



Pupil Premium Report- July 2021

Opportunities provided

- Streamed groupings for phonics in KS1
- Differentiated phonics teaching in year 3 and 4 for children who did not pass the phonics screening check.
- Screening for all Reception children on entry using Speech link (Language Link)
- Liaison with speech and language therapist.
- 1:1 sessions to focus on individual Speech and Language targets.
- Small groups for Time to Talk.
- Continued support from PSA (Parent Support Advisor)
- Continuation of existing Rainbows, Mini Rainbows, Wild Tribe and Rockets nurture.
- 1:1 TIS & EAA Nurture
- My Space play therapy sessions for individual children.
- FunFit sessions provided within the school day.
- Target vulnerable children for Early Birds club and Dragons after school club.
- Provide minibus transportation to events.
- Support for children with communication needs through Autism Champion role
- Support for children and families from Bereavement Champion.
- Employment of a Pupil Premium Leader
- Remote nurture provision during lockdowns.

Evaluation of impact to date

Streamed groupings for phonics in KS1

Unfortunately, due to Covid there have been no streamed groups across Key stages or year groups this year.

Strengths

- In both Year 1 and 2 classes TAs took the nurture groups. Also,



- During the spring term children in Years 1 and 2 had an extra 20 minutes daily for extra phonics work. This was led by two TA's. (Catch up funding was used for this.)
- Children in Years 3 and 4 had a spelling intervention lead by a Year 4 teacher, who has previously taught in Year One.

Differentiated phonics teaching in year 3 and 4 for children who did not pass the phonics screening check.

Strengths

- Children in year 3 and 4 have revised phase 5 or 6 planning depending on their needs.

Next Steps

- This has been difficult to monitor this year due to Covid restrictions. Resume monitoring next year when restrictions allow.

Measuring Impact - Phonics Assessments.

Strengths

- Year 2 phonics screening test taken in December 2020.
- 92% of the children passed. (46 out of 50 children.)
- Only 4 children did not pass.
- **75%** of Pupil Premium children passed.
- The end of year 2 retesting resulted in one more child passing- taking the overall pass rate to 94%.

Next Steps

- The three children who did not pass will receive class-based interventions in Year 3 to address their phonic gaps.
- Phonics leader to embed work with Year 3 and 4 staff to ensure phonics sessions are targeted tightly to the needs of children who may still have phonetic gaps in KS2.
- Folder of resources to be given to KS2 TAs for phonic work with nurture children, focussing on spelling patterns.
- Embed and develop the new spelling programme for nurture children in year 3.



Screening for all Reception children on entry using Language Link.

Assessment of receptive language.

Understanding difficulties can be more difficult to assess than expressive language (what the child says) and can go unidentified for longer, particularly in infant classes that have traditionally used more concrete examples when teaching and learning. Sometimes gaps become more obvious in KS2 as the concepts become more abstract.

Strengths

- All children are routinely screened using the Infant Language Link computer programme within a few weeks of entering YR.
- Other children joining the school in Y1-Y3, where the teacher expresses concern about understanding, are also assessed.
- The results are useful for making rapid referrals to the Speech and Language therapist for a full assessment and interventions if appropriate.
- The assessments detail 7-9 aspects of receptive language to help therapist to prioritise their initial investigations and allow the school's own SAL TAs to target provision precisely to the children's individual needs.
- Reassessments help evaluate children's progress

Language Link Therapeutic Programme

- This started in the Autumn Term for 14 YR pupils who were identified by the Language Link assessment as needing additional support.
- There are 4 units, but only the first one was completed. Reasons for this included:
 - Staff isolating
 - Covid lockdown
 - The start of NELI intervention (see Catch Up evaluation), which is designed to develop expressive language but overlaps in many aspects.

Strengths

- 69 pupils were assessed in 2020/1.
- 18 were reassessed in July 2021. Of those:



- 15 (83%) had made accelerated progress with receptive language development.
- 14 were now working within the expected range for their age regarding receptive language as assessed by Language Link.
- Next Steps
- Screen all children in using the Infant Language Link computer programme within a few weeks of entering YR in September.
- Use results to make rapid referrals to the SAL therapist.
- Use Language Link to assess other children joining the school in Y1-Y3, where the teacher expresses concern about understanding.

