

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Michael's C of E Primary School
Pupils in school	384
Proportion of disadvantaged pupils	Pupil Premium – 179 children- 46.6%
Pupil premium allocation this academic year	85,200+ 44,000= £126,200
Academic year or years covered by statement	2019/2020
Publish date	5 <sup>th</sup> November 2019
Review date	5 <sup>th</sup> November 2020
Statement authorised by	Claire Johnson
Pupil premium lead	Mrs. Ruth Reynolds
Governor lead	Mr. Dave Reynolds

## Disadvantaged pupil progress scores for last academic year

Measure	Whole School	KS2
	Reading	Dis 3.81 SPP 0.29
Writing	Dis 0.1 SPP 0.59	Dis -0.16 Non Dis 1.71
Maths	Dis -0.05 SPP 0.33	Dis -0.45 Non Dis - 1.79

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	R- 66.7%, W- 60%. M- 80%, Com- 53.3%
Achieving high standard at KS2	R- 26.7%, W- 13.3%, M-6.7%, Com- 0%
Measure	Activity
Priority 1	A school wide approach to TiS is developed and has ensured progress over time is at least 0 at the end of KS2 for Disadvantaged children

Priority 2	Maintain and monitor KS1 streamed phonics sessions and ensure GPS and Spelling programme in KS2 which ensure appropriate provision into KS2, especially for children who have not passed the screening check
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Resilience, perseverance, ability to cope with challenge, working collaboratively, independence etc. are skills children in school find challenging and inhibit learning</li> <li>• Consistency of emotionally available adults in school</li> <li>• Opportunities for constant development of key learning skills throughout the whole school day</li> <li>• Emotional irregularity due to parental deployments</li> <li>• Year 2 and KS2 staff use evidence-based whole-class teaching interventions to address gaps in SPAG and spelling knowledge</li> </ul>
Projected spending	£53, 807

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2020
Phonics	Continue to narrow the attainment gap between Dis and Non Dis achieving Phonics Screening Check by the end of Year 2 (currently 7% gap)	July 2020
Other	Continue to narrow the attendance gap between dis and non dis children (currently 1.35%)	July 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
Priority 1	Targeted interventions to improve children's communication skills
Priority 2	Upskilling of staff to provided class based targeted reading interventions where attainment is below ARE
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Children in Reception and KS1 with mild to moderate speech, language and communication skills and those new to the English Language</li> <li>Autistic tendencies and Dyslexic type difficulties causing inability to access the curriculum fully.</li> <li>Difficulties with phonological processing</li> <li>Development of comprehension skills for reluctant readers</li> </ul>
Projected spending	£19,695

## Wider strategies for current academic year

Measure	Activity
Priority 1	Full time PSA to support the wider community with challenges faced and increase children's participation in school life
Priority 2	Whole school attendance drive e.g. Early Birds, After School Club, Minibus, Children's University, Weekly/Termly Attendance Prizes
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of parental support for children</li> <li>• Struggling families impacting of aspirations and attainment</li> <li>• Lack of educational value/ motivation from families</li> <li>•</li> </ul>
Projected spending	£35,898

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure ample time/resources to support planning and delivery of activities to meet children's emotional needs.	Use of staff meeting time to plan and resource activities. PP leader to monitor the impact of this in the classroom.
Targeted support	Ensuring S and L time/ Autism/Dyslexia	Clearly ring-fenced time provided.
Wider strategies	Provide wide range of support to address community issues	Close working relationships with Cornwall EHH

## Review: last year's aims and outcomes

Aim	Outcome
See 2018-19 Evaluation of Spend Document	