

St Michael's Nursery and Infant School

PUPIL PREMIUM

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income and other disadvantage families and their peers. The government believes that the Pupil Premium, which is additional to main school funding and was introduced in 2011, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The funding is based on the number of pupils who have been eligible for free school meals (FSM) at any point in the last 6 years (Ever6) or have been 'looked after' continuously for more than six months or whose parents are in the armed forces. It is for the Governing Body of St. Michael's Nursery and Infants School to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. As a result they have agreed a 'Pupil Premium Policy' which is the driver for the funding and provides guidance on how the funding is allocated (a copy of this is on a link for 'Pupil Premium' on the web site or on request from the School Office). In addition details from the last financial year 2015/16 are also on our website.

Schools are held accountable for how they have used Pupil Premium funding in support of the learning of pupils from low income families and this statement (an annexe to the policy) provides web site users with an outline on how the funding has been used to date at the school. For general information about Pupil the Premium, see

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

The funding for the last full financial year (2015-2016) was set at £1,320 for pupils from Reception to year 2 and was an initial allocation of £29,040.00 with further adjustments such as EY PP funding of £634 and extra Pupil premium for a child looked after of £633 per term. In total funding for the full financial year was £32,010.28, a reduction in funding from the previous year as less children were eligible. The anticipated allocation in 2016/17 is £18,717 and expenditure is planned to match the priorities and expenditure patterns as detailed below.

How the Pupil Premium is being used to date at St. Michael's Nursery and Infants School

At St. Michael's Nursery and Infants School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this aim and the school is committed to narrowing the gaps between outcomes of children eligible for free school meals (FSM) or 'Looked After' and those from wealthier families.

Pupil Premium Funding is targeted at ensuring high achievement for all pupils through effective teaching of pupils who, in turn, have high levels of attendance and have excellent learning behaviours. In order to achieve this the funding is targeted to ensure barriers to learning are overcome. This results in the following targeted areas of expenditure.

