



Proposed Spend for 2018/19

Allocation

FSM and Ever 6 £1320 x 76	= £100,320
Service Premium £300 x 124	= £37,200
LAC £2300 x 1	= £2,300
Total	= £139,820

Barriers to educational achievement, how they will be addressed and reasons for the approach

Quality of Teaching, Learning and Assessment

Barrier

Ensuring appropriate phonics provision into Year 3, especially for children who have not passed the phonics screening check

Spending to address the barrier

- Streamed groupings for phonics in KS1
- 1:1 Reading support in KS1
- Differentiated phonics planning in year 3 and 4 for children who have not passed the phonics screening check
- Phonological Awareness groups

Reasons for the approach

- According to research carried out by the Sutton Trust Education Endowment Foundation, phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).
- 1:1 reading in KS1 has continued to have a positive effect of children's reading ability. 100% of children involved in this intervention previously have made progress from their entry point.
- Sutton Trust research states that children should have mastered the most common correspondences in KS1, but some may still need support and guidance in KS2 and it is important to rule out weaknesses in the individual



strands (decoding and phonological awareness) before attempting to 'entwine' them by developing reading fluency.

Measuring impact

This will be monitored through phonics assessments, observations, planning scrutinies and ongoing data submissions, including in year 3 and 4 for targeted children. End of year 2 phonics screening recheck results should see and increasing in the pass rate.

Barrier

To increase the number of disadvantaged children achieving ARE in reading at the end of KS1 and KS2 (currently 54% and 44% respectively)

Spending to address the barrier

- TRUGs group to support children in KS2 that did not reach ARE in reading at the end of Year 2
- Comprehension groups in KS1 and KS2 targeted on children working below ARE

Reasons for the approach

- In the previous year, children that have used the TRUGs resource, have made good progress with reading and felt engaged and willing to read even when they have found reading challenging.
- More children are now working at ARE for decoding texts however their comprehension skills now need further development. Sutton Trust Research has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

Measuring impact

Pupil Record Booklet will be used alongside the Story Booklet to track pupil progress.
Pupil Asset assessments from Reading comprehension strands

Barrier

85% of children to make at least expected progress and at least 40% of targeted PP children will make accelerated progress in reading, writing and maths

Spending to address the barrier

- 1:3 small group sessions based on Literacy and Numeracy delivered by a qualified teacher
- Working memory groups

Reasons for the approach



- According to research carried out by the Sutton Trust Education Endowment Foundation, studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact (+4 months).
- This intervention was carried out last year and contributed to a narrowing of the gap between disadvantaged children and Non disadvantaged children in those year groups which were targeted.
- Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.

Measuring impact

There will be half termly tracking of the gap for pupils who attend this group. Both parental feedback and case studies will assist in monitoring the impact of this intervention.

Personal Development, Behaviour and Welfare

Barrier

Lack of parental support for struggling families impacting on aspirations and attainment

Spending to address the barrier

- Continue to provide a PSA (Parent Support Advisor)
- Provide Family Learning opportunities within the school setting
- Liaise with Cornwall Early Help Hub, their Family Workers and RNRM Welfare Services to provide opportunities for Parenting Programmes within the school setting
- Signpost parents in need to hardship fund and food bank vouchers
- Run a Parent Café 3 times per week

Reasons for the approach

- Parental involvement is consistently associated with pupils' success at school.
- In the previous year increasing numbers of referrals have been made to family support / forces family support.
- The school has previously signposted families to support groups/ parenting groups. Family Literacy course ran, Family Maths course ran, Ready for School course ran (21 parents accessed these courses)



- It will be easier for parents to attend sessions on the school site, especially if they do not have their own transport.

Measuring impact

Monitor involvement of parents of disadvantage children involved in family learning sessions and attending Parent Café.

Barrier

Increase in the number of children with issues relating to well-being and increased CAHMs waiting times

Spending to address the barrier

- Maintain the existing Rainbows provision (3 afternoons per week)
- Create KS1 nurture group (1 afternoon per week)
- Create Wild Tribe nurture intervention (2 afternoons per week)
- Maintain the existing CHaLK (Counselling Helston and Lizard Kids) provision (currently one whole am per week)
- Continue to develop The Space, including the addition of more small animals and a horticulturalist
- Signpost/provide a Homework Club facility where needed
- Provide MKC (Military Kids Connect)
- FunFit sessions provided within the school day

Reasons for the approach

- Last academic year the Rainbows provision 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 setting itself has 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. After attending the nurture group the mentees were reassessed using The Boxall Profile. Analysis of this data showed that all mentees had made progress in some of the developmental and diagnostic strands. The number of children requiring nurture intervention has increased and Wild Tribe and KS1 Nurture group will provide tiered system to nurture needs of children. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.



