

## REVIEW OF PREVIOUS ACADEMIC YEAR

Total amount: £351,819

### Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned
<p>On-going staff training for speech &amp; language and phonics. All staff are aware of those pupils and areas of learning that require specific focus to improve GLD Investment in new phonic based reading scheme Additional 2 LSAs in EYS</p>	<p>Improved speech and language levels in Nursery and Reception. Improved attainment % (GLD) for children leaving EYFS and improved reading/writing attainment</p>	<p>Talk Boost assessments show progress gained in Reception group. Slight dip in attainment overall compared to last year - cohort specific. 25% SEN, 42% Summer born. PP to Non PP gap has widened by 5%. Phonics screen results remain broadly in line – 74% compared to 77%. High mobility in cohort in 2018/19 (17 new starters).</p>	<p>Roll out to Nursery and other year groups. Staff CPD will continue to focus on Speech and Language and will be closely monitored. Groups must be consistently delivered. Staff will continue with the strategies used and also look to further develop in order to improve on this years' success.</p>

<p>CPD on providing challenge for middle attaining pupils. CPD for use of school tracking system. 1:1 intervention groups in each year group.</p>	<p>Improved progress for high and middle attaining pupils through tracking and ongoing challenge in their lessons.</p>	<p>Improvement in both attainment and progress of middle attainers in KS2 data. Especially maths.</p> <p><u>2019 Year 6 Cohort</u> 58 Pupils 44 Pupil Premium – 27 PP Middle attainers - 59% (16) ARE for RWM -2.5 average progress score. 14 Non-Pupil Premium – 4 NPP Middle Attainers - 50% (2) ARE for RWM – 0.4 average progress score.</p> <p>High attainers progress score in Reading fell from -1.2 to -2.61. Writing and Maths both increased successfully. W = -2.0 to -0.62, M = -3.8 to +0.05.</p>	<p>Assessment lead/ progress coaches to liaise with class teachers to highlight PP middle attainers so that teachers can challenge and track these learners. Class teachers to continue to utilise NFER data to focus on the progress of these middle attainers.</p> <p>We continue to focus on the PP middle attainers as these children have a high impact of overall progress and attainment. This will be the 3<sup>rd</sup> year of using NFER and so continuing with NFER will help embed the use of assessment to identify this vulnerable group.</p>												
<p>Additional support from AHT, SENCO and PT Teacher to achieve improved progress and attainment for all children in year 4.</p>	<p>Improved progress and attainment for children in Year 4</p>	<p>PP pupils (36 pupils) outperform Non PP pupils (16 pupils) in R, W and M.</p> <table border="1" data-bbox="1084 868 1496 1056"> <thead> <tr> <th></th> <th>Pupil Premium (36)</th> <th>Non-Pupil Premium (16)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>64%</td> <td>50%</td> </tr> <tr> <td>W</td> <td>61%</td> <td>50%</td> </tr> <tr> <td>M</td> <td>67%</td> <td>38%</td> </tr> </tbody> </table>		Pupil Premium (36)	Non-Pupil Premium (16)	R	64%	50%	W	61%	50%	M	67%	38%	<p>The additional support when directed to targeted children has a positive impact of progress and attainment. Staff must communicate effectively to ensure targeted children are monitored regularly. We will look at continuing additional support to this cohort as they enter year 5 through the use of a team teacher.</p>
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<p>High quality CPD provided both internally and externally –focus on SPAG, writing, Phonics and maths with resources.</p> <p>Peer Marking to be embedded as a strategy to improve the standards of pupil’s work across the curriculum.</p> <p>New Reading scheme and ongoing. CPD for T4writing.</p> <p>School curricular visits, visiting theatre workshops and variety of authors and speakers.</p> <p>Use of Assertive Mentoring for Reading, Writing and Maths.</p>	<p>Improved progress and outcomes for all including PP across KS1 and KS2</p>	<p>Year 6</p> <p>The data shows a 3-year improvement in attainment and scaled scores at the end of KS2. Progress in individual subjects has seen an improvement especially in Maths, though overall a gap remains.</p> <table border="1" data-bbox="1084 405 1496 596"> <thead> <tr> <th></th> <th>PP (38 ch)</th> <th>Non PP (8 ch)</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>57%</td> <td>43%</td> </tr> <tr> <td>R</td> <td>53%</td> <td>63%</td> </tr> <tr> <td>W</td> <td>68%</td> <td>75%</td> </tr> <tr> <td>M</td> <td>74%</td> <td>75%</td> </tr> <tr> <td>Progress</td> <td>-2.0</td> <td>+0.3</td> </tr> </tbody> </table> <p>PP progress 2018 vs 2019</p> <table border="1" data-bbox="1084 663 1496 775"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-3.23</td> <td>-1.22</td> </tr> <tr> <td>W</td> <td>+0.17</td> <td>+1.11</td> </tr> <tr> <td>M</td> <td>-4.36</td> <td>+2.45</td> </tr> </tbody> </table> <p>Year 2</p> <p>There has been an increase in attainment of the whole cohort this year compared to last year. PP to Non PP gap has widened slightly. (Difference in numbers)</p> <table border="1" data-bbox="1084 1002 1496 1142"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>RWM</td> <td>42%</td> <td>59%</td> </tr> <tr> <td>R</td> <td>46%</td> <td>66%</td> </tr> <tr> <td>W</td> <td>42%</td> <td>59%</td> </tr> <tr> <td>M</td> <td>54%</td> <td>75%</td> </tr> </tbody> </table>		PP (38 ch)	Non PP (8 ch)	RWM	57%	43%	R	53%	63%	W	68%	75%	M	74%	75%	Progress	-2.0	+0.3		2018	2019	R	-3.23	-1.22	W	+0.17	+1.11	M	-4.36	+2.45		PP	Non PP	RWM	42%	59%	R	46%	66%	W	42%	59%	M	54%	75%	<p>Continue with high quality CPD and strategies which focus on making a positive impact on progress and attainment for all pupils including PP.</p> <p>Through research identify CPD and teaching strategies that make a positive impact on progress and attainment.</p>
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<p>PP pupils apply Maths and English skills across all areas of the curriculum which positively impacts on their end of year assessments.</p>	<p>Development of whole school curriculum that is cross curricular providing contextual opportunities to further enhance reading, writing and maths.</p>	<p>See above.</p> <p>We continue to develop our curriculum so that pupils have more opportunities to apply their Maths and English skills across the curriculum</p>	<p>Maintain the strategy so as to allow all pupils opportunities to use their reading, writing and maths knowledge across the curriculum.</p>																																													

