



Pupil Premium Report- July 2019

Opportunities provided

- Streamed groupings for phonics in KS1
- Language Link for Reception children
- 1:1 Reading support in KS1
- TRUGs group to support children not working at ARE
- Continued support from PSA (Parent Support Advisor)
- Continuation of existing Rainbows, Mini Rainbows and Rockets nurture provision
- Provide nurture in KS1 and nurture transition into KS2
- Provide new TIS Nurture
- KS1 KS2 Phonological awareness intervention
- KS1 and KS2 Memory Intervention
- Extend the existing CHaLK (Counselling Helston and Lizard Kids) provision
- Provide MKC (Military Kids Connect)
- FunFit sessions provided within the school day
- Target vulnerable children for Early Birds club
- Liaise with the music service to provide music lessons
- Provide minibus transportation to events
- 1:1 sessions to focus on individual Speech and Language targets
- Small groups for Time 2 Talk
- Provide Wild Tribe intervention
- Support for children with communication needs through Autism Champion role
- Employment of a Pupil Premium Leader

Evaluation of impact to date

Streamed groupings for phonics in KS1

Strengths

- 111 children have benefitted from phonics targeted directly to their need.
- 9 differentiated groups have run daily for 25mins across KS1 and Year 3.
- Phonics screening results at Year 1 saw a pass rate of 85% (91% the previous year- although a decrease, it is 4% above the national average 81%.) Important to note, we gained 1 new child in May, who didn't pass.
- 75% of disadvantaged children (3 out of 4) passed the screening.



- 60% (3/5) of year 2 phonics retests passed (56% last year) and 75% (3/4) of year 2 disadvantaged children passed. (76% the previous year.)
- 15 children in Reception took part in

Language Link for Reception children

- This programme has been used successfully to identify and support children with mild to moderate speech, language and communication needs. It has also supported those who are new to English.
- 15 children in RS and RD have benefited from this intervention.
- 33% of these were Pupil Premium children
- 33% of these were SEN children
- 20% of these were EAL children
- 67% of the group have achieved the expected level for Listening and Attention for the Foundation Stage profile.
- 73% of the group have achieved the expected level for understanding and speaking respectively, with one child achieving exceeding in understanding.
- 67% of the EAL children have achieved the ELGs in all 3 areas of communication and language
- 50% of the pupil premium children have achieved the ELG in the prime area of Communication and language.

Next Steps

- 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.

1:1 Reading support in KS1

Strengths

- 17 children benefited from this intervention in Years 1 and 2.
- Books children chose to read were closely monitored to their phonetic group and phase.
- 75% of disadvantaged children passed the screening in Year 1.



- 60% of Year 2 phonic retests passed and 75% of year 2 disadvantaged children passed.

Next Steps

- Continue to deliver new phonics lessons in Year 1.
- Use mid-year phonics assessments, TA leading 1-1 reading specifically target children who have failed their pre-phonics screening.
- Year 2 to revisit Phase 5 in Autumn term.

TRUGs group to support children not working at ARE

Strengths

- 9 children have been involved in this intervention.
- 56% of this group have made expected or accelerated progress since their last key stage.
- 22% of this group have made accelerated progress since their last key stage.

Next Steps

- Continue to target children not working at ARE for reading, throughout Year 2 and entering KS2.
- Train TAs in TRUGs.
- Roll out TRUGs as a class-based intervention in KS1 – delivered by trained TAs.

Support from PSA (Parent Support Advisor)

Strengths

- Served as a contact for parents to voice concerns about school.
- Managed concerns raised on My Concern as Deputy Safeguarding Lead.
- Served as a key contact for Police initiative 'Operation Encompass'.
- Provided 1:1 support for children in school - friendship issues, home life, health, worries.
- Attended Trauma Informed School (TIS) training - Ten-day course. (Passed with distinction.)
- Implemented TIS training with individual children.
- Lead Oasis lunchtime nurture intervention.
- Promoted good attendance via display board, newsletter, awards & certificates.



- 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.
- Facilitated parent café drop in sessions with guest speakers e.g. Family Support Worker, Autism Champion, Dyslexia Champion, Employment and Training Advisor.
- Attended CHiN meetings.
- Managed attendance data and monitored Attendance Tracker lowered PA from 9.6% to 6.4% and raised overall attainment to 95.6% from 95.5%

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.

