

Summary of spending and impact of pupil premium funding 2018 -2019

Number of pupils and pupil premium grant (PPG) received for 2018 -2019	
Total number of pupils on roll	201
Total number of pupils eligible for PPG	68
Amount of PPG received per pupil	£1,320
Amount of PPG+ received per pupil	£0
Total amount of PPG grant for 2019 -2020	£89,040

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 2018 – 2019, the attendance of disadvantaged pupils at 95.8% has been in line with national (95.8%), 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.

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 support is put in place to ensure the 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

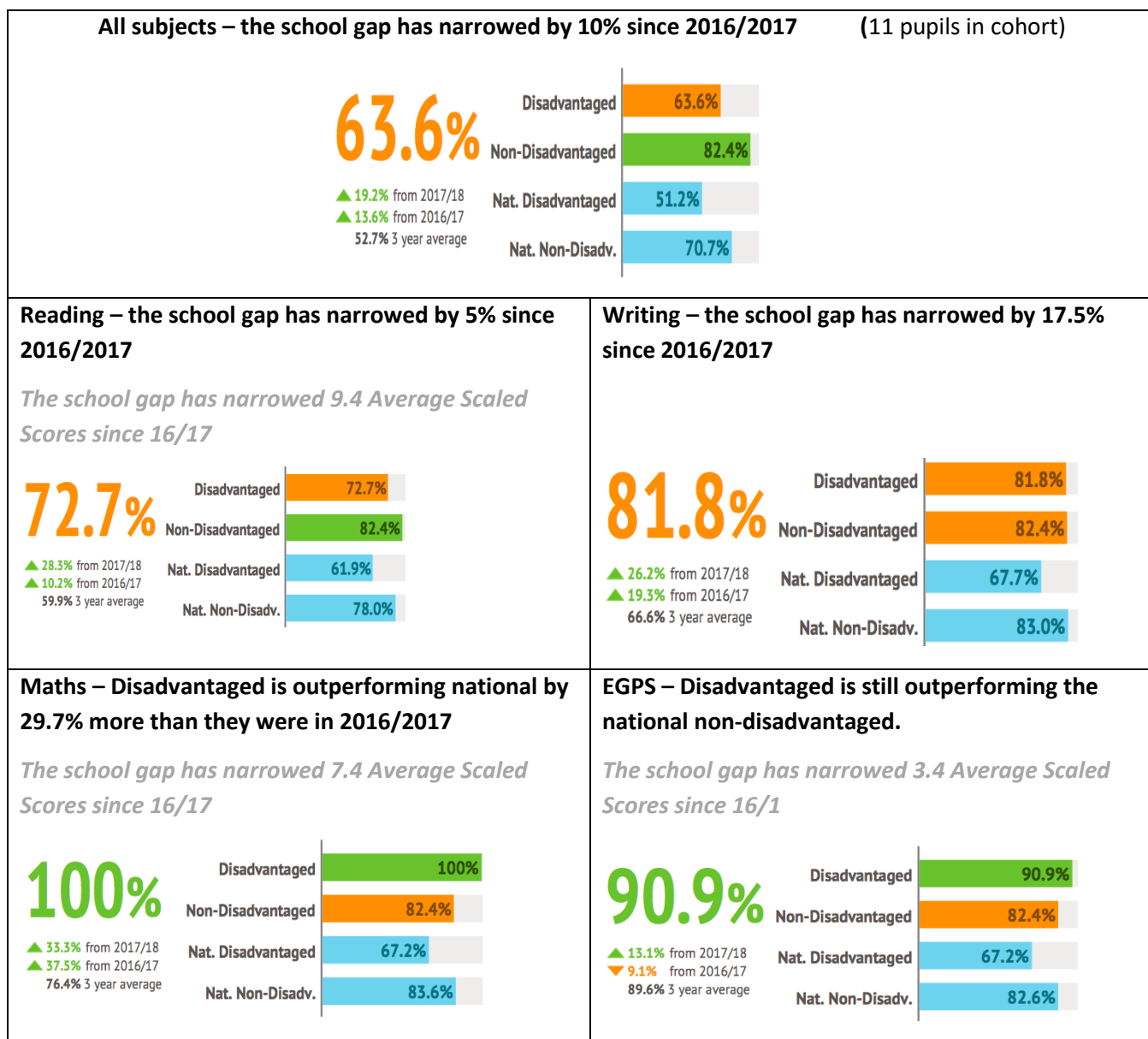
willing to take risks in their learning and they are less worried about making mistakes when they work with their peers in mixed ability groups. Kagan strategies also make children accountable for their learning and they do not have the choice to 'opt out' of engaging in the learning.

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:

Our Key Stage 2 attainment data of 2019 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, oversee support and monitor 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 newly 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. For example, during the year 2018/2019, we purchased items of uniform, PE kit and swimming kit for specific children. We also donated hampers, offered free Breakfast Club and subsidised after school activities.

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 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. Each class enjoys a minimum of one trip per term. At the end of Key Stage 1, the children visited the seaside (Joss Bay) and the children in Year 6 had a residential trip to Kingswood for four days. Both of these trips were subsidised for disadvantaged children. Our aim is for every child to have experienced theatre shows during their time at the school, with at least one show in the West End, as part of their cultural development. The image theatre visited the school in December 2018 and Year 5 viewed the Lion King in the West End. The disadvantaged children all have the opportunity to learn to play the guitar for free. After-school sports clubs are also subsidised to ensure children have the opportunity to take part in activities after school, taught by skilled professionals. In July 2019, a group of eight disadvantaged children participated in a residential surfing trip in Devon. This was an opportunity to give children the experience of enjoying the ocean...for three of the group it was the first time they had seen the ocean. By subsidising all these experiences, the children had access to a range of quality experiences.

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.

In the Spring Term, the Inclusion Manager organised an aspirational day, called 'My Future is so Bright, I Need to Wear Shades', a platform to expose children to a range of choices of what they can do when they are grown up.