<p>Access to increased number of classroom based IT equipment supported by a bespoke computing curriculum and range of RWM online learning resources. (My Maths, Hamilton Trust, Bug Club)</p>	<p>Increased use of computing that raises and accelerates standards and pupil outcomes in reading, writing and maths.</p> <p>Staff competently use interactive white boards and IT teaching equipment to enhance learning to secure improved pupil outcomes</p>	<p>Whole school monitoring (lesson observations) shows that computing is being used increasingly across the school when it is appropriate.</p> <p>Our Foundation Subject Assessments show the % of children at ARE for Computing is x%. The subject leader will direct support, resources and monitoring based on this data.</p>	<p>Continue with the strategy in order for the school to measure the impact over a sustained period.</p>
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Introduce the use of NFER optional assessment for years 3,4 and 5 to assist teachers with the assessment of pupils and identify next steps of learning for individuals and groups of pupils.

Improvement in the assessment and teaching and learning of pupil progress and attainment.

Progress in Y3,4 and 5 has increased compared to 2018. Data collection systems have been reviewed in order to closely monitor progress with the implementation of progress coaches in all year groups. This will continue into the new school year.

2019 - Those making at least Expected Progress

	R	W	M
Y3	98%	96%	98%
Y4	100%	100%	98%
Y5	98%	98%	98%

2018 - Those making at least Expected Progress

	R	W	M
Y3	61%	74%	72%
Y4	92%	84%	96%
Y5	100%	98%	94%

In school data and teacher feedback is showing that the use of NFER is allowing teachers to identify those children who are not making the expected progress or who are not at ARE.

This identification is then used to target support and challenge those pupils. Data for year 3/4/5 show improvements in progress and attainment for the majority of cohorts.

Please reference Summary of progress document if needed.

Continue with this strategy and further develop it by being part of the Local Authority Assessment Project.