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 31 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 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.
- 19 of these mentees have been assessed using The Boxall Profile. (A tool devised to assess the specific emotional and behavioural needs of a child suitable for this support.) Assessments are organised into 20 developmental strands. Analysis of this data shows the following:
 - **100%** made progress across the 20 strands
 - **42%** made good - significant progress in 15 out of the 20 strands
 - **74%** made good - significant progress 10 or more strands.



- **7** children have been assessed twice using the new Motional assessment tool
Analysis of this data shows the following:

87% made progress in 1 or more Motional system group

43% made progress in all three Motional system groups

3 Children have been assessed once using Motional and will be reassessed in September

- **2** children have left the school or intervention.

Next Steps

- Continue Rainbow and Rocket nurture interventions for children in KS1 and KS2.
- Develop nurture in Key Stage 1. Mini Rainbows to become exclusively for KS1 children.
- Facilitate and monitor 1:1 and group TIS interventions in KS1 and KS2.
- Continue to TIS train teaching and non-teaching staff.
- Support implementation of TIS interventions/activities across the school.
- Continue to train and support teaching staff in use of new Motional assessment tool.

Provide nurture in KS1 and nurture transition into KS2

Nurture led by SP (September – July)

Strengths

- This intervention started in September. Like Rainbows and Rockets, it has focussed on providing emotional, social and behavioural support for pupils in key stage 1 or children transitioning onto KS2. This support has also delivered developmentally appropriate activities based on individual needs.
- **12** children have attended this intervention. All have been assessed using The Boxall Profile tool.
- **3** children made significant progress and left this intervention at the end of the Autumn term.
- A further **5** children made very good progress and left at the end of the Spring term.



- **4** of the original children remain in this intervention and have been assessed using The Boxall Profile assessment tool. Analysis of this data shows the following:
- All mentees made at least good progress across the 20 developmental strands.
- 3/4 made significant progress across the developmental strands. (In 12- 15 strands.)
- At the start of this intervention the group averaged a 'normal' score in 8/20 strands.
- At the end of the intervention the group averaged a 'normal' score in 13/20 strands.
- 1 child's 'normal' range score increased by 55%.

Provide new TIS (Trauma Informed Schools) Nurture

Nurture led by DT (June – July)

Strengths

- The children for this intervention were identified through pupil progress meetings at the end of the Spring term.
- At the start of this intervention Motional was used to assess the children's emotional health and well-being (Motional is an online assessment tool used to screen the emotional health and well-being of children and adolescents)
- In order to obtain a fair measure of impact, the children will be reassessed in the Autumn term
- Records of this intervention show that the children have engaged well with the TIS activities planned. They have gained confidence in joining in and made good use of opportunities given to talk about sensations and feelings with the nurture Lead.

Next Steps

- Develop nurture in KS1 to include more TIS interventions and activities.
- Facilitate implementation and monitoring of Wild Tribe intervention in KS1. (Lead by SP and RO.)
- Continue to monitor KS1 nurture children as they transition into KS2.
- Through Pupil Progress meetings, assign new children to join KS1 TIS and Wild Tribe nurture groups.
- Closely monitor delivery of all nurture, especially new TIS interventions.



KS1 KS2 Phonological awareness Intervention

Strengths

- 3 groups of children benefitted from this intervention. (One group in KS1 and two groups in KS2)
- Following discussions with staff, 6 KS1 children were placed in this intervention.

KS1

- At the beginning of the programme the children scored poorly on all the sub-tests provided.
- 4 children scored higher in post assessments carried out. (All 4 areas.)
- 2 children made less progress in their post assessments. This led to separate provision and additional work being given to teachers to support these children in class.
- The group made on average 6 points progress with their reading.

KS2

- The children were assessed using the DST-J phonemic segmentation test. Any child who completed the full DST and presented as having a weakness in the phonological awareness sub-test, was placed in this intervention.
- All children (12) made good progress in sub-tests carried out and 1 child made significant progress.
- Teaching and support Staff reported a significant difference in the children's confidence and spelling success in class.

Next Steps:

- Discuss with phonics phase leader possibility of this programme being developed to run alongside the phonic programme we already provide.
- Investigate and develop strategies used in class to help children with spelling patterns, syllables and onset and rhyme.

