



St Michael's Academy

Grass Royal, Yeovil BA21 4JW

☎ 01935 423863

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St Michael's Academy Pupil Premium Grant expenditure report 2017/2018

For the financial year 2017-18 St Michael's Academy has been allocated £155,740 Pupil Premium funding. Primary schools receive £1,320 for each child registered as having been eligible for free school meals at any time in the last 6 years, £1900 for children who are Looked After and £300 for Service Children.

Context - The school serves a community which reflects high social and economic challenges. 45% of children are eligible for free school meals, or have been at some point during the past 6 years.

The main areas that we intend to focus our provision on are:

- Outcomes in RWM (especially PP boys' reading)
- Progress in RWM (including 'closing the gap')
- Attendance
- Parental engagement
- Self-esteem of pupils in receipt of PPG

Desired outcome	Provision	What is the evidence and rationale for the choice?	How will you ensure it is implemented well?	Staff lead	Costs	Impact
To improve outcomes of PP children in Reading, Writing and Maths and 'close the gap' to non-PP children	Providing small group work with an experienced teacher/LSA focussed on overcoming gaps in learning in Year 6	In last year's cohort, PP children made the least progress of any group going on KS2 SATs results. Year 6 PP children approaching SATs will benefit from small group interventions Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil	Monitoring of teaching Book scrutinies Impact analysis - progress between beginning and end of interventions	DR	£10,000	The percentage of PP children reaching the expected level in all subjects improved from 2017 SPAG: 52% - 69% Reading 43% - 66% Maths 57% - 66% Writing 62% - 66% RWM 38% - 56% A gap remained to NPP chn based on historical progress Progress data will be released in Autumn 2018



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		progress.				
	<p>Academic intervention in the form of 1:1 tutoring or small-group work and/or support for short, regular sessions to enable a child to catch up with peers. Also, early intervention through targeted programmes to support developing speaking and listening skills, reading, writing and number concepts. These include but are not limited to: Accelerated Reader, ILL, Reading Box, Read Write Inc and Speech and Language sessions. Also, same-day interventions,</p>	<p>As above. With all staff identifying 'barriers to learning', and knowing their children through Pupil Progress Meetings and meetings with the Data Lead, children not making progress can be identified quickly in order to fill the gaps and accelerate learning for identified pupils.</p> <p>Continuous Assessment for Learning by teachers will ensure children are being monitored within lessons and given the support they need at the earliest opportunity.</p> <p>Pupil Premium children have historically made less progress than other groups throughout the key stage in reading, writing and maths.</p>	<p>Monitoring of teaching and interventions; Book scrutinies and Learning Journal scrutinies; Impact analysis - progress between beginning and end of interventions; progress in class of key groups monitored by data manager; performance management meetings</p>	<p>MV, CCF, DR, EC</p>	<p>£53,160</p>	<p>Closing the attainment gap has become a whole school priority. In NFER testing at the end of the year: -Year 3 PP chn outperformed their NPP peers in all areas -Y4 PP chn closed the gap in reading; the gap was largest in maths -Y5 PP chn all but closed the gap in reading, but still remain below their NPP peers across the board -In Y6 SATs, there was a gap in all subject areas, but all subjects showed an increase on 2017 in the number of PP chn working at or above the expected level</p> <p>PP showed increase in numbers reaching expected level in NFER/TA compared to start of the year: Writing: 40%-62% Reading: 30%-63%</p>



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	particularly in maths, to ensure children do not fall behind					<p>Maths: 38%-65%</p> <p>All staff are aware of the attainment 'gap' in their year group. It remains a school priority, and with a repeated focus on the performance and progress of PP children, the school expects to see the gap close by the time the current Y3 children take their KS2 tests.</p>
	The specific teaching of phonics (throughout the school)	<p>Phonics is an essential component of supporting the development of early reading skills. With many of the children at St Michael's exhibiting poor reading skills on entry, phonics teaching continues on a 1:1 and small group basis.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF)</p>	Information tracked and fed back to SENCO. Progress results to HT and Data Manager	VBL, EC	£7000 inc. cost of resources	<p>82% of children throughout the year achieved their target, representing accelerated progress. For 41% of children, this target was to return to class provision, the intervention having enabled them to 'catch up' with their peers.</p>



