 2018 to ensure staff roles match the school's needs moving forwards.	
iii. Other approaches				

Desired outcome	Chosen action/ approach	Estimated impact:	Lessons learned	Cost
D. Increased attendance rates	<p>Full time Senior FSW and FSW employed to monitor pupils and follow up quickly on absences. Providing first day response provision and home visits to persistent absentees.</p> <p>Two Learning Mentors to work with vulnerable children in order to improve attendance, self-confidence and readiness to learn.</p>	<p>See attendance file for data for academic year 2017/18 including attendance figures, class and year group breakdowns and case studies.</p> <p>Attendance rates have risen and persistent absenteeism has decreased for the third consecutive year.</p>	<p>A small staff restructure of HLTA posts and Learning Mentor posts was carried out in the Summer 2018 to ensure staff roles match the school's needs moving forwards.</p>	