## Targeted support

Action	Intended outcome	Impact	Lessons learned																													
To ensure Y6 Pupils, including PP, make accelerated progress in RWM by the end of Year 6	Use of an additional teacher to create 3 smaller classes to enable precision teaching.	<p>The 3-year trend shows that the progress gap is narrowing, especially in Maths. Progress in Maths has seen a real improvement compared to 2018.</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-3.23</td> <td>-1.22</td> </tr> <tr> <td>W</td> <td>+0.17</td> <td>+1.11</td> </tr> <tr> <td>M</td> <td>-4.36</td> <td>+2.45</td> </tr> </tbody> </table>		2018	2019	R	-3.23	-1.22	W	+0.17	+1.11	M	-4.36	+2.45	Precision teaching using a team teach approach has had a positive impact on KS2 attainment and progress especially in Maths. Staff will continue with this approach but ensure parity across R,W and M.																	
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Additional KS1 Teacher. To have a positive impact on progress and attainment with KS1	An additional part-time qualified teacher to deliver intervention and support across KS1	<p>There was a slight dip in attainment this year in KS1 and the gap between PP and Non PP has increased in all areas. However cohort numbers are different this year.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018 (%)</th> <th colspan="2">2019 (%)</th> </tr> <tr> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>53</td> <td>53</td> <td>46%</td> <td>58%</td> </tr> <tr> <td>W</td> <td>53</td> <td>49</td> <td>42%</td> <td>53%</td> </tr> <tr> <td>M</td> <td>55</td> <td>53</td> <td>54%</td> <td>68%</td> </tr> <tr> <td>RWM</td> <td>47</td> <td>44</td> <td>42%</td> <td>53%</td> </tr> </tbody> </table>		2018 (%)		2019 (%)		PP	All	PP	All	R	53	53	46%	58%	W	53	49	42%	53%	M	55	53	54%	68%	RWM	47	44	42%	53%	We will continue with this strategy but we are aware that each cohort is different and the teaching strategies adopted must be evaluated on an ongoing basis to ensure there is an impact. A greater focus will be placed on this moving forward.
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Phonics interventions for those PP children leaving reception who are not at the expected standard for Literacy so that a higher % can achieve the standard in Y1 Phonics Screening.	<p>Additional high quality daily phonics session to those PP children in Y1 delivered by RWI trained staff. CPD given to NQT's from specialist RWI consultant.</p> <p>Additional LSAs to teach and lead phonic groups and provide additional interventions for pupils at risk of not making expected progress</p>	<p>This strategy has proved to be successful and although there is a minimal gap this year we are broadly inline. Cohort context – 17 new starters and 5 leavers during the Y1 academic year.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018 (%)</th> <th colspan="2">2019 (%)</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>77%</td> <td>76%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>Y2</td> <td>76%</td> <td>78%</td> <td>86%</td> <td>71%</td> </tr> </tbody> </table>		2018 (%)		2019 (%)		All	PP	All	PP	Y1	77%	76%	74%	74%	Y2	76%	78%	86%	71%	<p>Maintain this strategy with the only adjustment being to start the interventions earlier. Identify and target the children who are not at ARE for reading and speaking/listening.</p> <p>USE RWI assessment date to target these children.</p> <p>We will have to put in additional phonics for our EAL New Starters as they have a negative impact on our phonics attainment.</p>										
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Y1	77%	76%	74%	74%																												
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<p>Middle ability learners are making the same or similar progress to that of higher ability learners</p>	<p>Identify and track the progress of middle ability learners and put in required intervention when necessary, 1:1 and small group work</p>	<p>This year our middle attainers outperformed the higher attainers in terms of the progress made.</p> <p><u>2019 Year 6 Cohort</u>  58 Pupils  44 Pupil Premium – 27 PP Middle attainers - 59% (16) ARE for RWM -2.5 average progress score.  14 Non-Pupil Premium – 4 NPP Middle Attainers - 50% (2) ARE for RWM – 0.4 average progress score.  High attainers progress score in Reading fell from -1.2 to -2.61. Writing and Maths both increased successfully. W = -2.0 to – 0.62, M = -3.8 to +0.05.</p>	<p>We will continue to utilise NFER tests and other sources to track our middle and high attainers and put in the appropriate support. This is the third year of using NFER. In school data shows that progress and attainment has improved in years 3,4 &amp; 5. We have joined the LA Assessment Project and this will also highlight the middle attainers.</p>																												