Liaison with Speech and Language therapist.

1:1 sessions to focus on individual Speech and Language targets.

Strengths

- During 2020/21, 39 pupils were assessed or reviewed by the Speech & Language Therapists. Targets were set and resources recommended.
- AW (school funded by SLA) assessed 29 of the 39, including all new referrals made by the school. The school purchases her services so that children can be referred and assessed quicker than the Community Therapy Service and so that some children can have additional reviews and more thorough assessments if required.
- Added to the SAL caseload during the year were 13 newly identified pupils and 4 already known to the SALT service from other settings.
- One pupil assessed (due to concerns from school) did not need to remain on the caseload, but advice was provided.
- School SALT staff worked with 47 pupils in groups or 1:1 (53% were FSM6 or SPP, 45% had SEN)
- Of the 28 pupils who were on the SAL caseload for at least 2 terms, 61 % made significantly accelerated progress with their Speech and Language skills and improved from severe to moderate, moderate to mild delay/disorder, or were discharged from the caseload altogether. Review reports show progress in SALT targets in all pupils.



- Another 2 pupils received the SAL support recommended by the SAL therapist from their 1:1 TAs
- All SALT reports and any PDRs were shared with parents, relevant teachers, TAs and the School's SAL-TAs, to encourage appropriate support in all environments.
- AW was available to discuss concerns with parents in lockdown by phone and reviewed 5 pupils on Zoom during the Jan-March lockdown. She also prepared reports for an Annual Review.
- TS continued as Autism Champion in order to work with pupils, parents and staff
- Catch-up funding allowed for 3 additional days of Alison Webb, it was only possible to use 2 of those due to staff isolating and lockdowns, but the 2 extra days have allowed more reviews and new referrals to be seen.

Next Steps

Continue this support in September.

Small groups for Time to Talk

- It was decided that Catch-Up funding would be used for a Y1 Time To Talk Group. Unfortunately, due to Covid this was unable to run like usual and prevented the programme from being completed.
- In its place, a Catch-Up NELI expressive language programme was run by YR staff. This helped children make additional SAL progress. (Final impact data on this to follow)

Continued Support from PSA (Parent Support Advisor)

Strengths

- Served as a contact for parents to voice concerns about school and provide advocacy within school.
- Served as a contact for parents to voice concerns about home life and behaviour.
- As Deputy Designated Safeguarding Lead, managed the My Concern reporting system and actioned concerns as raised.
- Served as a key contact for Police initiative 'Operation Encompass'.
- Provided 1:1 support for children in school - friendship issues, home life, health, worries.



- Implemented TIS training with individual children.
- Supported attendance issues – sent letters home, held regular attendance clinics, met with, and referred parents to education welfare services.
- Facilitated parent workshops around behaviour and relationships at home.
- Attended external locality meetings for CHiN and Child Protection.
- Managed attendance data and monitored Attendance Tracker.
- Signposted parents in need to hardship fund and food bank vouchers.
- Family support referrals to external support services.

Next Steps

- Continue to facilitate support network for parents/carers. For example, organise full day workshops on sleep solutions and parent drop-in sessions with guest speakers e.g. school nurse, speech and language therapist, nurture lead.
- Continue to train and support staff in using Motional assessment tool.
- Re-start Parent Café. (Covid permitting)

Continuation of existing Rainbows, Mini Rainbows and Rockets nurture provision

Strengths

- These interventions have continued to focus on providing emotional, social and behavioural support for 20 pupils in key stages 1 and 2. This support has delivered stable routines and developmentally appropriate activities based on individual needs. Through these sessions, and especially in their relationship with the leading adult, the children have rediscovered the essential security of early attachment. The settings have provided a secure base from which these children have begun to engage more in the process of learning and develop the self-confidence that enables them to find their place in the wider school community of St. Michael's.
- All mentees have been assessed using Motional. Motional is a tool which measures different emotional systems in the brain (CARE, SEEKING, PLAY, FEAR, RAGE, PANIC/GRIEF based on Professor Jaak Panksepp's work) and several key executive function skills (handling stress, thinking & concentration, confidence & self-esteem, interpersonal skills, and emotional literacy) to give a whole brain picture of a child's emotional and mental health.
- Analysis of this data shows the following:



- **72%** made progress in 8 or more areas.
- **4 children made progress in all 11 areas.**
- **64%** made progress with their **Pro-Social** systems.
- **91%** made progress in 1 or more of their **BLOCKS** to learning.
- **91%** made progress with their **Executive Functions**.