KS1 and KS2 Memory Intervention

Strengths



KS1

- 6 children have benefitted from this intervention.
- These children were identified in termly pupil progress meetings.
- The children were assessed using the forward digit span and visual memory Kim's game.
- At the end of the programme the children were reassessed. There was a significant improvement in all the children's scores.

KS2

Strengths

- 15 children benefitted from this intervention.
- Children for consideration were assessed using the DST-J test. They joined the intervention if they scored low in the working memory sub-test.
- All 15 children have regularly used taught memory strategies in the classroom.
- A card and sticker system have been put in place to evidence use of memory strategies in class.

Next Step: Embed working memory strategies into new curriculum. (All staff have had working memory and phonological awareness training to support this.)

Extend the existing CHaLK (Counselling Helston and Lizard Kids) provision

Strengths

- 3 children have benefitted or are currently benefitting from this intervention.
- All 3 children have completed work with the counsellors.
- Support for both them and their families has been very beneficial.
- Parent and child evaluations have been completed.
- The 3 children who have completed work with the CHaLK counsellors rated the intervention helpful.
- All 3 of the children said they felt listened to and that the sessions left them feeling more confident about themselves.
- 2 of the children said these sessions really helped them understand their problems.



- CHaLK counsellors have met with all parents to discuss the work they have undertaken and discuss strategies that can be used to support children at home.
- This intervention has been highly regarded by both parents and staff.

Next Steps

- Continue to seek parental feedback on the service.

Provide Military Kids Connect Club

Strengths

- 20 children have benefitted from KIT club.
- This club has provided many forces children with a support network, especially when parents have been deployed.
- It has focused on the wellbeing of St Michael's service children to ensure they feel happy and settled in school, the best conditions for learning.
- At the beginning of the year, the children have been more closely involved in the planning of the activities, suggesting what they would like to do and deciding on which healthy snacks they would prefer.
- Throughout the year they have been actively involved in preparing their own healthy snacks.
- The children have mentored each other throughout the year and enjoyed activities such as group/team building games, football, working in the woods and outdoor apparatus work.
- Earlier in the year the MKC children particularly enjoyed working together to create a group painting for a local Remembrance Day competition.

Next Steps

- To contact community groups for involvement in future community events.
- To continue to attend The Hive meetings for multi-agencies.
- Ensure that a selection of these children are involved in the Helston Remembrance Service and The Freedom of Helston Parade.

FunFit sessions provided within the school day

Strengths



- 9 KS1 children attended these sessions.
- 2 children left after a couple of sessions as the intervention was deemed unsuitable for their needs.
- All children were assessed at the start of the intervention and again at the end.
- Of the 7 who attended the full intervention, 29% were Pupil Premium, 29% were SEN and 14% were Ever 6.
- All children enjoyed the sessions and engaged fully with activities planned.
- Baseline and Evaluation assessments showed the following:
- All demonstrated improved, organisational skills, concentration, coordination and balance.
- 4/7 children (57%) made progress in 7/7 activities
- 2/7 children (29%) made progress in 6/7 activities
- 1 child made progress in 3/7 activities.

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.
- 45 children have attended Early birds this year.
- 64% of which are Pupil Premium children.
- 7% of which have been funded through Pupil Premium.

Liaise with the music service to provide music lessons

Strengths

- 77 children have had individual or small group music lessons this year.
- 48 of the 77 (62%) were Pupil Premium children.

Next Steps

- Continue to provide music lessons across the school.

Provide minibus transportation to events

Strengths



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

Next Steps

- Continue with this provision.

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

Strengths

- The school SALT team worked with a new independent therapist, Alison Webb, who replaced Sam Edmonds this year and quickly formed a strong professional relationship which built on the successful model developed over the last 13 years at St. Michael's and is the envy of most schools. We continued to work with Jenny Paramor, the Community Therapist, Clair Roberts, the Specialist SALT for complex needs, and Alison Mawson from the Cleft Team.
- There was a change of personnel as Amanda Water joined the school, instead of Sarah Matthews, and became an essential part of the team along with Jo Ferris, Cheryl King and Karen Hurr.
- 30 children were assessed by the speech and language therapists in 2018/19
- The school's SALT team worked with 25 pupils on the individual targets set by the therapists, they also supported staff working 1:1 with 4 other pupils and liaised with class teachers.
- 45% of the pupils having individual SAL support in school this year are Ever 6, Service family pupils or EAL
- At the start of the year there were 20 pupils on the SALT caseload.
- This year the school identified 10 other pupils who would benefit from a SALT assessment, all of whom were placed on the therapist's caseload and received 1:1 speech and language therapy in school. (7 were new to the school and 3 were re-referrals for pupils previously known to the Community SALT)
- 14 pupils were signed off the Speech and Language Therapists' caseloads over the course of the year (2 of them left the school)
- Of the 20 pupils on the SALT caseload in September, only 45% still needed 1:1 support by July. A further 3 pupils who had only be placed on the caseload during 2018/19 improved so rapidly as to be working at age related language expectations and were able to come off the caseload within 2 terms or less.
- Of all 25 pupils still at St. Michael's who had 1:1 programmes during this year from the SALT TAs, 19 improved from having severe to moderate, moderate to