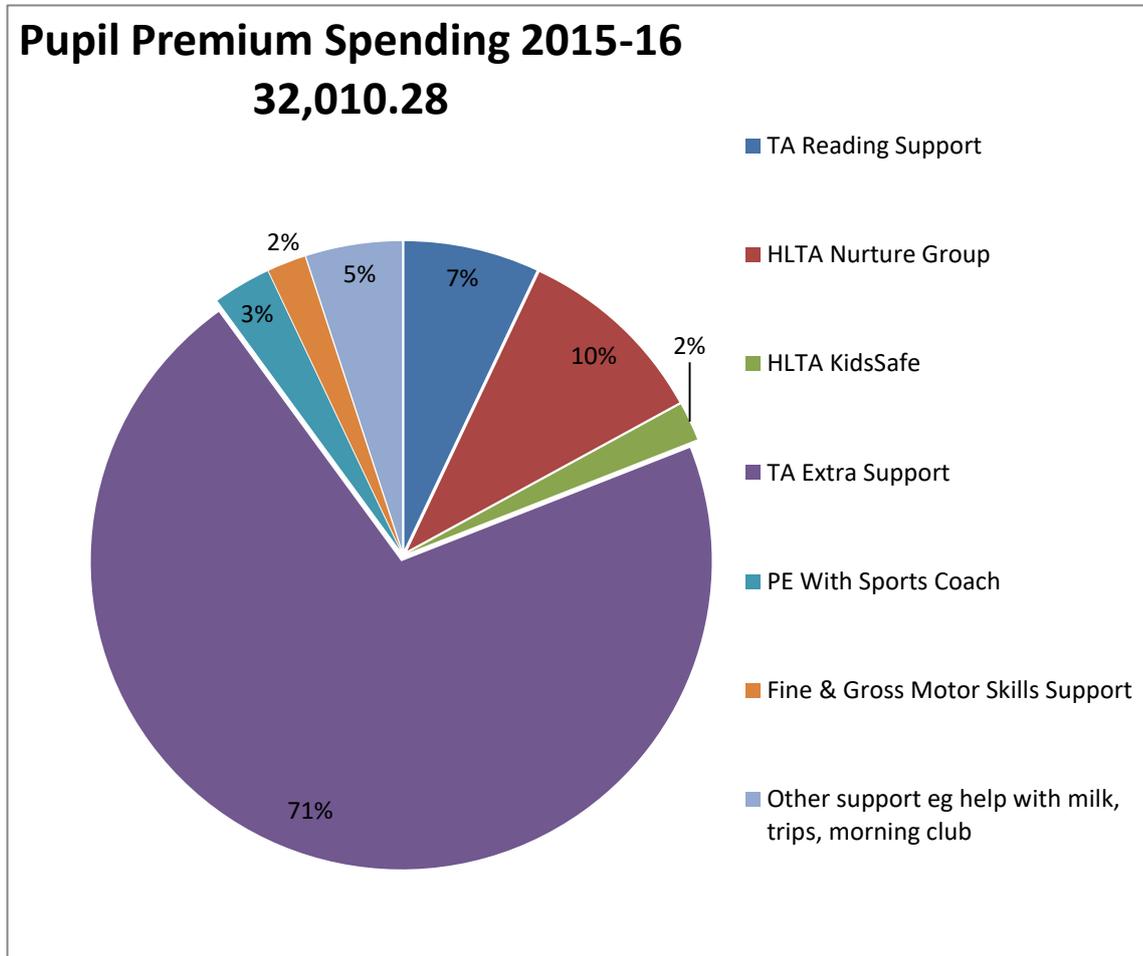
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- School Administrator supports good attendance as part of her role. This enables first day contact for unknown absences, monitoring of individual pupils' attendance and intervention and support packages where attendance levels cause concern.
- Emotional & Social Support – One of our HLTA's has a counselling role and runs nurture groups for each class throughout the year. Most PP children attend these groups and children are also selected due to vulnerabilities identified by staff. Confidential meetings are held to discuss children's needs and agreed actions are confidentially circulated to staff so all are aware of issues and can help support the pupils through particularly vulnerable times in their lives which can in turn effect their progress.
- Strategic & Targeted Learning Interventions – We have two strong HLTA's and experienced support staff who are deployed effectively to ensure pupils identified after each assessment checkpoint as in need of 'Wave 2' and 'Wave 3' interventions receive appropriate support to address their learning need. The impact of these interventions are reviewed half termly in pupil progress meetings to ensure they are being effective.
- Inclusivity – the funding enables the school to ensure that all children have access to activities such as our care services / extra-curricular activities / trips / residential, etc that can sometimes involve a fee which, without the financial support, may have precluded some children due to economic deprivation. Indeed the 'wrap around' care at a very cost effective and competitive price does enable parents to take advantage of employment opportunities that they otherwise may have been unable to take up.
- Homework support – There are pupils in the school whose families continue to offer little support to their children's learning at home. Daily reading and other homework activities may not be taking place despite pressure from the school. To address this issue and 'fill this gap' the school is using some of the funding to run before school reading 'catch up' sessions, peer reading clubs at lunchtimes and after school homework clubs. In addition where there are families that do not have internet access at home there are facilities to ensure such children are able to complete any internet homework based tasks at school.
- Holiday Support – Linked to the above 'learning barrier' the school's data was showing a post summer holiday 'dip' in attainment levels, particularly for PP pupils but also generally across the school. The likely reason was identified as being a lack of academic work over this break and children not being 'kept on the boil' with their studies. Pupil Premium funding has enabled us every summer to issue 'workpacks' tailored to each child's needs with weekly activities, with incentives for completion, for the children to maintain their academic work and thinking.
- Learning Behaviours – the school has targeted the development of pupil's learning behaviours as a key to furthering progress still. The school focussed on developing learning behaviours and it is introduced in the Nursery.

The strategies described above all impact on barriers to learning and consequently enhance the progress of PP pupils. Some are specific to PP pupils however other strategies clearly also impact on the learning of pupils not identified as Ever 6 but equally need support with their

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learning. This results in the benefits of the PP funding being shared across a greater number of pupils and is in line with the Governors' policy that recognises that not all socially disadvantaged children are necessarily eligible for PP funding and it is equally important for them to be targeted for support.



Please note the total funding invested in addressing learning barriers and ensuring strong progress for all is greater than the school's Pupil Premium allocation and consequently it has been agreed by the Governing Body that the school budget funds the difference.

