



## Pupil premium statement

### Strategy 2019 – 2020

The pupil premium grant 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.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring a 'quality first' teaching approach in every class
- To do everything we can to close the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

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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	13	£16,140	Date of most recent PP Review	Sept 2019
2019/20	130	14	Est £17460	PP review to be completed	Sept 2020

Impact of PPG spending
<p>In 2018-19 children were able to access the nurture they needed to feel supported within the setting and at home. Our nurture team and staff on the whole have really embraced the need to provide all children with mental health support. Staff have attended a range of different training to have a better understanding of children's mental health and what can be done in school to support them. Children often work on a one to one basis but also access support through small group work. This has supported a number of our PP children to make good academic progress, build confidence and access their learning. The attainment results for the cohort do not represent the progress these children have made socially and emotionally and what is not represented by these numbers is the anecdotal evidence of progress and the soft data relating to these children.</p> <p>Over the year staff accessed training to be able to support our pupils with speech and language difficulties. This included courses provided by East Coast Community Health and British Sign Language which supported a number of children across the setting. There is evidence across Early Years which demonstrates the good progress children make with their communication and language. Further training will be taking place in 2019/20 with an experienced staff member attending Elklan Training for 5 to 11 year olds.</p> <p>Due to the PPG pupils have been able to access trips and clubs free of charge providing them with extracurricular opportunities.</p> <p>School vision – <b><i>'We are a school, rooted and inspired by Christian values, which nurtures children to achieve infinitely more than we might ask or they may dream; empowering them so they can flourish as confident citizens now and in the future.'</i></b> Ephesians 3:20 "Now all glory to God, who is able, through his mighty power at work within us, to accomplish infinitely more than we might ask or think."</p>

2019 attainment at Key Stage 1 – meeting expected standards			
	Reading	Writing	Maths

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%	Number	School	National	Difference	No	Sch	Nat	Diff	No	Sch	Nat	Diff
All children	33	55	75	-20	33	58	69	-11	33	65	76	-11
Disadvantaged	8	50	-	n/a	8	25	-	n/a	8	50	-	n/a

<b>2019 attainment at Key Stage 1 – working at greater depth</b>												
	Reading				Writing				Maths			
%	Number	School	National	Difference	No	Sch	Nat	Diff	No	Sch	Nat	Diff
All children	33	13	25	-12	29	0	15	-15	29	19	22	-3
Disadvantaged	8	0	-	-	8	0	-	-	8	12.5	-	-

<b>2019 attainment at EYFS</b>				
% Good level of Development	Number of children	School	National	Difference
All pupils	24	79	72	+7
Disadvantaged	0	-	-	-

<b>In school barriers to attainment for pupils eligible for PPG</b>	
Speech, language and Communication	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.

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Additional Needs	Some of these children fall into the category of being 'compound disadvantaged' meaning they may qualify for PPG and also have a Special Educational Need or Disability (SEND). This was the case for 50% of the 2018/19 Year Two cohort.
Social Emotional and Mental Health	<p>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.</p> <p><i>"A student's self-esteem has a significant impact on almost everything they do -- on the way they engage in activities, deal with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, their ability to focus, and their willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning." Dr Kenneth Shaw</i></p>
Attendance and Punctuality	Some of our PP children have less than satisfactory attendance or late arrivals. This impacts on their learning when they are not at school. The parents benefit from staff expertise and the parent support advisor to support them with this.

<b>External barriers to attainment for pupils eligible for PPG</b>	
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 and 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.	<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>Staff who have knowledge in BSL to provide support for other members of staff by disseminating information and training.</p> <p>Elklan training to be disseminated into school.</p> <p>A retired speech and language therapist will be working alongside the school to provide independent advice and support.</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>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>	In Feb 2020
For all children to be able to access	Staff training on mental health and nurture.	We want to invest some of the PPG in longer term change	We will use Boxall assessments for all children within the school.	In Feb 2019

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<p>nurture provision and support.</p>	<p>Utilise our Forest School expertise to provide alternative nurture support.</p> <p>The school will provide a 'Prayer Space' / 'Quiet Room' 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>Resources will be provided for the children within this room. This may look like books, sensory toys or</p>	<p>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>This will be completed by October half term 19. When the children are assessed using Boxall again we will see a change in their profile.</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>	
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<p>Children are supported in reaching age related expectations in literacy by the end of the year.</p>	<p>We will stream phonics across the three KS1/2 classes to ensure children are accessing Phonics at their appropriate levels.</p> <p>Teaching assistants will be used to teach parallel phonics groups in rotation with the teachers.</p> <p>Sound Discovery Training will take place and be used after October Half Term to support those children who are not making progress. It will be used as an extra to and not in replacement of classroom Phonics.</p>	<p>This will ensure that children are working at an appropriate level. Children who need to consolidate learning will be able to do so and the children who need to be pushed on will not be held back.</p> <p>I have used Sound Discovery in the past and it as shown accelerated progress for pupils. It is however not to be used as a long term intervention.</p>	<p>Close monitoring of data and information sharing between teachers. Termly phonics assessments to check that the children are making appropriate progress.</p> <p>Ensure that staff are trained to deliver the programme successfully.</p>	
<p>Children are inspired by authors and events that promote literacy.</p>	<p>Author Visit and Theatre Workshop</p>	<p>Children get to experience events which they might otherwise not get to experience. We had a very successful visit at the end of July 19 by Author Kevin Price and the library service which encouraged children to read and take part in the summer reading challenge.</p>	<p>We will ensure that the experience is of high quality and can support the children's learning and cultural enrichment.</p>	

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**Other support which helps remove external barriers**

- Home visits from nursery staff for every new child joining the nursery.
- Access to Early Help, EPSS, Aylsham and Reepham Children's Centre, Aylsham Trust 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.
- Play therapist used to support a small group of children.
- Church support groups.
- St Michaels Association of School Helpers providing extra funding and support.

<b>Expenditure 2018-19</b>	<b>Cost</b>
Cover for child mental health training 2 x 4 days	£760
Speech & Language difficulties course	£100
Managing difficult behaviour	£106.75
Nurture provisions – breakfasts and snacks	£100.00
Nurture room re furnished	£552.00
Nurture equipment	£250.00
After school clubs and trips	£200.00
Story books for social skills and understanding emotions	£200.00
1 to 1 and small group interventions with TAs	£13396
Science wow day	£450.00
Theatre in school workshops and visit	£375.00
<b>Total Expenditure</b>	<b>£16140.00</b>