

**St Michael's Church of England VC Junior School**  
**Pupil Premium Provision 2015-2016**

St Michael's Church of England VC Junior School	
Total number of pupils on roll	165
Total number of pupils eligible for PPG	115 (70% of school)
Amount PPG received per pupil	£1320
Total amount of PPG received	£151,800

**Summary of PPG spending 2015-2016**

**Objectives of spending PPG:**

Nationally, there is a gap between the achievement of children who access FSM and those who don't. The aim of the Pupil Premium is to 'close the gap' in achievement between these two groups.

St Michael's is committed to 'closing the gap' and the Pupil Premium forms a vital part of that process. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

**Provision will be made through:**

Facilitating pupils' access to education

Facilitating pupils' access to the curriculum

Providing alternative support and intervention within the school to support the child's education and holistic development

Area of Support/Intervention	Cost	Intended Impact	Impact
<p><b>Smaller classes</b> throughout the majority of the school with key reductions in class sizes in Years 3 and 6. Each class has at least one full time TA support and subsequent targeted support/interventions.</p>	£80,300	<p>Improved teacher to pupil ratio in will increase impact of quality first teaching.            Increase in % of children at or exceeding ARE.            Increase in the number and range of interventions resulting in an increase in % ARE of targeted children.            End of Y6 KS2 targets are met or exceeded            Gap between FSM and Non FSM is closed.</p>	<p>Unfortunately as a school we are unable to demonstrate the impact of the smaller class sizes using the measures indicated here.            However, the smaller class sizes have been effective in allowing staff to build more meaningful and supportive relationship with the children in their care which is a key area when considering children holistic growth and development.</p>
<p><b>Targeted Educational Provision and Specialist Intervention</b></p> <p>1- Specialist SPAG teacher            2- Booster Teacher to run small group interventions            3- Specialist Speech and Language Provision, 1:1 and small groups</p>	£21,000	<p>1- Improve children's SPAG literacy skills resulting in an increase in the number of children achieving and surpassing ARE.            2- Improve children's reading, writing and mathematical skills resulting in an increase in the number of children achieving and surpassing ARE.</p>	<p>Unfortunately as a school we are unable to demonstrate the impact of the smaller class sizes using the measures indicated here.            However, the specific work of the Specialist Speech and Language Provision, Educational Psychologist</p>

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<p>4- Educational Psychologist to support intervention signposting, staff professional development and work with children -1:1 and small groups</p>		<p>3- Improve children's reading, language and overall literacy skills resulting in an improvement in their communication skills and an increase in the number of children achieving and surpassing ARE.</p> <p>4- Improvement of the interventions provided for children with specific needs and an improvement in the staff abilities to support those children.</p>	<p>and support intervention signposting has improved children outcomes, emotional development and holistic development whilst also supporting their life experiences</p>
<p><b>TASC Mentoring through a specialist sports coaches and mentors</b></p>	<p>£7000</p>	<p>To improve pupil engagement in their learning through greater socio-emotional involvement and work to improve children's self-esteem. Consequent improvement in attitude towards learning, measured through learning dispositions questionnaires, and in ARE.</p>	<p>Children have benefited from the work that they have received and particular success have be evident in the work that straddles home and school</p>
<p><b>Children's Emotional Development and Needs-</b> to facilitate access to education and the curriculum</p> <p>1- Adoption of the Thrive approach to supporting children emotional development</p> <p>2- School Chaplain to support children's emotional development and pastoral care</p>	<p>£8000</p>	<p>To support children's emotional development and support their access to education and the curriculum- improvement in children emotional development and self-regulation- measurable through Thrive assessment data, learning dispositions questionnaires and possibly behaviour data.</p>	<p>The School chaplain has continued to provide invaluable support for children emotion and pastoral development while also supporting their home/family environment in some cases.</p> <p>The use of the Thrive assessment has enabled us to identify children specific areas of emotional development needs and has enable teachers to tailor their responses accordingly.</p>
<p><b>Improve Curriculum</b> access through improvements to the school ICT provision</p>	<p>£10,200</p>	<p>Improvements to the ICT provision to ensure children have enhanced access to education and curriculum</p>	<p>Improved ICT provision has enable children increased access to specific curricular needs.</p>
<p><b>Enriched Curriculum Access</b> and the provision of alternative educational programmes</p> <p>1- School Without Walls, creative arts</p>	<p>£5700</p>	<p>Exposure to educational programmes designed to facilitate children's holistic development and support the nurture of their learning dispositions an</p>	<p>Forest schools and the School Gardening Club and produced an increase in the collaborative skill of</p>

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<p>intervention 2- Forest School provision</p>		<p>self-esteem. Consequent improvement in attitude towards learning, measured through learning dispositions questionnaires, Thrive assessment, and in improvements in ARE.</p>	<p>the children. The School Without Walls has enhanced children creative capacities and has enhanced many of their learning dispositions. This areas was underspent due to a shift in the capacity of the creative partners' capacity.</p>
<p><b>Family Support Intervention-</b> to increase engagement of families and support parents of vulnerable children. 1- Parent Support Advisors 2- Family Learning Resources and support.</p>	<p>£11,500</p>	<p>To support children's parental support and thus improve their access and engagement with their education and the curriculum.</p>	<p>The use of the PSAs has been invaluable in signposting and directly supporting key children and families to prevent deterioration and improve outcomes for children. Family learning engaged key parent in the school of their children and thus enhanced children's enjoyment and outcomes.</p>
<p><b>Total Cost</b></p>	<p><b>£143,700</b></p>		

The Pupil Premium budget is currently underspent. However, some of the cost centre are still to be finalised at this point.  
FSM- Free School Meals, ARE- Age Related Expectations