

Pupil premium strategy statement

ST Michael's CE (VC) First School

Pupil premium strategy statement

School overview

Metric	Data
School name	St Michael's CE (VC) First School
Pupils in school	216 (+Nursery).
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£34 412
Academic year or years covered by statement	2020 /21
Publish date	2020/21
Review date	Sept 2021.
Statement authorised by	J Wass
Pupil premium lead	J Wass
Governor lead	S Lewis

Assessment Data based on statutory testing July 2019 (no statutory tests July 2020 due to Covid19) Assessment data based on current Y4 pupils

Statutory Testing – July 2018 KS1 SATs data	Pupils eligible for Pupil Premium	Pupils not eligible for pupil premium
Year 2 % achieving expected or expected+ in Reading	60% (cohort of 10)	80% (cohort of 45)
Year 2 % achieving expected or expected+ in Writing	60% (cohort of 10)	73% (cohort of 45)
Year 2 % achieving expected or expected+ in Maths	50% (cohort of 10)	80% (cohort of 45)
Year 2 % achieving expected or expected+ in Science	70% (cohort of 10)	93% (cohort of 45)
Phonics Screen November 2020		
% of children achieving a pass in Y1 phonics screen (screening occurred Nov 2020 due to Covid19)	86% (cohort of 7)	97% (cohort of 32)

School Context
St Michael's CE (VC) First school currently has 216 pupils (+nursery) 17% of pupil are eligible for Pupil Premium funding. The school is recognising an increasing rising trend in the number of pupils eligible for pupil premium and is expecting this to continue to rise due to the impact of Covid19 on families.

Throughout the covid19 pandemic the school has continued to remain open to key workers and vulnerable children. During lockdown the school operated an online learning platform for home learning alongside learning in the classroom for those children in attendance. Upon the reopening of schools all children returned to the classroom. The school has placed emphasis on pupils' mental health and wellbeing alongside academic needs when implementing curriculum recovery and intervention strategies and pupil support.

The school recognises that prolonged periods of lockdown will have a possible decline in children's emotional health and wellbeing and some may have increased anxiety separating from parents and carers and returning into school.

Due to extensive periods of home learning children will have all had different levels of engagement with learning and this will have impact on pupils progress and attainment.

Barriers to future attainment (For pupils eligible for PP)

In school Barriers

Impact on children's emotional well being and health throughout lockdown, anxiety of some children in returning to school and separation from parents

Detrimental impact on learning due to national school closures. Potential gaps in 'lost learning' arising due to different engagement/ parental support during Covid19 lockdown.

External Barriers

Self-isolation, Covid19 testing and possible school closure of bubbles will have additional impact on pupils' attainment and progress.

	Desired outcomes and key measurements	Success criteria
A	<p>To ensure that all of pupils mental health and well being needs are met and this allows them to fully access their learning.</p> <ul style="list-style-type: none"> - Nurture intervention - HOPE - Assessment of pupils emotional needs - Discussion with parents (as appropriate) - Supported reintegration back into school 	<p>Children successfully reintegrate back into the school environment. Emotional support allows them to quickly access the curriculum and build on academic progress to narrow the gap.</p>
B	<p>To ensure that progress and attainment data show children have narrowed/ closed the gap against pre-Covid expected levels of attainment</p> <ul style="list-style-type: none"> - Teacher assessment informs planning - Swift identification of gaps in pupil knowledge - Tracking of all children including PP - Appropriate intervention based on teacher assessment - Ongoing phonics assessment/ intervention - Phonics Assessment (Nov 2020) 	<p>All children remain on track to reach end of year expected levels in assessment and progress</p> <p>Children in Year 2 reach pass level for phonics assessment (Nov 2020)</p>

	<ul style="list-style-type: none"> - Year 2 SATS May (cancelled) - Y1 phonics Screening May 2021(cancelled) - Y2 phonics retake screening May 2021(Cancelled) - Y4 times table assessment June 2021 (Cancelled) 	
C	Any disruption to classroom learning due to Covid19 is minimised (e.g. bubbles isolating, families self-isolating, school full or partial closure) A robust online remote learning package is available	<p>Effective strategies are in place to reduce the impact of any time away from the classroom. Teaching remotely enable the children to still attain end of year expectation.</p> <p>Online learning software purchased to support remote access.</p>
D	All children will have full access to the curriculum including any trips or access to learning activities within school.	Children have access to a wide range of learning opportunities and full access to all aspects of the curriculum.

Intended Outcome	Action	What is the evidence / rational for this choice?	How will you ensure it is implemented well?	Staff lead	Ongoing Review

<p>To ensure all of the children's emotional and wellbeing needs are met to enable them to fully access their learning.</p>	<p>Whole school assessment of pupils well-being (Leuven Scale)</p> <p>Implementation of Staffordshire Ways to Wellbeing Award</p> <p>Implementation of the HOPE project.</p> <p>Initial return to school focus on rebuilding friendships/ confidence in school environment</p> <p>Children will have access to a broad and balanced curriculum – subjects such as PE/ music and art will resume.</p>	<p>Educational research linking well-being to academic success.</p> <p>Research and evidence from mental health charities and Young minds.</p>	<p>Completion of the Staffordshire Ways to Wellbeing award</p> <p>Staff training / support to reintegrate children</p> <p>Nurture and HOPE sessions for identified children</p>	<p>AW (Well-being lead and HOPE lead)</p> <p>DF (Nurture/ HOPE provision)</p>	<p><i>42% of PP children have received additional nurture/ HOPE support this academic year</i></p>
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<p>To ensure any gaps in phonological knowledge are addressed and eliminated</p>	<p>Phonics assessment of children in Year 2 and (where applicable) Year 3</p> <p>Appropriate intervention put in place for identified pupils</p> <p>Quality first teaching of phonics within the classroom</p>	<p>Academic research on the link between phonics and writing success.</p> <p>(Nick Gibb DFE article – importance of phonics)</p> <p>DfE – Reading the next steps</p>	<p>Accurate teacher assessment to identify intervention needed</p> <p>Intervention groups put in place/ monitor of impact</p> <p>Assessment Nov 2020 (Y2 children)</p>	<p>JS</p> <p>Y2 staff</p> <p>TAs (phonics intervention groups)</p>	<p><i>Nov 2020 Y2 phonics screen</i></p> <p><i>6/7 PP children passed 86%</i></p>
<p>To ensure all PP children make good or accelerated progress to reach their expected end of year attainment targets.</p> <p>Intervention is swiftly put in place to address any gaps and is clearly targeted and focussed</p>	<p>Intervention</p> <p>Quality first teaching</p> <p>Access to online programs including TT rockstar and Numbots to support learning</p> <p>Precision teaching</p>	<p>EEF identifies effective use of TA support is best when targeted intervention groups are run to address pupils identified needs</p>	<p>Monitoring of impact of intervention</p> <p>Whole school assessment and tracking</p>	<p>JW</p> <p>Class teachers</p>	

Use of precision teaching where appropriate to					
<p>Any needs of PP children entering reception (8) are quickly identified and intervention put in place to accelerate the progress of any child at risk on not reaching end of year GLD.</p> <p>Maintain and develop a close link between home and school, involving parents in their child's learning journey</p>	<p>Baseline assessment of cohort</p> <p>Intervention as appropriate</p> <p>Use of Tapestry to maintain close link between home and school.</p>	<p>Educational research – Nuffield Foundation</p>	<p>Monitoring of impact of intervention</p> <p>Early Years termly assessment analysis</p>	<p>NF</p> <p>BJ/ JW</p>	
<p>Total budgeted cost £ 34 412</p>					