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	<p>A focus on reading throughout the school, including a focus on boys' reading and reading for pleasure:</p> <ul style="list-style-type: none"> - Bespoke interventions through Accelerated Reader - A library of books that enthruse particularly boys - A consistent approach to teaching reading that is monitored 	<p>In 2017 SATs, only 1 out of 10 boys in receipt of PPG reached the expected level in reading. All made negative progress. Poor reading skills has also been shown to impede on other areas of the curriculum, for example 'strategies to boost disadvantaged pupils' reading comprehension could have a positive impact on their achievement in science too' (EEF).</p>	<p>Year 6 data improvement year on year; Progress tracked across school; INSET for all staff on reading strategies</p>	<p>DR, JC</p>	<p>£1000 to cover the cost of staff training on the teaching of reading</p>	<p>Year 6 results showed huge impact on proportion of PP chn achieving expected level compared to previous year. Boys improved to 9/16 ARE from 1/10.</p> <p>Reading results up across the whole school, with PP chn in Y3 and Y4 closing the gap and outperforming NPP peers.</p>
<p>For attendance to be in line with the national average or better</p>	<p>A school minibus to increase and improve attendance of those most vulnerable</p>	<p>The minibus will pick up those children with particularly weak attendance records, focussing on those from vulnerable groups. We have chosen this approach as we can't improve outcomes for children if they are not attending school regularly.</p>	<p>Line management meetings, Families and children reviewed by PFSA</p>	<p>JM</p>	<p>£8,760 to cover the cost of the bus, insurance and staff</p>	<p>Attendance of PP children improved from 92.4% in 2016-17 to 92.7% in 2017-18. With the removal of one pupil the figure rises to 93.1%</p>
	<p>School Attendance Officers - these</p>	<p>'... pupils with no absence are 1.3 times more likely to achieve</p>	<p>Systematic calling for children that have not attended</p>	<p>FB, MK-D, JM</p>	<p>£5,140 includin</p>	



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	persons will work with parents and carers to improve the attendance and punctuality of children particularly from vulnerable groups	level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions'. (Dfe, 2016)	school; letters home to inform of poor attendance; early identification of children with attendance issues; Regular review of attendance data; meetings with county officer regarding persistent poor attenders		g cost of time spent	
To improve parental engagement	An increased focus on activities and/or initiatives that encourage parents to support their children's learning effectively. Planned activities include: Burger and a book, in Summer; Drop-in afternoon, to see children working in class; an art exhibition in the summer term; year group assemblies; parent classes, attended in school.	Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003). Parental engagement at St	Monitor increased numbers of parents with a positive involvement with their child's learning.	MV, JM	£400 including costs of putting on events	Parental engagement has risen substantially. There has been a first school fete in years and numerous other events like bingo helped hugely by the creation of the Friends of St Michael's. In turn, culture around the school has improved and children's value of the school has risen. There has been an increase in footfall of parents within school. Class Dojo has seen much better contact with parents and a continued dialogue, which has resulted in improved relations between parents and the school. Take-up of Class Dojo is above 80%.



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		<p>Michael's has in recent years been week, and has suffered from changes in management. By improving parental engagement and the culture that surrounds this through different activities and dialogue, research tells us that it will also have a positive impact on children's learning.</p>				
<p>To improve self-esteem or to build cultural capital</p>	<p>Fund a range of out-of-classroom experiences for pupils which build their cultural capital and understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and its various communities. Trips are also designed to develop social skills and build self-esteem.</p> <p>Trips last year included a Y4</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>Pupils gain a huge amount of confidence from particular trips, and are able to take part in activities they otherwise would never be able to do.</p> <p>Writing about these trips sees an improvement in pupil's enthusiasm for writing.</p>	<p>SLT, Year Heads to establish a programme of out-of-classroom experiences that add to the children's learning and experiences</p>	<p>SLT, Year Heads</p>	<p>£17.720 including the cost of trips in every year group</p>	<p>PP Children have been able to have the same opportunities as non-PP children, to enhance extra-curricular activities. Residential trips to Devon (Y6) and Cornwall (Y4) gave children the opportunity to engage in life-enhancing new experiences such as surfing and visiting the Eden Project. Children that otherwise wouldn't have been able to join in have felt equal. Literacy work that has come from visits to Nothe Fort or the Tutankhamun museum has been excellent. PP children who have been on these trips speak</p>