(NB. Data from **18/20** children due to one child recently joining the school and one child being heavily involved in NTP)

Next Steps

- Continue Rainbow and Rocket nurture interventions for children in KS1 and KS2.
- Continue Mini Rainbows for KS1 children.
- Continue to facilitate and monitor 1:1 TIS & EAA interventions in KS1 and KS2.
- Support implementation of TIS training/interventions/activities across the school.
- Continue to train and support teaching staff and nurture lead staff in use of Motional assessment tool.
- Closely monitor delivery of this nurture. (Re-establish pre covid systems for monitoring.)

Provide Wild Tribe intervention

Strengths

- 11 children have benefitted from this intervention.
- 10 children will continue with this intervention till the end of the summer term.
- All these mentees have been assessed using Motional. Analysis of this data shows the following:
 - **67%** made progress in 8 or more areas.
 - **2 children made progress in all 11 areas.**
 - **89%** made progress with their **Pro-Social** systems.
 - **100%** made progress in 1 or more of their **BLOCKS** to learning.
 - **100%** made progress with their **Executive Functions**.

(Data of **9** children analysed due to 1 child being very new to the group and one being heavily involved in NTP)



Next Steps

- Identify new Wild Tribe mentees for September at Summer Term Pupil Progress meetings.
- Continue Wild Tribe nurture for children in KS1 and KS2.
- Closely monitor delivery of this nurture. (Re-establish pre covid systems for monitoring.)

1:1 TIS (Trauma Informed Schools) & EAA (Emotionally Available Adult)

Nurture

Strengths

- The children for this intervention were identified through pupil progress and Inclusion Team meetings or as a result of discussions with parents.
- At the start of this intervention Motional was used to assess the children's emotional health and well-being. It has been used at the end of this intervention to monitor/measure progress and impact over time.
- Records of this intervention also show that the children have engaged well with the activities planned. They have gained confidence in joining in and made good use of opportunities given to talk about sensations, feelings and experiences with their TiS Lead.
- Analysis of the Motional data shows the following:

Strengths

- 14 children have benefitted from this intervention.
- **40%** made progress in 8 or more areas.
- **2 children made progress in all 11 areas.**
- **90%** made progress with their **Pro-Social** systems.
- **90%** made progress in 1 or more of their **BLOCKS** to learning.
- **90%** made progress with their **Executive Functions**.

(Data of **10** children analysed due to 2 children being very new to this intervention and two children leaving mid-year)

Next Steps



- Develop class-based nurture in KS1 and KS2 to include more TIS interventions and activities. Develop and support a TIS Team to lead and model good practice across the school.
- Through Pupil Progress and Inclusion Team meetings continue to assign new children to join KS1 TIS/EAA support.

My Space Play therapy sessions for individual children.

- 3 children have benefitted from working with the play therapist.
- 2 children have completed this intervention.
- 1 child will continue this intervention into next year. (LAC)
- Support for the children has been beneficial.
- Parent and Teacher **S**trengths and **D**ifficulties evaluations have been completed for all three children.
- Final **S&D** evaluations have been carried out on the 2 children who have completed this intervention. They show that both children had a reduction in their hyperactivity and emotional scores and that there was a positive change in their behaviour both at home and at school.

Next Steps

If funds allow, consider other children for this support in the new school year. Alternatively, consider additional support from NHS Mental Health Worker.

FunFit sessions provided within the school day

Strengths

- 10 Reception children attended these sessions.
- Of the 10 who attended the fun fit sessions 50% were Pupil Premium, 20% were SEN and 10% were Ever 6.
- All children enjoyed the sessions and engaged fully with activities planned.
- Baseline and end of Reception assessments showed the following:
- All demonstrated improved, organisational skills, concentration, coordination and balance.
- 70% of the children achieved a good level of development in the prime area of moving and handling.



