

# Pupil premium strategy statement (primary)

1. Summary information					
School	Aughton St Michael's				
Academic Year	2016/17	Total PP budget	£18,900	Date of most recent PP Review	July 2016
Total number of pupils	191	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2017

Current attainment				
	<i>Pupils eligible for PP KS2 (9% of ch in KS2)</i>	<i>Pupils not eligible for PP KS2 (91% of ch in KS2)</i>	<i>Pupils eligible for PP KS1 (8% of ch in KS1)</i>	<i>Pupils not eligible for PP KS1 (92% of ch in KS1)</i>
% expected standard in reading	71%	74%	60%	75%
% expected standard in writing	57%	74%	60%	77%
% expected standard in maths	71%	67%	20%	66%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Currently PP children do not make as much progress as non PP children
<b>B.</b>	Some PP children lack self-confidence and resilience
<b>C.</b>	Some PP ch enter school with less developed speech and language skills than their peers.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Some pupil premium children have social and emotional needs which impacts on their learning.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To narrow the gap of progress for PP children in Maths and English.	PP children make good progress in Maths and English
<b>B.</b>	To develop the confidence and interdependence of PP children.	PP children have more confidence and interdependence in school.
<b>C.</b>	To develop speech and language skills in KS1	PP children in KS1 have improved oracy skills.
<b>D.</b>	PP children are happier and able to engage in learning	PP ch will be more engaged in their learning and progress will be in line with ARE.

#### 4. Planned expenditure

Academic year

2016/2017

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To narrow the gap of progress for PP children in Maths and English.	<p>Increase staff knowledge and skills in the teaching of reading</p> <p>Whole Key Stage differentiated, rigorous phonics programme.</p> <p>Staff to gain a deeper understanding of the different approaches to teaching maths.</p> <p>PP Champion to oversee the progress and monitor interventions and impact of these.</p> <p>Utilisation of a success criteria in KS1 for writing.</p>	Historically, data indicates a difference in progress between PP children and non PP children.	<p>Lesson observations</p> <p>Pupil Progress meetings (1/2 termly for KS1)</p> <p>Book Scrutiny</p>	FC CC ES	Termly
B. To develop the confidence and interdependence of PP children.	Provision of Forest school	Some PP children have low self esteem and high anxiety.	Staff meetings	JP	Termly
C. To develop speech and language skills in KS1	Within phonics sessions children will address oracy skills.	Some PP pupils in KS1 have lower oracy skills which need further support.	<p>Lesson observations</p> <p>Phonic assessments</p> <p>Pupil Progress meetings</p>	NM	Termly

D. To ensure provision for PP children matches their needs.	Member of SLT to oversee provision for PP children & monitor the impact of work done with them.	Identified individual within SLT responsible for PP & tracking their progress & monitoring their provision.	Intervention Sheets Pupil Progress meetings Staff Meeting Walk rounds Take some intervention groups for KS1	ES	Termly
<b>Total budgeted cost</b>					£9926
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. To narrow the gap of progress for PP children in Maths and English.	Focussed interventions carried out regularly and relate to children's needs.	Historically, data indicates a difference in progress between PP children and non PP children.	Pupil Progress Meetings	FC CC ES	Termly through Pupil Progress meetings.
<b>B.</b> To develop the confidence and interdependence of PP children.	Provision of Lunch Club  Provision of additional adults at lunchtime.  Specific interventions carried out for emotional needs.	Some PP children have low self esteem and high anxiety. Lunch Club offers key children opportunity to develop social skills and further develop their independence.	Observations of intervention & collate record sheets.  Pupil interviews.  Feedback from staff overseeing Lunch Club and through pupil interviews.	FC, HB	Termly
C. To develop speech and language skills in KS1	Focussed interventions carried out regularly and relate to children's needs.	Some PP pupils in KS1 have lower oracy skills.	Pupil Progress meetings.	NMc	Termly
<b>Total budgeted cost</b>					£3,639
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen</b>	<b>What is the evidence and rationale</b>	<b>How will you ensure it is</b>	<b>Staff lead</b>	<b>When will you</b>

	<b>action/approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
To develop the confidence and interdependence of PP children. Some pupil premium children have social and emotional needs which impacts on their learning.	<p>PP children given more responsibility. ie lead roles in school production, leading lunch club.</p> <p>All children throughout school have the opportunity to access Forest School.</p> <p>PP children to have enrichment trips funded where necessary.</p>	<p>Some PP children have low self esteem which impacts on their learning.</p> <p>Some PP children do not have the same opportunities as other pupils.</p> <p>Forest School allows for development of a range of skills in an outdoor, natural environment.</p> <p>Some PP children need financial assistance in order to access opportunities equal to their peers.</p>	Pupil Interviews Staff observations	ES	July 17
<b>Total budgeted cost</b>					£5335

## Pupil Premium 2015 2016

Government figures suggest that the performance of pupils who are eligible for Free School Meals and those who have been adopted from Local Authority Care can fall below that of pupils who are not eligible for Free School Meals at the end of all key stages, both nationally and in Lancashire. In order to help narrow the attainment gap, central government has identified funding to help raise the achievement of pupils who are eligible for Free School Meals through the Pupil Premium.

This financial year Aughton St. Michael's C.E. received £20,800 in Pupil Premium.

As a school we are committed to ensuring every child reaches their potential and through this funding we are able to:

- Employ an additional TA to support specific individuals.
- Make provision for additional intervention groups to be delivered, including Social & Emotional intervention groups, thus helping to remove barriers to learning.
- Continue to employ an additional member of lunchtime welfare staff to support key children through the lunchtime.
- Offer a Lunch club for children who prefer a quieter environment
- Further resource the curriculum in order to enhance the provision
- Financially support children for school trips
- Provide Forest School session to all classes
- Supply costs to release SENCO to attend multi agency meetings

The impact of this funding is such that it helps to reduce barriers to learning, enrich the experiences of our learners and enhance the emotional well-being of our children.

School works hard to close the gap in attainment and progress between those who receive Pupil Premium and those who don't. School regularly analyses data to identify how individuals and groups of pupil are performing then provide additional support for any child in need of it.

## Pupil Premium 2014 2015

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils.

Pupil premium funding for Aughton St. Michael's for 2014/2015 was £22,600.

The money was used to:

- Employ an additional TA to support identified children.
- Extension of current TAs hours to allow for additional intervention groups to be delivered, including Social & Emotional intervention groups, thus helping to remove barriers to learning.
- Employ an additional member of lunchtime welfare staff to support key children through the lunchtime.
- Resources to enhance the curriculum in order to further engage the children in their learning
- To support children who were eligible for the Pupil Premium in 'accessing the curriculum'.
- Subsidised Forest School Leader training allowing children throughout the school to access the Forest School area.
- Cover supply costs to cover staff who accompany children on inter schools inclusion sporting events.
- Cover supply costs to release SENCO to attend multi agency meetings

End of KS2 data indicates that whilst a gap still exists between the attainment and progress of our non- pupil premium children and pupil premium children care must be taken in making comparisons given the low number of children in our school who receive Pupil Premium.

	L4 Pupil Premium	L4 Non Pupil Premium	L5 PP	L5 NPP	2 levels progress PP	2 levels progress NPP	3 levels progress PP	3 levels progress NPP
Reading	50%	100%	0%	52%	50%	100%	0%	40%
Writing	100%	100%	0%	56%	100%	100%	0%	68%
Maths	50%	100%	0%	48%	50%	100%	0%	44%

Closing the gap remains an area for the school to focus on.