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	<p>residential trip to St Ives, Cornwall, a Y6 trip to see War Horse at the Bristol Hippodrome, a Year 5 trip to Nothe Fort in Weymouth, paddle-boarding, sketching, Fleet Air Arm Museum, a match at the Women's Cricket World Cup, @Bristol, climbing and a whole-school trip to see the Pantomime at the Octagon in Yeovil.</p>	<p>It also has other benefits. e.g. a Year 6 PP boy with limited interest in reading for pleasure who went to see War Horse at the theatre made himself a small bookshelf full of Michael Morpurgo books in the Deputy Head's office. 'Do you like Michael Morpurgo then?' 'Yes, ever since we went to see War Horse'.</p>				<p>of the huge positive experience.</p>
	<p>Swimming lessons throughout the year at Goldenstones swimming pool</p>	<p>In order to build water confidence and meet the national curriculum.</p>	<p>Records of progress</p>	<p>MV</p>	<p>£9,000</p>	<p>Children have built water confidence. An additional water safety assembly was organised during health week. PP children benefitted throughout the year by being able to attend sessions.</p>
	<p>Music provision in the form of guitar</p>	<p>The Sutton Trust toolkit identifies positive gains in</p>	<p>Simon Champion to report to MV/CCF</p>	<p>MV/CCF</p>	<p>£1,575</p>	<p>Confidence improved among pupils who had the opportunity</p>



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	lessons, specifically for those that lack further extra-curricular opportunities, to boost self-esteem.	progress for Arts participation, as having positive effects on pupil outcomes.				to engage in small group music provision. This was a new skill that chn would otherwise not have had, and self-esteem saw an obvious boost around sessions.
	Free access to targeted after-school and lunchtime clubs, including football, table tennis, gymnastics, IT, art and choir, among others	PP uptake of additional extra-curricular activities is strong at St Michael's. It enables children to receive an enriched and creative curriculum beyond what is covered in the classroom. The overall impact of sports participation and arts participation on academic achievement tends to be positive but low (about two additional months' progress; EEF)	Listen to pupil voice, monitor clubs for PP uptake; look for evidence that an 'I can' attitude in school clubs is also having a beneficial impact on their progress.	MV	£700 including resources	Choir performed at a number of locations. Sports clubs including football, table tennis, gymnastics and cricket were attended by more than 50% PP children. Chn were encouraged to develop their own clubs during school time, including art, drama and gaming. Children gained new skills throughout the year by attending the clubs
Pupils are school ready, nutritionally supported and emotionally supported, to	A free breakfast club that ensures that children start the day with a healthy and nutritious meal	Many PP children used to arrive at St Michael's hungry in the morning. A free breakfast club, along with a hot dinner at lunchtime guarantees that they are having two nutritious meals in a day, and are ready to learn.	Breakfast club team to oversee and report any concerns	MV	£8,105 including staff time and all food	PP chn who attend breakfast club are in class and ready to learn at 8.30, having come up from breakfast club. Huge positive impact on behaviour resulting from breakfast club, as well as a sense of identity and