- All the children who did not achieve a good level of development in moving and handling were working within the 40-60 month age band.

Next Steps

- To continue to provide this opportunity for children with motor control needs.

Target vulnerable children for Early Birds club

Strengths

- Persistent absentees have been targeted to increase their attendance and punctuality.
- 47 children have attended Early Birds this year.
- 62% of which are Pupil Premium children.
- 2% of which have been funded through Pupil Premium.

Next Steps

- Continue with this provision.

Provide minibus transportation to events.

Strengths

- Minibus continues to be available to allow children to access events that raise aspirations including sailing, swimming etc.

Next Steps

- Continue with this provision.

Support for children with communication needs through Autism Champion role

Strengths

- Invaluable support provided for parents and staff in adapting resources and routines for specific children.
- Supported individual children with transition in summer term.
- Observed or directly supported children with social communication difficulties.
- Supported staff in writing reports for other professionals.



- Met with independent and Local Authority Autism Advisors.
- Raised the profile of Autism at St. Michael's through public display boards, reception area videos.
- Liaised closely with Inclusion Team.

Next Steps

- Champion to further support staff in class using current ideas from training.
- Continue to support and signpost parents to autism support groups/workshops and online information.
- Re-establish peer support network within school for children with a diagnosis of autism.
- Set up and conduct peer support groups for siblings of children with autism.
- Re-establish the 'drop in' coffee mornings for parents to access autism specialists.
- Gain autism-based qualification to help support own practice.
- When permissible, to re-instate the autism training for T.A.s.

Support for children and families from Bereavement Champion.

Strengths.

- 32 families in total have been supported by the Bereavement Champion this year.
- All families contacted have expressed appreciation for this support.
- All children supported have expressed appreciation for this intervention.
- Several families have been signposted to Penhaligon's Friends for further support and/or advice.
- 11 children from Key stage 1 & 2 have benefitted from individual support sessions with the school's Bereavement Champion.
- 2 children were supported with their loss remotely during the Covid Lockdowns. This support continued once they returned to school.
- 1 referral has been made for a child to Penhaligon's Friends.

Next Steps.

- To continue this invaluable support and provision.



Employment of a Pupil Premium Leader.

Strengths

- Coordinated interventions - intervention timetabling/spaces.
- Coordinated services provided. E.g., Play therapy, Mental Health Practitioner sessions.
- Supported staff in planning, delivering, recording, and reporting interventions.
- Supported and worked in conjunction with phase leaders and core subject coordinators to ensure appropriate actions are in place to support progress.
- Tracked the gap between PP children and all children.
- Attended Pupil progress meetings.
- Met with Pupil Premium Monitoring Councillor. (Remotely)
- Met weekly with inclusion Team – kept minutes of meetings.
- Planned, delivered, evaluated, and assessed own group and 1:1 nurture interventions.
- Planned and delivered bereavement support to individual children in role as Bereavement Champion. (See above) Signposted families to bereavement support where appropriate.
- Provided remote nurture during lockdown to children learning at home and in school. (Key Worker children)
- Attended external locality meetings for CHiN and Child Protection.

Next Steps

- Continue to monitor the impact of interventions and initiatives using PA, PDRs, Excel documents, Motional.
- Continue to focus on narrowing the gap between PP children and all children.
- Monitor the progress and attainment of Pupil Premium children working at greater depth.

Remote nurture provision during lockdowns.

Strengths

- 22 children across the school received remote nurture sessions (5 children in KS1 and 17 children in KS2)



- All sessions were delivered by the school's Nurture Lead who is a fully trained TiS practitioner.
- 2 of the children received support remotely for a significant loss from the school's Nurture Lead who is also the school's Bereavement Champion.
- 160 remote sessions were delivered in the first lockdown.
- 91 remote sessions were delivered in the second lockdown.
- **251** sessions delivered in total.
- The sessions were very well received by the children. The sessions not only supported the children during lockdown but also helped them to settle and recover quickly when school resumed.
- Parental feedback of this provision was very positive (Parent questionnaire feedback as evidence)