- In the previous academic year evaluations of the CHaLK counselling have shown that parents and class teachers had noticed the impact this service has had on the well-being of the child. Of the 10 children who have benefitted 8 children have completed their work with the CHaLK counsellors and all 8 now score less on the strengths and difficulties questionnaire. All children who have completed work with the CHaLK counsellors rated the intervention helpful in all areas
- The Space work has been used successfully by nurture groups and this could be used more widely with the wider community.
- All KS2 children have the opportunity to be supported with their homework through homework clubs. Children are individually targeted for this provision after Pupil Progress meetings, if it is identified that they may need further support.
- MKC provides many forces children with a support network, especially when parents have been deployed. It focuses on the wellbeing of St Michael's service children to ensure they feel happy and settled in school, the best conditions for learning.
- FunFit is a necessary requirement for many referrals to outside agency services. It also compliments the whole school Wake and Shake sessions.

Measuring impact

The Boxall profile is used to assess the children's developmental levels before they enter the Rainbows provision and when they leave. Strengths and difficulties questionnaires produced by youthinmind have been issued to class teachers of children exhibiting concerning behaviour to prioritise children that will be seen by the CHaLK counsellors. These are then completed again at the end of the sessions to monitor the impact. Child and parental feedback will be sought on the CHaLK counselling sessions.

Child and parental feedback will be sought at the end of a child's time at after school provision or MKC.

Individual assessments are carried out on the children that participate in FunFit, at the beginning and end of their time in the group.

Barrier

The attendance gap between disadvantaged children and Non disadvantaged children is 2.08%

Spending to address the barrier

- Target vulnerable children for enrichment club attendance
- Target vulnerable children for Early Birds club



- Liaise with the music service to provide whole class music lessons and plan/evaluate their impact (year 4)
- Signpost/provide Children's University passports for vulnerable children and signpost to external providers
- Provide minibus transportation to events
- Provide additional activities that increase vulnerable children's participation in school life (sailing, surfing, swimming etc)
- Special golden playtime for the class with 100% attendance for a week/ attendance referenced in weekly newsletter and on display board by the office.
- Attendance awards termly for 100% attendance

Reasons for the approach

- According to research carried out by the Sutton Trust Education Endowment Foundation, evidence indicates that, on average, children make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.
- According to research carried out by the Sutton Trust Education Endowment Foundation overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. Wider benefits on attitudes to learning and well-being have also consistently been reported.
- According to research carried out by the Sutton Trust Education Endowment Foundation, evidence suggests that most young people actually have high aspirations, implying that much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them.

Measuring impact

Monitoring and closing the gap between the attendance of disadvantaged and Non disadvantaged children and the gap between disadvantaged and Non disadvantaged persistent absentees.



Outcomes for Pupils

Barrier

85% of children make at least expected progress with at least 40% of targeted PP children making accelerated progress especially focussing on the progress of disadvantaged children in all subjects in Year 3

Spending to address the barrier

- Focus on the progress and attainment of FSM children through the cycle of monitoring e.g. Book scrutinies, learning walks, planning submissions, half termly data analysis
- Attendance of phase leaders at key pupil progress meetings
- Staff meetings to continue to highlight the priority of Pupil Premium Children
- Appointment of Autism and Dyslexia Champions

Reasons for the approach

- A relentless focus on FSM children from all members of the school community.
- Autism Champion/Dyslexia Champion act as a school resource to the staff and young people they work directly with. They promote Autism awareness within school and provide a first port of call for parents, children and staff that means small issues can be dealt with before they become major concerns. The impact of Autism Champions was positively evaluated by parents, children, staff and senior leaders in a study carried out in Cornwall.
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Measuring impact

40% of disadvantaged children on Impact Trackers/ Plan, Do, Review sheets make accelerated progress

Early Years Provision

Barrier

Early indication transition information signposts specific speech and language needs in 2018/19 Reception cohort

Spending to address the barrier

- Screening all Reception children on entry using Speechlink
- Liaison with speech and language therapist
- 1:1 sessions to focus on individual Speech and Language targets
- Small groups for Time to Talk
- Support for children with communication needs through Autism Champion role



- Analysis of baseline data

Reasons for the approach

- According to research carried out by the Sutton Trust Education Endowment Foundation, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).

Measuring impact

Narrowing of the gap between disadvantaged and Non disadvantaged children on entry to when they leave EYFS. Also a reduction in the number of children on the Speech and Language caseload.

Leadership and Management

Barrier

- The difference between disadvantaged and Non disadvantaged children achieving EXS+ in RWM at the end of KS2 (gap currently 40%)
- Acceleration of the rate of progress for disadvantaged children to diminish the difference between disadvantaged and Non disadvantaged progress rates at the end of KS2 (currently 0.4 for reading, 2.5 for writing and 1.1 for maths).

Spending to address the barrier

- Employment of a Pupil Premium Leader

Reasons for the approach

- Coordinates the interventions / services provided
- Support, and work in conjunction with the phase leaders and core subjects coordinators to ensure appropriate actions are in place to support progress.
- Provide support to colleagues, where appropriate, where there is a widening of the gap for disadvantaged children are not making good progress
- Track the gap using the analysis and challenge toolkit annually and termly tracking the gap
- Meet 3 times termly with Pupil Premium governor
- Weekly pupil premium meetings held
- Impact analysis created for governors

Measuring impact



RAG Matrixes used termly to analyse gaps in progress and termly evaluation document used to show narrowing of the gap between disadvantaged and Non disadvantaged children.