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access learning each day		Children at breakfast club head to class at 8.30 for the start of the school day, thus ensuring punctuality.				children playing together and starting on a positive note.
	Cost of stationery required at school including individual pencil cases with pen, pencil, ruler, pencil sharpener and rubber	To ensure that all children are equally ready to engage in lessons	Class teachers ensure all students are fully equipped	CCF	£280	All children ready to learn, and no negative implications of not having the correct stationery.
	Specialist ELSA and Thrive practitioners working on a one to one or small group basis with pupils who are vulnerable, providing a range of support and counselling.	Vulnerable children are able to successfully access the curriculum and stay within their classrooms and peers making good progress. Pupils have strategies to manage their feelings. Pupils learn to self-manage their learning behaviour. Pupils have access to counselling if needed. Pupils suffering from loss or bereavement have support.	Regular reporting back to class teachers and SENCO	EC, JM, MV	£10,800 including resources	PP chn made up more than 90% of the groups that worked with ELSA and Thrive practitioners. The progress made through the Thrive programme was evident and enabled many children to access their classroom who otherwise would have struggled more (see Thrive/ELSA data)
For children with emotional and behavioural	Employ a behavioural specialist that can build up a secure, understanding and caring relationship	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Line management meetings to ensure early identification of children with behavioural issues. Whole school behavioural	JCo	£18,500 including resources	A large improvement in behaviour for learning was observed across the school, as observed in independent observations (SIP). Learning and



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<p>difficulties to receive support and targeted interventions to reduce behavioural incidents and to ensure they make progress in their learning</p>	<p>with particular pupils in order to help them manage their behaviour</p> <p>Create an area 'the hive' that is both a safe space and a space for behavioural incidents to be addressed and managed</p>	<p>Many vulnerable students arrive at St Michael's with a need for a safe space. Providing this will lessen the number of incidents.</p> <p>The hive's visitors, since opening, have been around 90% Pupil Premium children who have struggled with behaviour around the school, either in lessons or elsewhere.</p>	<p>data analysed and actions are put into place for key individuals.</p> <p>Observations of learning and behaviour of pupils through learning walks</p> <p>Regular liaison with external agencies</p>			<p>progress of <u>all</u> children has benefitted as a result. PP chn who arrive at school not ready to learn have a sympathetic and quiet arrival point that is often used as somewhere to check in, before heading to class.</p> <p>Chn have benefitted from a behavioural specialist who is able to support and monitor behaviour, as well as discover root causes, enabling teaching to focus on QFT. Regular dialogue between behaviour specialist and class teachers has ensured behaviour has continued to improve across the school. Children from across the school have shown how much they value the hive in pupil voice interviews.</p>
<p>Raise the profile of Pupil Premium throughout the school</p>	<p>Create the high profile role of Pupil Premium Lead as a member of the SLT who champions the cause of PP children</p>	<p>Raising the profile of Pupil Premium children throughout the school will see a positive impact on the support they receive and the attention teaching and support staff give</p>	<p>Plan CPD to routinely raise the profile of PP provision, to share best practice, and to develop an understanding of what is expected in all classrooms. Monitor progress;</p>	<p>DR MV Governor s</p>	<p>£3,600</p>	<p>PP has become much more widely talked about and monitored across the school. PP Lead has attended specific training sessions organised through the Beach School's SSIF</p>



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	<p>around the school, and monitors their progress. The PP lead will have management time dedicated to meeting with PP children and raising the profile of those children throughout the school, in every class.</p>	<p>to their cause. Introducing initiatives such as 'Mark First' and 'Direct Questions First' will give all teachers an even greater understanding of the PP children in their class. Stars on books will indicate which children are PP, while not indicating to other children that this is the case.</p>	<p>Develop use of learning walks to involve teachers so that they can see/share good practice.</p>			<p>bid, bringing expertise and ideas into the school. This has filtered out to all staff through PP-specific staff training sessions that have been put in place. PP learning walks have identified best practice and areas to improve. This has created an environment where teachers are thinking about their PP students more widely and has contributed to the accelerated progress shown by PP children in all year groups.</p>
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Staff mentioned:

MV - Matt Vella, Headteacher

CCF - Cara Compton-Foster, Deputy Headteacher

DR - David Rowland, Head of Year 6, Pupil Premium Lead, Data Manager, Maths Coordinator

EC - Estelle Chant, SENCo

JM - Julia Martin, PFSA

VBL - Vicki Brennan-Laird, SEN Teaching Assistant, Phonics Coordinator

JCI - Jess Clements, Reading Coordinator

JCo - Jeanette Cole, Behavioural Specialist



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FB = Fiona Bunkin, Attendance Officer

MK-D - Marzena Kirton-Darling, Attendance Officer