



Pupil premium statement

Strategy 2018-2019

The pupil premium funding is given to schools to support eligible groups of children. This school receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children, adopted or children of service parents. We are required to publish up to date information online about how we use the premium as part of our pupil premium strategy.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support. Our aim is to support children whatever their barriers may be; environmental, social, economic or learning.

We aim to provide experiences, support and resources to make sure that these children can make as much progress as other children with similar starting points and thus to 'narrow the gap'.

We believe that we need to develop every child's independence in learning, their self-esteem and their speech and communication. It is also of vital importance that they are given emotional support so that they can develop as learners and fulfil their potential.

Summary information

| Academic Years | No's on roll | Number of pupils eligible for PP in each year | Total PP budgets | | |
|----------------|--------------|---|------------------|--|-----------|
| 2015/16 | 137 | 10 | £6,684 | | n/a |
| 2016/17 | 140 | 6 | £10,560 | Date of most recent PP Review | Sept 2017 |
| 2017/18 | 122 | 7 | £9,240 | Date of most recent PP Review | Sept 2018 |
| 2018/19 | 126 | 9 | £11,880 | Date for next internal review of this strategy | Sept 2019 |

Impact of PP spending

In 2017-18 children were supported more effectively by staff who underwent additional refresher training in speech, language and communication needs.

One to one targeted support was put in place to make sure those attracting PP funding made as much progress as other children with similar starting points.

Nurture groups were established to ensure that those with social and emotional difficulties were able to access the curriculum like their peers.



| 2018 attainment at Key Stage 1 – meeting expected standards | | | | | | | | | | | | |
|---|---------|--------|----------|------------|---------|-----|-----|------|-------|-----|-----|------|
| % | Reading | | | | Writing | | | | Maths | | | |
| | Number | School | National | Difference | No | Sch | Nat | Diff | No | Sch | Nat | Diff |
| All children | 29 | 86 | 75 | +11 | 29 | 69 | 70 | -1 | 29 | 83 | 76 | +7 |
| Disadvantaged | 1 | 100 | 63 | n/a | 1 | 100 | 55 | n/a | 1 | 100 | 63 | n/a |

| 2018 attainment at Key Stage 1 – working at greater depth | | | | | | | | | | | | |
|---|---------|--------|----------|------------|---------|-----|-----|------|-------|-----|-----|------|
| % | Reading | | | | Writing | | | | Maths | | | |
| | Number | School | National | Difference | No | Sch | Nat | Diff | No | Sch | Nat | Diff |
| All children | 29 | 31 | 26 | +5 | 29 | 10 | 16 | -6 | 29 | 17 | 22 | -5 |
| Disadvantaged | 0 | | | | | | | | | | | |

| 2018 attainment at EYFS | | | | | |
|-----------------------------|--------------------|--|--------|----------|------------|
| % Good level of Development | Number of children | | School | National | Difference |
| All pupils | 33 | | 76 | 72 | +4 |
| Disadvantaged | 0 | | - | - | - |

| In school barriers to attainment for pupils eligible for PP | |
|---|---|
| Speech and language | <p>When they start school many children have expressive and receptive language below, or well below, the expected for their age. They may find it difficult to understand simple instructions or answer simple questions and can't easily communicate their needs. Often their speech is indistinct and words mispronounced. This means that it is even harder to learn to read, to write, and to apply the phonics they learn at school. Barriers include the school being unable to get the support we need from speech and language service and therefore having to rely on families attending speech drop in sessions, a lack of parental engagement & having to manage our own bespoke speech support within our setting.</p> <p>Baseline information collected when children start school shows the above findings.</p> |

St. Michael's Primary and Nursery School, Aylsham
A Church of England, Voluntary Aided School



| | |
|------------------------------------|---|
| | We currently have eight pp children in year two. Four of these were awarded 2 or better at the end of their Reception year for reading. All four of these pupils went on to pass the phonics screening test in year one. Four scored 1 at the end of their Reception year for reading. Only one of these went on to pass the phonics screening test in year one. All eight of these children were levelled 'Well Below' expected on entry to their various settings. We have removed the barriers for 50% of these children and are working with children and their families to remove the barriers for the others. |
| Fine and gross motor skills | Baseline assessment in Nursery shows that many children enter school with poor motor skill development. Many are unable to hold a pen or pencil correctly and find any kind of mark-making very tricky. This is a focus in nursery but with little support from the home environment it is hard to establish good habits. |
| Social Emotional and Mental Health | Many children continue to find it hard to manage their emotions or to express how they are feeling. Children's mental health and wellbeing is incredibly important to us and supporting these children, and their families, is paramount. We work hard to develop strong working relationships with parents from the start of their involvement with this school. We have good links with other pre-school settings and communicate with them regularly so that we can be prepared for any 'issues' that may arise. We use nurture provision to help to develop social awareness and children's confidence. |

| External barriers to attainment for pupils eligible for PP | |
|--|---|
| Lack of support for learning at home | Some children do not have the resources they need to support learning at home. Support for children in the form of time is also often in short supply when parents need to work long or unsocial hours |
| Lack of extra curricular activities and experience | Before they start school some children have had few opportunities to mix with other children in activities outside their homes and find it hard to acclimatise when they start. Some are also less inclined to join in community activities, even after they have started school and their experience of the wider world can thus be limited. |
| Homes where additional support is needed | Children's learning can often be compromised by problems at home. This could be to do with housing, money, bad behaviour, illness and other family problems. We actively encourage parents to take advice and seek help whenever they need it and the school provides a first point of contact for many families in need. |

| Quality teaching for all | | | | |
|--------------------------|--------------------------|---|---|--------------------------------------|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When will you review implementation? |
| | | | | |