mild difficulties, or had age appropriate skills by the end as assessed by the therapists. (The others also improved but did not change categories)

- The independent SALT funded by the school also attended a parent café, provided resources, did class observations, met parents and wrote detailed reports to support applications for additional pupil funding.

Small groups for Time to Talk

Strengths

- 10 children took part in Time to Talk this year - 9 Reception and 1 Year One.
- Looking at data for the 6 EYFS areas most closely related to the work covered in T2T (Listening & attention, Understanding, Speaking, Self-confidence & awareness, Managing feeling and behaviour, Making Relationships) between Dec and July:
Of the 9 children we have data for:
 - 6/9 children made expected progress within the Making relationships strand. (PSED strand)
 - 6/9 children made expected progress in the Managing feeling and behaviour and Self-confidence and awareness strands. (PSED strands)
 - 7/9 children made expected progress in the language strands of: Listening and attention and Understanding. 6/9 children made expected progress in Speaking.

Provide Wild Tribe intervention

Socially Speaking Wild Tribe.

Strengths

- 6 children have benefitted from this intervention.
- 5/6 will continue with this intervention till the end of the summer term. (1 child has left the school.)
- Of the remaining 5 children 4 (80%) are Pupil Premium.
- 3 of the children (60%) are Ever 6.
- All children have gained confidence in asking questions and speaking in front of the group.
- During group discussions most of the children are now showing an increased interest in others.

Next Steps

Identify new mentees for September at Summer Term Pupil Progress meetings.

Year 3 Numeracy Wild Tribe.



- 4 children have benefitted from this intervention.

Detailed records kept show:

- an improved ability to recall multiplication facts and number bonds
- an improved ability to use inverse operations ($\times \div$)
- an improved ability to double and half numbers
- greater accuracy in estimating

Next Steps

- Identify new mentees for September at Summer Term Pupil Progress meetings.

Year 4/5 Numeracy Wild Tribe.

- 6 children have benefitted from this intervention.

Detailed records kept show:

- an improved ability to recall multiplication facts and number bonds
- an improved ability to add and subtract 10 from 2/3-digit numbers and 100 from 3-digit numbers
- an improved ability to recognise operations within mathematical word problems

Next Steps

- Identify new mentees for September at Summer Term Pupil Progress meetings.

- Identify new mentees for September at Summer Term Pupil Progress meetings.

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.
- Facilitated peer support network within school for children with a diagnosis of autism.
- Supported individual children with transition in Summer term.
- Included children in drama/creative writing activities to build confidence, assist social skills and develop flexibility of thinking.
- 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.

Employment of a Pupil Premium Leader

Strengths

- Coordinated interventions - intervention timetabling/spaces.
- Coordinated services provided.
- 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.
- Provided support to colleagues, where appropriate, where there is a widening of the gap of disadvantaged children who are not making good progress.
- Tracked the gap annually and termly.
- Attended termly data drop meetings.
- Attended termly Pupil progress meetings.
- Met regularly with Pupil Premium Monitoring Councillor.
- Met weekly with inclusion Team – kept minutes of meetings.
- Written data analysis reports for School Monitoring Councillors and Senior Leads.
- Attended Trauma Informed School (TIS) training - Ten-day course. (Passed with distinction.)

Next Steps

- Continue to monitor the impact of interventions and initiatives using the new Impact Trackers, RAG Matrix and Excel documents.
- Continue to focus on narrowing the gap between SEN/Ever 6 children and all children.



- Continue to focus on narrowing the gap between any disadvantaged child and all children.
- Monitor the progress and attainment of Pupil Premium children working at greater depth.