

St Michael's Catholic Primary Academy and Nursery



Pupil Premium Strategy & Expenditure Report 2016-17

At St Michael's Academy we recognise that children face many barriers to their learning. It is part of our ethos that these are effectively and efficiently removed so that all children make excellent progress. An integral part of this work surrounds the use of government funded Pupil Premium Grant which is allocated to children who are currently known to be eligible for FSM (or have been eligible in the previous 6 years) and children who have been looked after continuously for more than 6 months.

ACADEMY OVERVIEW

Number of pupils and Pupil Premium Grant (PPG) 2016- 2017	
Total number of pupils on roll	216
Total number of pupils eligible for Pupil Premium	47 (21.7%)
Amount of PPG received per pupil = £1320	X 42 = £55,440
Amount of PPG received per LAC pupil = £1900	X 5 = £9,500
Total funding 2016-2017	£64,940
Nature of support 2016-2017	
<u>The funding from Pupil premium has been allocated in the following ways:</u> <ul style="list-style-type: none">• HLTA salary for targeted maths & reading boosting sessions for identified pupils in Y3, 4 ,5• Phonic intervention group leader for targeted language difficulties in Reception, Y1,Y2• Booster groups – provided by 6 teachers & TAs• Shared salary costs towards MAC Education Welfare Officer• Vice Principal Pastoral and behaviour release time to support vulnerable families through Early Help.• School trips 100% funded by school. (38 Day trips & 12 Residential Visits)• 50 % Weekly after school club fees subsidised for 9 pupils in Spring and Summer terms.• Attendance on WSCB training courses for TAs and Teachers.• Cool Kids training x2 staff• Weekly therapeutic support sessions for 7 pupils	
<u>Forecasted PPG Income for 2017-18</u> 42 pupils. Total £57,760 (4 @ 1900 38 @ 1320)	

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Closing the gap for disadvantaged pupils (PPG)

Identifying Barriers:-

The challenges disadvantaged pupils face are complex and varied in our academy. There is no single barrier faced by all. Because we are a small Catholic Academy, we are often referred to as a family. This helps us individualise ways to support vulnerable or disadvantaged families and pupils.

Our aim is to ensure that all pupils receive an outstanding education every day - regardless of background or barriers to learning. High expectations and excellent teaching and learning enables all our pupils to excel and be ready for their next stage of education and life.

As part of our excellent assessment, screening, reporting and progress tracking systems, we have identified a range of barriers that potentially, could prevent pupil premium children achieving the best outcomes for their future.

These include:

- Attendance and Punctuality
- **SEND**: in either communication and interaction; Cognition and learning; Social, emotional and mental health. Within Cognition and Learning Needs:- English and Maths basic skill and or Dyslexia and Dyscalculia are common areas.
- Attachment disorder
- Low ability in Key Early Learning Goals on entry to EYFS, significantly Speech and Language delay.

Overcoming barriers through high expectations:-

Below is extracted information from Raise Online summary reports 2016 and School Published data & ASP for 2017.

ASP & Raise Online compare our academy with pupils nationally. Pupils in receipt of Premium pupil funding are considered as 'disadvantaged' in ASP, Raise Online and Ofsted Dashboard analysis tools.

Key Stage 1

KS1 Expected+ 2017	All	Boys	Girls	Disadvantaged	SEND	EAL
Reading	80%	69%	93%	100%	50%	83%
Writing	73%	56%	93%	75%	50%	67%
Maths	83%	75%	93%	100%	50%	83%
Science	93%	94%	93%	100%	50%	100%
RWM EXP+	70%	50%	93%	75%	50%	67%

KS1 Expected+ 2016	Reading		Writing		Maths	
	School	Nat	School	Nat	School	Nat
ALL	71%	74%	67%	65%	74%	73%
Boys	60%	70%	67%	59%	73%	72%
Girls	83%	78%	75%	73%	75%	74%
Disadvantaged	67%	62%	56%	70%	56%	60%
SEN	50%	32%	0%	22%	0%	33%

Key Stage 2

DIS = Disadvantaged, G = Grammar, Punctuation & Spelling

KS2 % At Expected Attainment (EXP)							% At Greater Depth of Study (GDS)					
2017	All	M	F	Dis	SEN D	EA L	All	M	F	Dis	SEND	EAL
R	87 (71)	92	83	70	20	50	50	58	44	40	0	100
W	83 (76)	92	78	80	20	10 0	50	58	44	40	0	100
M	83 (75)	92	78	70	20	10 0	50	58	44	40	0	100
G	83 (77)	92	78	80	20	10 0	50	58	44	40	0	100
Sci	87	92	83	80	20	10 0						

KS2 Scaled Score Averages for specific groups

2017.

	All (30)	All Natio nal	DIS (10)	XPP (20)	SEN (5)	XSE N (25)	BOY S (12)	GIRL S (18)	WBR I (21)	xWB (9)
Reading	105	104	101	107	92	107	107	104	105	105
Maths	104	104	100	105	93	106	107	101	104	103
SPAG	108	106	107	109	95	111	110	107	108	109

KS2 Expected+ 2016	Reading		Maths		EGPS		RWM	
	School	Nat	School	Nat	School	Nat	School	Nat
ALL	72	66	69	70	83	72	62	53
Boys	73	62	68	70	77	67	64	49
Girls	71	70	71	70	100	78	43	57
Disadvantaged	88	53	88	57	88	61	88	39

SEN (Support)	84	73	0	32	25	31	0	16
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KS2 High Scaled Score 2016	Reading		Maths		EGPS		RWM	
	School	Nat	School	Nat	School	Nat	School	Nat
ALL	28	19	24	17	41	22	17	5
Boys	23	16	27	18	32	18	18	5
Girls	43	22	14	15	71	27	14	6
Disadvantaged	13	10	13	9	25	27	0	2
SEN (Support)	0	5	0	4	0	4	0	5

Disadvantaged Pupils' PROGRESS KS2 2016

<i>From gov.uk 'National Comparison Data'</i>	<u>Disadvantaged Pupils</u>	<u>Other Pupils</u>
Progress in Reading	-1.7 (Av -6.0 to 2.6)	1.5 (Av -1.3 to 4.3)
Progress in Writing	-0.2 (Av -4.6 to 4.2)	0.8 (Av -1.9 to 3.5)
Progress in Maths	0.5 (Av -3.2 to 4.2)	1.3 (Av -1.0 to 3.6)

Our OFSTED Inspection Dashboard (2016) lists STRENGTHS of 2016 Outcomes as:-

- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in mathematics.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in year 1.

Our OFSTED Inspection Dashboard (2016) lists WEAKNESSES of 2016 Outcomes as:-

- Attendance was low for the group: FSM (in the lowest 10%).
- Persistent absence was high for the groups: FSM, SEN support (in the highest 10%).