



### **Proposed Spend for 2020/21**

#### **Allocation**

Ever 6 £1,345 x 67	= 90,115
Service Premium £310 x 115	= 35,650
LAC £2300 x 1	= £2,300
Total	= 128,065

### **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 and KS2 covered by Catch Up funding.
- Differentiated phonics planning in year 3 and 4 for children who have not passed the phonics screening check
- Phonics Lead allocated time to manage and coordinate phonics provision.

##### 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).
- 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 an increase in the pass rate.

#### Barrier.

To increase the number of disadvantaged children achieving ARE in reading at the end of KS1 and KS2.

To be funded through Catch Up and National Tutoring Project.

#### Spending to address the barrier.

- Class based reading interventions funded by Catch Up funding.

#### Reasons for the approach.

- In the previous years, children involved in reading interventions have made good progress with reading and felt engaged and willing to read even when they have found reading challenging.

#### Measuring impact.

Pupil Asset data and on-going reading assessments show progress within reading.

#### 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.

- Small group class based interventions focussing on Literacy and Numeracy delivered by a TA, focussing on identified gaps. This to run alongside class based interventions funded by Catch Up and National Tutoring Project.

#### 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).
- In recent years interventions of this nature have been rolled out and contributed to a narrowing of the gap between disadvantaged children and non-disadvantaged children in those year groups which were targeted.



#### Measuring impact.

There will be half termly tracking of the gap for pupils who attend these interventions. This tracking will be carried out and discussed by class teachers and members of the SLT and Inclusion Team at half termly pupil progress meetings. Case studies will also 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
- Liaise with Cornwall Early Help Hub, their Family Workers and RNRM Welfare Services to provide opportunities for Parenting Programmes.
- Signpost parents in need to hardship fund and food bank vouchers
- Run a Parent Café 3 times per week. (Once Covid Situation allows.)

#### Reasons for the approach.

- Parental involvement is consistently associated with pupils' success at school.
- In previous years increasing numbers of referrals have been made to family support / forces family support.
- The school has previously signposted families to support groups/ parenting groups.

#### Measuring impact.

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

#### 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 (4 afternoons per week)
- Maintain KS1 Mini Rainbows nurture group (2 afternoons per week)



My Space play therapy sessions for as long as resources allow. (1 day per week)

- Signpost/provide breakfast club and after school club facility where needed.

#### Reasons for the approach

- For many years the Rainbows, Mini Rainbows, Wild Tribe and 1-1 TiS provision has delivered stable routines and developmentally appropriate activities based on individual needs. Through these sessions, and especially in their relationship with the leading adults, the children have rediscovered the essential security of early attachment. The various nurture settings have provided secure bases 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. Before, during and after attending these nurture groups the mentees have been assessed using various assessment tools including Boxall Profile and Motional. Analysis of this data has shown that all mentees had made progress many developmental and diagnostic areas. 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 previous academic years evaluations of the My Space play therapy have shown that parents and class teachers had noticed the impact this service has had on the well-being of the child.
- All children who have completed work with the play therapist have rated the intervention helpful.
- Many children have been supported by attending the school's breakfast and/or after school club. Children are individually targeted for this provision after Pupil Progress meetings, if it is identified that they may need further support.
- 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 or Motional Assessment Tools are used to assess the children's developmental levels before they enter nurture provision and when they leave. Strengths and difficulties questionnaires produced by youthinmind have been issued to class teachers of children that will be seen by the play therapist. These are then completed again at the end of the sessions to monitor the impact. Child and parental feedback will also be sought on the play therapy sessions.



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.

#### Spending to address the barrier

- Target vulnerable children for enrichment club attendance (If and when these start again)
- Target vulnerable children for Breakfast Club
- Provide minibus transportation where needed
- Attendance referenced in weekly newsletter

#### 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 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, (unable to do at present) 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.
- Autism Champion to lead training session with Teachers and TAs.

### 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 2020/21 Reception cohort.

### Spending to address the barrier.

- Screening 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.
- 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.
- 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.

#### 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 Inclusion meetings held
- Impact analysis created for governors.

Measuring impact.

Pupil data used to analyse gaps in progress and narrowing of the gap between disadvantaged and Non disadvantaged children.