<p>All pupil premium close the gap on there ARE for reading.</p>	<p>We employ a Reading Ambassador to work with our PP children on a daily basis. LSA’s also read to any pupils who are below ARE on a daily basis</p>	<p>Again we have seen a dip in closing the gap in KS1 but we have maintained the gap at 4% in KS2.</p> <table border="1" data-bbox="1084 858 1525 963"> <thead> <tr> <th rowspan="2">KS1</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53%</td> <td>53%</td> <td>46%</td> <td>58%</td> </tr> </tbody> </table> <table border="1" data-bbox="1084 995 1525 1101"> <thead> <tr> <th rowspan="2">KS2</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th>PP</th> <th>ALL</th> <th>PP</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59%</td> <td>63%</td> <td>53%</td> <td>57%</td> </tr> </tbody> </table>	KS1	2018		2019		PP	ALL	PP	ALL	Reading	53%	53%	46%	58%	KS2	2018		2019		PP	ALL	PP	ALL	Reading	59%	63%	53%	57%	<p>We will analyse the role of the Reading Ambassador. The role last year was not consistent especially in KS1. This gap will be addressed further.</p>
KS1	2018			2019																											
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<p>Improve progress for EAL PP pupils</p>	<p>EAL Ambassador to support KS1 and KS2 learners to fill gaps due to language barriers and low starting points. Focus on Eastern European Community.</p>	<p>Appendix 18 School data shows that our EAL children make good progress if they have the time required time at St Michael's. If EAL children come to St Michael's within KS1 then a high percentage of those EAL children will make Age Related Attainment. EAL PP pupils progress scores</p> <table border="1" data-bbox="1084 504 1413 616"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-2.3</td> <td>-0.75</td> </tr> <tr> <td>W</td> <td>+4.1</td> <td>+1.89</td> </tr> <tr> <td>M</td> <td>+0.5</td> <td>+2.22</td> </tr> </tbody> </table>		2018	2019	R	-2.3	-0.75	W	+4.1	+1.89	M	+0.5	+2.22	<p>EAL Ambassador has unfortunately left the school – an EAL task force will be established to ensure this continues. Continue with this strategy and enhance the provision by using the NASSEA EAL Assessment Framework. This will identify baselines for pupils and also the next steps for progress and attainment. Class teachers will still have the responsibility for progress and attainment for all pupils within their class including EAL and PP.</p>															
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<p>Improved outcomes for SEN PP pupils.</p>	<p>Use of outside agencies, SENIS, Abbots Lee, counselling etc. and specialist advisory teachers to work with pupils and SENCO to identify and support any additional social and educational needs.  Use of PIVATs to track smaller steps of progress made.</p>	<p>The 3-year trend shows improvements in attainment and progress for our SEN pupils.  SEN PP pupils progress</p> <table border="1" data-bbox="1084 810 1413 922"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>-4.5</td> <td>-2.72</td> </tr> <tr> <td>W</td> <td>-1.2</td> <td>-3.17</td> </tr> <tr> <td>M</td> <td>-5.0</td> <td>3.2</td> </tr> </tbody> </table> <p>SEN PP attainment</p> <table border="1" data-bbox="1084 986 1413 1126"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>29</td> <td>50</td> </tr> <tr> <td>W</td> <td>29</td> <td>50</td> </tr> <tr> <td>M</td> <td>14</td> <td>75</td> </tr> <tr> <td>RWM</td> <td>14</td> <td>38</td> </tr> </tbody> </table>		2018	2019	R	-4.5	-2.72	W	-1.2	-3.17	M	-5.0	3.2		2018	2019	R	29	50	W	29	50	M	14	75	RWM	14	38	<p>Continue with this strategy.</p>
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Improved progress for identified PP pupils across school at risk of underperforming.

