

St. Michael's Nursery and Infants School
Proposed Spend of Pupil Premium 2016 / 2017



There are currently 75 pupils on role - 18 children eligible for PP funding and in 2016 – 2017 the amount of Pupil Premium is £18,717.

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1300 per child)
- who have been continuously **looked after** for the past six months (£1900 per child)
- for children whose parents are currently serving in the armed forces (£300 per child)

We aim:

- To provide high quality teaching and support in all aspects of learning and to make learning fun, giving our children the confidence to succeed
- To have high expectations for achievement of our children enabling them to have positive attitudes towards their work, developing enquiring minds and becoming life-long learners
- To provide equality of opportunity for all

Every one of our children is unique with their own individual histories and therefore requires a personalised learning journey to ensure they make the necessary outstanding progress.

This is a breakdown of how the school uses its Pupil Premium funding from its school budget. This is funding allocated to the school and is based on the number of pupils who have been eligible for Free School Meals in the last six years, service children or those who are or have ever been looked after by the Local Authority. Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

St. Michael's Nursery and Infants School is committed to providing effective resources and ensuring vital support is in place for our students to improve their academic outcomes.

Barriers for future attainment for pupils eligible for PP include;

- *Oral language skills are well below expectation on entry to school at Nursery and Reception level*
- *High proportion of PP children are also registered for SEN provision*
- *Attendance is still a focus for improvement and was 95% in 2015 - 2016 Social Emotional Development poor and there is a significant number of our families have Children's Services involvement*

External barriers include;

- *Workington highest unemployment rate in Cumbria and ranked bottom out of 284 towns in terms of profitability*
- *8.1% of population claim jobseekers allowance and unemployment rate is 7.3%*
- *School's deprivation indicator and % of children eligible for free school meals is in the fourth quintile.*
- *31% of children in school are living in single parent households*

This document details the proposed spend of the Pupil Premium for 2016/2017 and is in line with the recommendations in the Pupil Premium Strategy.

The three overriding objectives which shape the spend are:

1: Attainment

To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged children across all areas of the curriculum.

2: Engagement and Aspiration

To improve curriculum engagement and aspiration for disadvantaged pupils and ensure they attend school regularly.

3: Early Years

To improve the outcomes for disadvantaged pupils in Early Years and to develop early language and speaking and listening.

Objective 1: To raise attainment for, and close the gap between, disadvantaged pupils and non-disadvantaged children across all areas of the curriculum			
Action 1: To ensure that the performance of PP pupils is monitored and supports the development of high quality teaching and learning.			
Rationale: There is a much greater need to support children in receipt of the Pupil Premium and to monitor their progress regularly to not only support their progress and attainment but to ensure that any barriers for learning are identified and overcome.			
Success Criteria:			
<ul style="list-style-type: none"> • Barriers to learning are identified and strategies are in place to successfully reduce them • PP pupils attain as high or in excess of non PP pupils. • PP pupil progress is at least in line with non PP 			
Dates: September 2016	Persons Responsible: AT, CR, SH, SI	Monitoring and Evaluation: Tracking and monitoring data of FSM cohort via data collection, weekly intervention meetings, student feedback, lesson observations, work scrutinies and pupil interviews. Data analysis shared with staff.	Cost: £8055.46
Delivery:			
<ul style="list-style-type: none"> • Half termly key stage and pupil progress meeting – HLTA's and teachers • Weekly PP target setting meeting with Class teacher and HLTA's • Half termly progress check Head and teachers 			
Action 2: To provide 1-1 support and small group support for PP students currently working below age related expectations in English and Maths			
Rationale: Sutton Trust research states that small class size and small group teaching gives 3 months and 4 months gain retrospectively.			
Success Criteria:			
<ul style="list-style-type: none"> • Reduction in the attainment gap in PP and non-PP pupils in all years especially Reception and Year 2 from September 16 to July 17 in English and Maths. • Accelerated performance of PP in all key stages. 			
Dates:	Persons	Monitoring and Evaluation:	Cost: £7064.80