The table below summarises how the funding is being used on a yearly basis in line with the school policy and also its impact to date

Targeted Expenditure	Investment	Impact to date
Overcoming barriers to learning and supporting vulnerable pupils	Dedicated time for HLTA to support pupils and families through Nurture groups, 1:1 support, small group social development, etc.	Reinforced link between home and school - <i>Parent View Questionnaire 2014/15 showed 100% of parents agreed that they receive valuable information on their child's progress and 100% would recommend the school</i> Attendance more closely monitored and poor attendance targeted which has resulted in increased overall school attendance. Attendance for the financial years to date are as follows: 90% 2013/14; 93% and 95% 2015/16 a rising trend and on target for the national average of 96% Prompt

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		<p>interventions taken to overcome barriers to learning</p> <p>Emotional Support provided to children and families or other services accessed when appropriate.</p>
<p>Lowering the adult:child ratio to further target interventions to support progress</p>	<p>Additional funding of TAs at school to ensure at least one per class</p>	<p>Has facilitated the personalising of learning—<i>individual targets evidenced on termly report for each child which is shared with the parent(s)</i></p> <p>Improved ratios for additional support and intervention programs including 1:1 and small group support. Impact of interventions evaluated and tracked to ensure underpins progress</p>
<p>Ensuring no child misses an educational opportunity as a result of financial hardship</p>	<p>Sports coaches Fund to support/ meet costs for visits/trips</p>	<p>All pupils able to access opportunities irrespective of household income unlocking talents in non-academic areas.</p> <p>Supporting curriculum learning and reading support when home circumstances do not facilitate this</p>
<p>To provide extended services such as breakfast clubs or after school care where there is identified need</p>	<p>Extended services costs met for targeted PP pupils Consideration of Edu-care completed</p>	<p>Improved attendance/punctuality through Breakfast Club attendance and in some cases a collection service offered – <i>punctuality & attendance now improving</i></p> <p>Breakfast Club for all Year 2 children during SATs weeks</p> <p>During Summer term the Governors are going to investigate provision of After School Care to allow adult return to workplace or social need</p>
<p>Improving opportunities for effective assessment and accelerating progress through new technologies and innovative use of ICT</p>	<p>Scholar Pack admin system Tablet PCs Home access to learning suites</p>	<p>Increasingly effective tracking of PP Pupils</p> <p>Inclusion of Vulnerability measures to address barriers to learning</p> <p>Beginning to enhance ICT resources with tablets accessible to small groups to enhance learning opportunities</p> <p>Subscriptions to home access to software and in-school provision for those without internet access</p>
<p>Provision of 'Summer work packs' to minimise the 'dip' in progress /attainment</p>	<p>Packs including Maths and English work, projects and parent information</p>	<p>The summer packs were well received by most families and 95% of PP children completed the work. Measuring the impact on attainment was complicated with the change in the assessment system as the new curriculum has raised age related expectations however teaching staff noted the summer 'dip' was not as evident and it is to be repeated and can then be more accurately measured.</p>
<p>Support for transition for vulnerable Y2 pupils & higher ability PP pupils</p>	<p>Staffing for visit to Junior School</p>	<p>Feedback from the Junior School and parents indicates that the identified children in 2014 all settled seamlessly into Junior school life. The 2015 cohort are benefiting from the continuation of this initiative.</p>
<p>Programmes for interventions</p>	<p>e.g. Reading interventions</p>	<p>This is aimed at developing reading progress across Key Stage 1. Whilst early to judge impact progress in reading is looking strong and the incentive to read and enjoyment from it has demonstrably improved.</p>

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Please note the total funding invested is greater than the school's Pupil Premium allocation and consequently it has been agreed by the Governing Body that the school budget funds the difference.

What is the impact of the above strategies?

At the end of the Foundation Stage:

At the start of their schooling there is a significant gap in Literacy and Maths for PP pupils. PP funding is highly valuable for the school to address this marked imbalance.

At the end of Reception class there 29% of the PP children achieved a good level of development, however it must be noted that 3 out of the 7 children also have significant special needs.

By the end of year 1:

In 2013 83% of our Pupil Premium children passed the Year 1 phonics screening, this was well above National of 57%. In 2014 22% of the Pupil Premium children passed the phonics screening which was considerably lower than National 63% but this was due to an extremely small cohort and other issues that affected the PP children. Similarly results in 2015 were below National results of 66% but showed an improving picture of 50% pass (2 out of 4 children – the other 2 children also have Special Educational Needs).

By the end of KS1:

The gap in reading was -18% compared to other children in school and from RAISE -23% compared to children Nationally. Writing is a similar result.

Maths the picture is much better with only a 5% gap compared to children Nationally.

Current Standards:

For current year groups school assessment data shows that gaps are closing across subjects and across year groups. The Pupil Premium pupils are tracked closely and progress is measured at half termly checkpoints which in turn are shared with parents at the termly parents' evenings. Intervention strategies are targeted where progress needs improvement.

In conclusion the additional funding the school is receiving in the form of the 'Pupil Premium' is having a demonstrable impact on overcoming barriers to learning, improving attendance and reducing the 'in school' gap in attainment and progress.