



St Michael's Academy

Grass Royal, Yeovil BA21 4JW

☎ 01935 423863

✉ stmichaelsyeovil@educ.somerset.gov.uk

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St Michael's Academy Pupil Premium Grant expenditure report 2018/19

For the financial year 2018/19 St Michael's Academy has been allocated £171,080 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
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 were significantly outperformed by their NPP peers, and made better progress throughout the school in each of the tested subjects. 57% of PP children achieved the expected standard or above in Reading, Writing and Maths, compared with 77% of non-Pupil Premium children. Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	Monitoring of teaching Book scrutinies Impact analysis - progress between beginning and end of interventions Performance and progress of PP children in in-year testing as well as KS2 tests	DR	£10,000
	Two full time teachers in Year 3	The evidence base on the link between class size and	Monitoring of teaching	MV,	£68,000



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	<p>and Year 5 to reduce class sizes from 30+ to around 20</p>	<p>attainment, taken as a whole, finds that a smaller class size has a positive impact on attainment and behaviour in the early years of school (Class Size and Education in England, DfE). There is some evidence that pupils in disadvantaged areas in the UK benefit from classes of fewer than 20 pupils in primary schools (EEF)</p> <p>With two year groups containing between 60-65 pupils, the school has taken the decision in the interests of the children to employ two full-time teachers in order to reduce class sizes, due to the evidence that disadvantage primary-aged children especially benefit from smaller class sizes. A reduction in class size from 30 to 20 is significant for the children in the class.</p>	<p>Book scrutinies Performance and progress of PP children in in-year testing as well as KS2 tests A reduction in behavioural incidents compared to previous years.</p>	<p>Governors</p>	
	<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, ILLI, Reading Box, Read Write Inc and Speech</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</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; reporting back to governors</p>	<p>MV, CCF, DR, EC, CP</p>	<p>£36,233.10</p>



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	and Language sessions. Also, same-day interventions, particularly in maths, to ensure children do not fall behind	reading, writing and maths.			
	The specific teaching of phonics (throughout the school)	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. 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)	Information tracked and fed back to SENCO. Progress results to HT and Data Manager	VBL, EC	£7000 inc. cost of resources
	A focus on reading throughout the school, including a focus on boys' reading and reading for pleasure: - Bespoke interventions through Accelerated Reader - A library of books that enthuse particularly boys - A consistent approach to teaching reading that is monitored	In 2017 SATs, only 1 out of 10 boys in receipt of PPG reached the expected level in reading. In 2018 this was up to 9 out of 16, however there was a huge gap compared to NPP boys (38%) and a large gap in terms of progress made(25%; PP -15%, nPP +10%) 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).	Year 6 data improvement year on year; Progress tracked across school; INSET for all staff on reading strategies	DR, JC	£1000 to cover the cost of staff training on the teaching of reading
For attendance to be in line with	A school minibus to increase and improve attendance of those most vulnerable	The minibus will pick up those children with particularly weak attendance records, focussing on those from vulnerable groups. 2017-18 showed that the minibus	Line management meetings, Families and children reviewed by PFSA	JM	£6,906.90 to cover the cost of



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the national average or better		had a positive impact on the attendance of particular children, raising the attendance of the school as a whole, however it is still a school priority. We have chosen this approach as we can't improve outcomes for children if they are not attending school regularly.			the bus, insurance and staff
	School Attendance Officers - these persons will work with parents and carers to improve the attendance and punctuality of children particularly from vulnerable groups	'... pupils with no absence are 1.3 times more likely to achieve 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)	Systematic calling for children that have not attended 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	FB, MK-D, JM	£5,140 including 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: drop-in afternoon, to see children working in class; parents being invited to take part in St Michael's University alongside their child; an art exhibition and a film exhibition in the summer	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).	Monitor increased numbers of parents with a positive involvement with their child's learning.	MV, JM	£400 including costs of putting on events



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	term; year group assemblies and shows; open afternoons; parent classes, attended in school.	Parental engagement at St 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.			
To improve self-esteem or to build cultural capital	<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 residential trip to St Ives, Cornwall, a Y6 residential trip to the Ultimate Adventure Centre in Bideford, a Y6 trip to see War Horse at the Bristol Hippodrome, a Year 5 trip to Nothe Fort in Weymouth, sketching, Fleet Air Arm Museum, a trip to the Tutankhamun museum, climbing and a whole-school trip to see</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>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>	SLT, Year Heads to establish a programme of out-of-classroom experiences that add to the children's learning and experiences	SLT, Year Heads	£7,200 including the cost of trips in every year group



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	the Pantomime at the Octagon in Yeovil.				
	Music provision in the form of guitar lessons, specifically for those that lack further extra-curricular opportunities, to boost self-esteem.	The Sutton Trust toolkit identifies positive gains in progress for Arts participation, as having positive effects on pupil outcomes.	Simon Champion to report to MV/CCF	MV/CCF	£1,575
Pupils are school ready and emotionally supported to access learning each day	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	£300
	Specialist 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	£4.300 including resources
For children with emotional and behavioural difficulties to receive	Employ a behavioural specialist that can build up a secure, understanding and caring relationship with particular pupils in order to help them manage their behaviour	The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Many vulnerable students arrive at St Michael's with a need for a safe space. Providing this will lessen the number of incidents.	Line management meetings to ensure early identification of children with behavioural issues. Whole school behavioural data analysed and actions are put into place for	JCo	£20,500 including resources



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<p>support and targeted interventions to reduce behavioural incidents and to ensure they make progress in their learning</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>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>key individuals. Observations of learning and behaviour of pupils through learning walks Regular liaison with external agencies</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 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>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 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. Dots on books will indicate which children are PP, while not indicating to other children that this is the case. Each PP child will have an IEP formed after discussion between the teacher and the child</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; Develop use of learning walks to involve teachers so that they can see/share good practice.</p>	<p>DR MV CW</p>	<p>£4,100</p>

Staff mentioned:

MV - Matt Vella, Headteacher

CCF - Cara Compton-Foster, Deputy Headteacher

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



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EC - Estelle Chant, SENCo

JM - Julia Martin, PFSA

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

JCl - Jess Clements, Reading Coordinator

JCo - Jeanette Cole, Behavioural Specialist

FB = Fiona Bunkin, Attendance Officer

MK-D - Marzena Kirton-Darling, Attendance Officer

CP - Cerwyn Pritchard, Governor with responsibility for Pupil Premium