Additional support in all classrooms (Learning Support Assistants) to work with small groups of pupils and 1-1 to remove barriers to learning.

End of KS2 data and in school data shows that PP pupils are closing the gap to NPP pupils, however there are pockets where this is not the case. We will further utilise our assessment systems to identify low performing pupils.

KS2 Pupil Premium Attainment, Progress and scaled scores

Attainment %	2018	2019
Reading	59	53
Writing	65	68
Maths	44	74
R/W/M	35	57

Progress %	2018	2019
Reading	-3.3	-1.22
Writing	-0.2	1.11
Maths	-4.2	2.45

Progress %	2018	2019
Reading	99.9	100.73
Maths	98.5	104.8
GPS	101.6	

Y3 PP Attainment gap (%)

	2018	2019
Reading	-15%	+2%
Writing	-10%	0%
Maths	-15%	-1%

Y4 PP Attainment gap (%)

	2018	2019
Reading	+20%	+14%
Writing	+12%	+11%
Maths	+9%	+29%

Continue with this strategy and use data analysis to identify those children who are not making the required progress and attainment

The use of a cohort team, including all teachers and LSA's, to provide intervention and extra curriculum support has seen a positive impact in progress and attainment across the school and we will continue this model.

## Other approaches

Action	Intended outcome	Impact	Lessons learned																		
<p>To close the attendance gap whole school between PP pupils and non PP pupils.</p> <p>To improve the punctuality of PP pupils</p>	<p>Additional learning mentor employed to monitor pupil's lateness and work alongside attendance officer to follow up quickly on absences. First day response. Also working with families. To support and challenge identified families with poor A/P</p> <p>School mini bus is used to pick up PA's from home to ensure attendance at school.</p> <p>Employ EWO (.5 per wk) working with families who attendance is below 90%.</p> <p>Weekly attendance awards to celebrate improved attendance.</p>	<p>Attendance has been a real success story this year and we have improved both whole school attendance and the number of PAs.</p> <p>Whole School Attendance increased from 95.1% (2018) to 96.2% (2019). PAs fell from 15.2% (2018) to 7.1% (2019). We continue to develop new strategies and initiatives to improve the attendance of all our pupils including PP.</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>95.17</td> <td>95</td> </tr> <tr> <td>Non-PP</td> <td>96.36</td> <td>97</td> </tr> <tr> <td><b>PAs</b></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>41 pupils 87%</td> <td>21 pupils 72%</td> </tr> <tr> <td>Non-PP</td> <td>7 pupils 85%</td> <td>8 pupils 28%</td> </tr> </tbody> </table>	Attendance	17/18	18/19	PP	95.17	95	Non-PP	96.36	97	<b>PAs</b>			PP	41 pupils 87%	21 pupils 72%	Non-PP	7 pupils 85%	8 pupils 28%	<p>We will continue to target our support to those PP families who find it difficult to maintain attendance after school support is taken away.</p> <p>We will continue target our PP persistent absence families and offer initiatives to improve their attendance.</p>
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<p>Nurture Provision</p> <p>To have a positive impact on progress and attainment in targeted KS2 classes where disruptive behaviour has had a negative impact.</p>	<p>Use of a Nurture base for those children who on a day to day basis find it difficult to access the curriculum.</p> <p>Lego Therapy</p> <p>Circle time</p> <p>Trips for social experiences</p>	<p>The use of a nurture support has had a varied impact. The children who access this facility have complex social and emotional issues and it has had little impact on their learning.</p> <p>However, by accessing this facility it has allowed children within their classes to have a positive learning experience and make improvements in progress and attainment. This has particularly supported one of our PP children in Y5 enabling him to achieve GDS at the end of the year in Maths.</p>	<p>There are a small group of pupils who have complex social and emotional issues. This facility allows them to have some positive learning experiences and improve their attitude to school.</p> <p>This strategy will continue as this is the best option for a number of children within our school.</p>																		

<p>PP will have the same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding and encouragement for PP to residential trips, participate in musical tuitions and sport activities, theatre trips and outside agent after-school clubs.</p>	<p>All PP children have access to all enrichment, visits, visitors and residential opportunities. This allows them to have the same experiences as other children within school.</p>	<p>Continue with this strategy.</p>
<p>To increase the cultural experience of PP children, increasing self-esteem and self –confidence. Reduce the impact of economic disadvantage.</p>	<p>Provide funding for eligible pupils in year 6 and year 4 to attend residential trips to Colemenny and Little Crosby in order to develop team work and bonding.</p>	<p>All PP children have access to all enrichment, visits, visitors and residential opportunities. This allows them to have the same experiences as other children within school.</p>	<p>Continue with this strategy.</p>
<p>PP pupils have raised aspirations and motivations to succeed and reach goals across all areas of life</p>	<p>School has developed a ‘ASPIRE &amp;ACHIEVE’ programme that provides children with opportunities to hear about, experience first-hand a wide range of future jobs and careers with skills required to achieve such roles.</p>	<p>All children, including PP, have access to a week of real life experiences that highlights aspirational opportunities for the future.</p> <p>People from all walks of life share their experiences with the children and allows for a “Can do attitude” for the future.</p>	<p>Continue with this strategy</p>
<p>To enable PP pupils to have a full school uniform, PE kit and book bag.</p>	<p>Children provided with school uniform including PE kits if required to ensure pupils feel fully included.</p>	<p>All PP children are given school uniform, PE kit and book bag so that they feel fully integrated into St Michael’s. This has a positive effect on their self-esteem and confidence, which results in a positive learning experience</p>	<p>Continue with strategy</p>