September 2016	Responsible: All staff	Weekly progress meetings with appropriate staff. Work scrutinies. Tracking FSM pupil's data. Head and Teachers meet half termly to monitor effectiveness of interventions.	
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Delivery:

- Class split into small groups so targeted support in literacy and maths lessons can be provided
- NC (TA) provides 3 x weekly literacy and maths interventions
- JK (HLTA) provides intervention sessions 5 X per week – year 1 and 2
- Extra 1:1 or 1:2 support children's understanding of marking and mistakes in order to embed and deepen their learning.
- Each PP child across school to read at least 2 times a week with staff

Action 3: To provide structured phonics activities for Pupil Premium Pupils in Key Stage 1

Rationale: Sutton Trust research states that small class size and small group teaching gives 3 months and 4 months gain respectively.

Success Criteria:

- Performance of PP in phonics screening matches that of peers.

Dates: September 2016	Persons Responsible: SH, NC, AT	Monitoring and Evaluation: Half termly analysis of phonics progress. Pupils moved in groups accordingly.	Cost: £1944.00
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Delivery:

- NC 3 x weekly phonics 1-1 targeted support
- Very small groups for phonics

Objective 2: To improve outcomes for disadvantaged pupils in Early Years and develop early language and speaking and listening.

Action 1: Develop the language skills of children through development of the curriculum and staff training.

Rationale: EEF – Early Years Interventions: *'Overall the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress and appear to be particularly beneficial for children from low income families.'*

Success Criteria: Attainment gap between PP and non PP reduce PP with a good level of development (GLD) improves			
Dates: September 2016	Persons Responsible: SI AH KC WW	Monitoring and Evaluation: Progress of students in EYFS. CLL data analysis.	Cost: £839.74
Delivery: <ul style="list-style-type: none"> • EY staff will provide speaking and listening interventions • Rachel Laverack (General advisor) recommended 'time to talk' book by Jean Gross as a model of good practise – all staff will read and amend interventions as appropriate • Speaking and listening focus group in both Nursery and Reception 1 X 1 hour per week • Parents meeting held at the beginning of the year and termly for individuals 			
Objective 3: To address social/emotional barriers to learning for pupil premium children			
Action: Identify potential PP and Non PP children for Nurture group. To establish a Nurture group run twice a week for PP children in KS1 & 2			
Rationale: Sutton document: 'The choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations'.			
Success Criteria: <ul style="list-style-type: none"> • Attainment gap between PP and non PP reduces. • PP aspirations increase and pupils make progress in line with expectations. • Improved attitudes about self, others and school. • Attendance increases and fewer behaviour incidents recorded 			
Dates: September 2016	Persons Responsible: KC & SI	Monitoring and Evaluation: Boxall profiles completed as baseline, Spring term and end Summer term Results are monitored and impact on future teaching and	Cost: £452.00

		interventions	
Delivery: <ul style="list-style-type: none"> All teaching staff complete an emotional wellbeing matrix for PP children to identify areas of concern and this impacts on focus of the provision in nurture group KC (HLTA) delivers weekly 2 hour nurture group session to Reception and KS1 			
Objective 4: To improve the Pupil Premium section on the school website.			
Action: Pupil premium definitions included <ul style="list-style-type: none"> Pupil premium allocation table 2016/2017 School pupil premium funding-2015/16 Data and Attendance 2015/16 Overview of expenditures and impact (report) 2016/17 Action Plan/Spending expenditure and intended outcomes Barriers to learning Updated PP policy Links to relevant research CPD information (relevant to PP) PP Child's perspective overview 			
Rationale: To meet the national requirements for school websites			
Success Criteria: <ul style="list-style-type: none"> Website meets legal requirements for pupil premium information Staff, Governors, and parents can find up to date information about PPG funding, PP data and PP provision in our school 			
Dates: September 2016	Persons Responsible: SLT, WB	Monitoring and Evaluation: Lead Governor to check website and include in monitoring report to full governors Any CPD updates	Cost: £ 361.00