

Summary of spending and impact of pupil premium funding 2019 - 2020

Number of pupils and pupil premium grant (PPG) received for 2019 -2020	
Total number of pupils on roll	193
Total number of pupils eligible for PPG	55 (28%)
Amount of PPG received per pupil	£1,320
Amount of PPG+ received per pupil	£0
Total amount of PPG grant for 2019 -2020	£78,480

At St Michael's, we are committed to educating the 'whole child'. This means not only providing a broad and balanced curriculum, but also supporting the children's well-being and personal development. We maintain a focus on the outcomes, but some outcomes are harder to measure. For example, paying for a child to attend a residential school journey teaches independence and resilience, team work and experience of the outdoors, attributes which will help a child to achieve, but are less easy to quantify.

The barriers and challenges disadvantaged pupils face at St Michael's are complex and varied – there is no single difficulty faced by all. However, a key barrier identified for disadvantaged pupils is attendance – children need to be in school, ready to learn for any other approaches to make a difference. We understand that sometimes poor attendance and punctuality is a symptom of an underlying cause and to tackle any underlying cause, the staff work very hard to establish a positive relationship with all the parents of disadvantaged pupils. We make every effort to work in partnership with parents so that we can foster an understanding of the critical importance of being in school on time every day. In 2019 – 2020, the attendance of disadvantaged pupils was in line with national at the time of lockdown (March 2020), as a result of the Pupil Manager, in liaison with the Headteacher and Inclusion Manager, monitoring attendance. The Pupil Manager sends monthly reports to the Attendance Welfare Officer and works closely with the AWO to intervene and react as appropriate and when needed. The school has a 100% track record of improvement, once an intervention has taken place.

Due to Covid-19, the strategy was only in place for under two terms. During the partial closure of the school, our focus has centred on trying to minimise the impact on the well-being and learning of our pupils who are 'disadvantaged' pupils. This has included places being offered where needs identified that this would be beneficial for the individual, regular 'check-ins', 'packs' of work for those without internet connection, food vouchers, loaning of ipads where appropriate. Those children who were invited into school, have benefited significantly - both in terms of the steps made in their learning and their social skills. Where children did not attend school, the teacher made regular welfare calls and monitored the learning that was happening at home. All disadvantaged pupils returned to school at the beginning of the Autumn Term.

1. Quality first teaching – attainment for all

Our vision is for children to flourish in their potential and for them to flourish academically. We are aspirational about improving teaching and learning.

With a quality CPD programme in place and through a structured monitoring and appraisal cycle, we provide consistently high standards through 'quality first teaching'. We believe that pupils with disadvantaged backgrounds benefit greatly from good teaching and therefore the teaching and learning at St Michael's is tailored to support the needs of all pupils. Targeted support is in place for children falling behind. All the disadvantaged pupils are closely monitored, using our bespoke pupil premium profile. If disadvantaged pupils have SEND needs, appropriate additional

support is put in place to ensure all children, including SEND children, make the best possible progress. The Inclusion Manager carefully monitors their interventions and support and makes referrals to external agencies as appropriate. Whilst the teaching children receive is consistently good, and often outstanding, we recognise that we could always be better – as Dylan William said “every teacher needs to improve, not because they are not good enough, but because they can be even better” and therefore we continuously reflect and improve our practice.

Learning walks and pupil interviews have evidenced that children quite often have a fixed mindset about learning. To address this and foster a growth mindset, we have embedded Kagan strategies (collaborative learning opportunities) as part of our teaching approach across the school. With these strategies embedded, we find that children are more willing to take risks in their learning and they are less worried about making mistakes when they work with their peers in mixed ability groups. Kagan strategies also make children accountable for their learning and they do not have the choice to ‘opt out’ of engaging in the learning.

A recent review of the curriculum has been conducted to ensure there is no narrowing of the curriculum and that all pupils, including disadvantaged, are exposed to a broad and balanced curriculum. There is a strong knowledge focus, delivered through effective teaching approaches consistently across the school.

The pupil premium grant has subsidised some of the funding to ensure we have a full time Teaching Assistant for every class. Support staff is a valuable resource to support the needs of the disadvantaged pupils and therefore leaders carefully consider the strengths of each member to decide how best to use him or her. The strong teamwork between teachers and support staff is conducive to our ‘whole child’ approach. On-going support and training is in place to ensure Teaching Assistants provide effective support to targeted pupils in addition to running quality learning interventions in small groups or 1:1.

Impact:

Whilst we do not have Key Stage 2 attainment data for 2020, predictions and in school data demonstrates the impact of our teaching on children’s outcomes – it shows that we are narrowing the gap over the last 3 years.

2. Targeted support

At St Michael’s disadvantaged pupils are seen as individuals, each with their own challenges, talents and interests. Therefore, during pupil progress meetings, staff discuss each child in detail – their successes and their barriers; track their progress and identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. The progress meetings are also the platform where targeted support/interventions, for children falling behind, is discussed and agreed. The Inclusion Manager, who is non-class based, oversees support and monitors the progress of children falling behind. Staff seek strategies best suited to address individual needs and making an impact, rather than simply fitting pupils into their existing support strategies. As a result, the intervention programmes at St Michael’s are forever evolving and improving.

The school has a service level agreement with the SEN services in the local authority, such as the Educational Psychologist, to give individualised support and to give advice as to how best support the children’s SEND needs.

The refurbished calm room provides a space for disadvantaged SEND children who have behavioural needs to have a calm, nurturing and safe environment for their learning.

3. Extended school support

At St Michael’s we have a motto, “small enough for everyone to count, big enough to make a difference.’ We therefore actively promote the well-being of the children and build their resilience in order for them to be successful in life. We go above and beyond and do as we see fit depending on the circumstances, which we demonstrated during lockdown. We also donated hampers, offered free Breakfast Club and subsidised after school activities and during lockdown, all children eligible for FSM received weekly food vouchers.

Our pupil premium questionnaires are a way of obtaining an insight into the well-being of our disadvantaged pupils, including how they feel about home and school life. As a result, the staff are able to provide the children with the

necessary emotional support, as and when appropriate. Where children do not have sufficient support at home, staff provide them with opportunities in school to complete their homework.

Some of the grant money has been spent to enhance the children's world experiences. By subsidising all these experiences, the children had access to a range of quality experiences. The expectation is that each class enjoys a minimum of one trip per term, however, these trips have been compromised due to COVID.

We are committed to ensuring children develop healthy lifestyles and therefore we want to instil a love for walking in the beautiful parks we have all around London. We have launched 'walk a mile to Mayow Park' and the children thoroughly enjoy the experience of walking whilst enjoying the beautiful scenery of a park. During lockdown we encouraged the children to be active every day.