

St Michael's Pupil Premium Grant 2018 - 2019

Pupil Premium funding is given to schools so that we can support disadvantaged pupils well and reduce the attainment gap between them and their peers. At St Michael's all members of staff and governors have high ambitions and high expectations for all our pupils and we are committed to 'diminishing the difference' for pupil premium children. We are also dedicated to meeting the children's pastoral, social and academic needs within the school environment. As a school we can decide how the funding is spent and we are able to decide what additional provision or support should be made for the individual children.

The school will be entitled to receive Pupil Premium funding if the parent is in receipt of any of the following benefits:

- Universal Credit
- Income Support
- Income-based Jobseekers Allowance or Employment and Support Allowance
- Child Tax Credit – net earnings threshold of £7400.00 from April 2018
- Guarantee element of pension credit
- Support under Part VI of the Immigration and Asylum Act 1999

An application for free school meals will allow the local authority to establish whether the child is eligible and allow the school to claim the funding.

To apply, create an account and submit an online application using the link below:

www.lewisham.gov.uk/freeschoolmeals

We use our Pupil Premium, along with all of our financial and human resources, to do all we can to ensure that children have access to a wide and rich range of opportunities in order for them to flourish in their potential. We can assure parents and carers that all matters regarding who is entitled to extra support and how and when we use funding, which derives from the Pupil Premium, are treated with discretion and in confidence. We can also assure all parents and carers that we do not assume that being entitled to free school meals means a child will be academically less able or be more likely to have special educational needs.

This section gives an outline of how we intend to use the Pupil Premium money this year and in future, as well as show how our Pupil Premium funding was used last year, and the difference it has made to outcomes.

Summary information for 2018 -2019

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	201
Total number of pupils eligible for PPG	68
Amount of PPG received per pupil	£1320
Amount of PPG+ received per pupil	£0
Total amount of PPG received	£89,040

Current attainment (based on Key Stage 2 results for 2017-2018)

	Pupils eligible for PP at St Michael's	Pupils not eligible for PP (national average)
% achieving at expected or better in reading, writing and maths combined	44%	70%
% making expected or better progress in reading	-2.59	0.31
% making expected or better progress in writing	-2.49	0.24
% making expected or better progress in maths	-3.86	0.31

Barriers to future attainment (for pupils eligible for PP, including high ability)

Barriers	Intended Outcomes
WELL-BEING Low self-esteem and lack of resilience due to social and emotional needs.	Increased self-motivation, self-belief and resilience. The child is not only supported academically, but also socially and emotionally. PP children with challenging behaviour have access to specialist support (in liaison with Inclusion Manager).
ASPIRATION: Potential narrower range of experiences, which affects cultural confidence and aspiration.	Pupils begin to convey their aspirations and think about how they are going to achieve them. Pupils have access to experiences they might not have had at home. Pupils participate in project – ‘My future is so bright, I need to wear shades’ (a project to develop children’s aspiration). (Company: www.urbansynergy.com)
ACCESS TO THE CURRICULUM: Underachieving in their academic potential.	Pupils feel successful and celebrate their achievements. PP children make progress in line with, or better than, peers and in line with or better than national in reading, writing and maths. The attainment gap narrows. Through quality first teaching and full time support staff, PP children (including high attaining PP) are challenged and supported to reach the aspirational targets set for them. Through booster classes, small group teaching and individual targeted support, PP children who are falling behind, are supported to make accelerated progress.
BEYOND THE CURRICULUM: Potentially less access to enrichment opportunities, which support their social and cultural development.	By heavily subsidising school journey and making sure school trips are affordable, PP children have access to quality real-life experiences and engage in opportunities where the curriculum is brought to life. PP children participate in social and sporting excellence opportunities, which will develop a healthier lifestyle. Access to afterschool clubs, supporting their talents and interests and exposing them to a wide variety of experiences. Have access to learning to play an instrument by being offered free tuition provided by Lewisham Music Services. Children have a quality breakfast by offering breakfast club free of charge.
SEND FOR COGNITION AND LEARNING: 18% of PP children also SEND, which can be a barrier to making good progress. 24% of PP children are identified	Learning in books, data and pupil interviews reflects that SEN provision and interventions have a positive impact on the pp progress and attainment.