St. Michael's Primary and Nursery School, Aylsham
A Church of England, Voluntary Aided School



| | | | | |
|---|--|---|---|---------------------|
| <p>For all children to have the speech and language support they need to be able to communicate confidently either verbally or through signing.</p> | <p>Staff to attend speech and language training where possible. This will allow them to have a better bank of resources and knowledge to deliver bespoke learning opportunities.</p> <p>At least one member of staff to attend British Sign Language training.</p> <p>(Look into Elklan training.)</p> | <p>We want to invest in our speech and language support for the future. We know that a number of children are coming to our nursery and other nurseries within the town having poor language skills.</p> | <p>Training has been sought and is being provided in the required areas.</p> <p>Teachers will seek advice from our regular network meetings where we share best/good practice.</p> <p>We will see progress within reading, phonics and communication.</p> | <p>In July 2019</p> |
| <p>For all children to be able to access nurture provision and support</p> | <p>Staff training on mental health and nurture.</p> <p>Utilise our Forest School expertise to provide alternative nurture support.</p> <p>The school will provide a 'Prayer Space' for the children to access independently or with an adult. This will be a safe space for them to talk and explore their feelings.</p> | <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Children who attended a NG had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013); (Although we don't have an official 'Nurture Group' we do provide nurture support.)</p> | <p>We will use Boxall assessments to track the progress of children and their needs.</p> <p>Training will continue to be provided for the staff leading nurture. This training will be shared to up-skill other members of staff.</p> <p>Staff will attend Cluster Network Meetings to share resources and expertise. This will help us to think about how best to embed nurture into our school.</p> | <p>In July 2019</p> |
| <p>Improved progress for high attaining pupils</p> | <p>CPD on stretching previously high attaining pupils.</p> <p>Training on the CPA approach for Mathematics.</p> | <p>High ability pupils eligible for PP are making less progress than other higher attaining pupils. We want to have a whole school approach to ensure these children are pushed on to diminish the difference.</p> | <p>Course selected using evidence of effectiveness.</p> <p>Use twilights to deliver training.</p> <p>Observations of learning and book scrutiny.</p> | <p>July 2019</p> |

St. Michael's Primary and Nursery School, Aylsham
A Church of England, Voluntary Aided School



| | | | | |
|---|--|--|--|-------------|
| Improved fine and gross motor skills in nursery and Reception and therefore in older children | Renewed focus on pencil grip and stages of development. Provision of more fine motor activities such as Funky Fingers; provision of more tool work in Forest School. | Poor pencil grip makes learning to join handwriting much harder than it needs to be. Joined HW is essential to attain GD at KS1. | Through training and constant monitoring. Briefing of support staff and consistency of approach. | Every term. |
|---|--|--|--|-------------|

| Targeted support | | | | |
|--|--|---|---|---|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | When will you review implementation? |
| For all children to have the speech and language support they need to be able to communicate confidently either verbally or through signing. | Ensuring that time is given over to work with small groups of children and individual children on speech targets or needs. Communicating approaches to parents so that the child/children are being consistently supported at home and at school. | Children need targeted support to help them improve their speech and language. Others will be able to be supported by giving them the opportunity to express themselves in a safe environment with a trusted adult. | Monitoring via drop ins and staff meeting discussions. PSHE subject leader to feed back in staff meetings. Pupil voice surveys. Peer observation. Conversations with parents. | July 2019 |

St. Michael's Primary and Nursery School, Aylsham
A Church of England, Voluntary Aided School



| | | | | |
|---|---|--|--|------------------|
| <p>For all children to be able to access nurture provision and support.</p> | <p>Certain staff members to be trained in nurturing techniques.</p> <p>Space within the school to be created for nurture activities. This will also be used as a prayer space.</p> <p>TA led nurture interventions to manage issues arising.</p> <p>Boxall Profile used to inform nature of support or intervention needed for each individual child.</p> | <p>Some of the students need targeted support to help them manage and express their emotions. Nurture programmes have been very successful in other schools within our cluster, especially Aylsham High School.</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitoring via drop ins and staff meeting discussion.</p> <p>PSHE subject leader to feed back in staff meetings.</p> <p>Pupil voice surveys.</p> <p>Peer observation.</p> | <p>July 2019</p> |
| <p>Improved progress for high attaining pupils.</p> | <p>Weekly small group sessions in maths for high-attaining pupils with experienced teacher or teaching assistant, in addition to standard lessons.</p> | <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p> | <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> | <p>June 2019</p> |
| <p>Improved fine and gross motor skills in Nursery and Reception and therefore in older children.</p> | <p>Embed this as part of quality first teaching</p> | <p>We know that good fine motor skills are essential for joined handwriting, piano playing and many other activities and occupations.</p> | <p>A TA in each class will be given responsibility for encouraging children to develop good habits and monitoring their progress.</p> <p>Reporting back to teacher periodically.</p> | <p>termly</p> |



Other support which helps remove external barriers

- Home visits from nursery staff for every new child joining the school.
- Access to Early Help, EPSS, Aylsham and Reepham Children's Centre, Cluster PSA, Linkwork/Point One.
- Open door policy, so parents can come in to school and meet teachers and other staff.
- Reading challenges, encouraging parental engagement in vital learning.
- Reading weeks where parents come in to share reading at the beginning and end of each day.
- Family learning days and events.
- Support for paid for clubs run by external providers.
- Support for trips and school clubs when appropriate.