

# Pupil premium strategy statement (primary)

1. Summary information					
School	Aughton St Michael's				
Academic Year	2017/18	Total PP budget	£20,960	Date of most recent PP Review	July 2017
Total number of pupils	199	Number of pupils eligible for PP	14	Date for next internal review of this strategy	July 2018

Current attainment				
	<i>Pupils eligible for PP KS2 (9% of ch in KS2)</i>	<i>Pupils not eligible for PP KS2 (9% of ch in KS2)</i>	<i>Pupils eligible for PP KS1 (8% of ch in KS1)</i>	<i>Pupils not eligible for PP KS1 (8% of ch in KS1)</i>
% expected standard in reading	50%	82%	75%	76%
% expected standard in writing	75%	86%	75%	68%
% expected standard in maths	50%	82%	75%	72%

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 in KS2 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>	Spelling has been identified as an area for development across the school and prevalent for PP children
<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 especially in KS2	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 spelling skills across the school	PP across the school improve their spelling knowledge
<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

2017/2018

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>In line with other Lancs school adopt the Lancashire assessment framework for Maths and English to ensure it is progressive and consistent across the school.</p> <p>Staff to gain a deeper understanding of the different approaches to teaching maths. (CPD planned for January)</p> <p>Whole Key Stage differentiated, rigorous phonics programme.</p> <p>PP Champion to oversee the progress and monitor interventions and impact of these.</p>	<p>Curriculum (and assessment framework) school were following didn't marry with interim statements for KS1 and KS2. School have therefore adopted the Lancs assessment framework so that coverage is more focused in line end of KS expectations. This approach will also ensure there is clear progression of skills thorough out school. A more focused approach will be more beneficial to the children.</p> <p>Data indicates children are less secure in reasoning and applying skills and therefore staff knowledge and resources will be updated.</p> <p>To ensure children are making progress grouping have been allocated for the year from baseline assessment and children will move up through the phrases with the same member of staff.</p> <p>To ensure that PP children are closely monitored and correct support is in place to close the gap.</p>	<p>Through lesson observations Pupil Progress meetings Book Scrutiny Walk through PP Champion data analysis PP case studies</p>	<p>FC CC ES</p>	<p>Termly</p>
B. To develop the confidence and independence of PP children.	<p>To implement My Personal Best within PE lessons as a means of developing key characteristics in the children.</p>	<p>Some PP children within school lack confidence and resilience. Vast majority of PP children engage well in PE lessons and school identified this as a means of developing key characteristics.</p>	<p>Lesson Observations Pupil Interviews</p>	<p>ES</p>	<p>Termly</p>

C. To develop spelling skills across the school.	Staff to gain a deeper understanding of the different approaches to spelling (CPD Nonsense Spelling)	Spelling has been identified as an area for development and therefore CPD will enhance staff knowledge since 2014 curriculum change.	Data analysis Writing scrutinies	CC	Termly
<b>Total budgeted cost</b>					£6698
<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 KPI interventions carried out regularly and relate to children's needs.	Disadvantaged pupils will close the gap in core areas	Pupil Progress Meetings	ES	Termly
B. To develop the confidence and independence of PP children.	Allocate Key Workers to PP children. Children to meet regularly with key workers and explore their feelings. Games to be used to enhance confidence & resilience.	Some PP children within school lack confidence and resilience.	Pupil Interviews Observations of pupils.	ES	Termly
<b>Total budgeted cost</b>					£13,262
<b>iii. Other approaches</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>
C. To develop the confidence and	PP children to have enrichment trips funded	Disadvantaged children will have same learning opportunities as their peers.	Pupil interviews Pupil Observations	ES	

independence of PP children.	where necessary. School to provide enrichment activities to support PP children in extending their interests.	Some pupil premium children have social and emotional needs which impacts on their learning, offering enrichment activities will enhance their self-worth and confidence.			£1000
<b>Total budgeted cost</b>					£20,960

## Pupil premium strategy statement (primary)

5. 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%

6. 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>C.</b>	Currently PP children do not make as much progress as non PP children
<b>D.</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.

7. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>E.</b>	To narrow the gap of progress for PP children in Maths and English.	PP children make good progress in Maths and English
<b>F.</b>	To develop the confidence and interdependence of PP children.	PP children have more confidence and interdependence in school.
<b>G.</b>	To develop speech and language skills in KS1	PP children in KS1 have improved oracy skills.
<b>H.</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.



## 8. 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.

### iv. 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?
D. 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
E. 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
F. 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

G. 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>v. Targeted support</b>					
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?
C. 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.
D. 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
E. 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>vi. Other approaches</b>					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you



	<b>action/approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
<p>To develop the confidence and interdependence of PP children. Some pupil premium children have social and emotional needs which impacts on their learning.</p>	<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>	<p>Pupil Interviews</p> <p>Staff observations</p>	<p>ES</p>	<p>July 17</p>
<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.