Barriers	Intended Outcomes
as children who have the potential to get expected standards, but won't achieve standards without targeted support.	
GREATER DEPTH: Children targeted for Greater Depth do not always meet that standard.	We increase the percentage of PP children reaching greater depth in reading, writing, maths and combined.
PARENTAL ENGAGEMENT: Hard to reach parents / carers, including negative perceptions or experience of education.	A trusting relationship developed with PP families in an effort to raise attainment, to ensure good attendance and punctuality and to engage families in school life. Increased percentage of parents / carers attending school meetings. Harder to reach parent/ carer participation in workshops and opportunities such as 'Bring your parent to school day.'
EAL: EAL children arriving with little, or no, English and no exposure to English at home	EAL children making good progress and evidence that they are catching up with their peers.
ATTENDANCE: Poor attendance and punctuality will impact negatively on progress in learning.	Evidence of increased attendance with regards to PP children with PA An expectation that all PP pupils have attendance at least in line with national figures.
To keep governors informed of actions taken and outcomes of pupil premium children. Evidence to be captured in PP movie.	

Planned strategy for 2018 – 2019

We shall carry out actions in a number of areas with the expected impacts shown below:

Areas of Spend	Actions	Impact
Quality of education Barriers: <i>Access to the curriculum</i> <i>SEND</i> <i>EAL</i> <i>GD</i>	Retain experienced teachers to raise quality of teaching and learning as outlined in the SIP. Setting aspirational and achievable targets using Fisher Family Trust, identifying PP children to reach expected and GD. Pupils assessed termly followed by data scrutiny and professional discussion: <u>To support progress to reach this target:</u> *Quality teaching for all. *Tracking the progress of pupils frequently, comparing results and informing <i>their</i> target setting and next steps *Targeted intervention *Regular review of impact of interventions during professional discussions *Morning booster sessions and small group setting for Y6 PP children *High quality support staff to support in class, to run	Pupils to reach predicted targets. Good and accelerated progress due to targeted and carefully chosen interventions. Narrowing the gaps / diminishing the differences between PP and non-PP.

Areas of Spend	Actions	Impact
	<p>interventions and to do writing conferencing. *Performance management targets linked to PPG. *Termly PPG review, including book-looks and pupil interviews. *Appropriate CPD for teachers and TAs.</p>	
<p>Behaviour and welfare of PPG</p> <p>Barriers <i>Attendance</i></p>	<p>Clear, transparent and consistent behaviour policy embedded. Full time TAs in class to build relationship with PP pupils and help them to break down academic, social and emotional barriers. Pupil Manager to liaise with Headteacher and AWO and any attendance and punctuality issues addressed according to policy and procedures. Attendance cup to promote punctuality. Late club on Mondays – children in late must make up time at lunch.</p>	<p>Evidence of impact of consistent behaviour system.</p> <p>Where PP pupils have Persistent Absence, the school has interventions in place such as informing parents through letters or meetings, catch up club for pupils who are late and celebrating good attendance throughout school.</p>
<p>Beyond the academics & personal development</p> <p>Barriers <i>Aspiration</i> <i>Well-being</i> <i>Beyond the curriculum</i> <i>Parental engagement</i></p>	<p>To promote the well-being of the children and build resilience by going above and beyond and do as we see fit depending on circumstance, for example by buying school uniform for children, PE kit, swimming kit, hampers, offering free Breakfast Club, Homework Club on an ad hoc basis etc.</p> <p>HT conduct an autumn term audit and develop a tailored action plan, to address every PP child and their specific need. Review every term and collate evidence in Pupil Premium Portfolio.</p> <p>Ensure children experience a wealth of real-life experiences, including a theatre performance.</p> <p>Pupil Premium Passport.</p> <p>Subsidised after school clubs (sport) and residential trips and provide free breakfast club and free guitar lessons and monitor participation.</p> <p>To encourage parents of PP children to engage in parent workshops and bring your parent to school days.</p>	<p>PP children to express that they enjoy school and feel confident that they are supported in their learning.</p> <p>Pupil Premium Portfolio.</p> <p>All PP children to be able to articulate beyond the academics opportunities they have at St Michael's.</p> <p>To ensure that the 'whole' child is supported academically, socially, and emotionally to diminish any differences they have, which may be preventing them from reaching their potential.</p> <p>Increased participation of PP children.</p>