

# **Pupil premium strategy statement**

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## **Pupil premium strategy plan**

### **Statement of intent**

St Michael's commitment to pupils eligible for the pupil premium has its starting point in our Christian moral value, which recognises the uniqueness and value of the individual and which touches every area of human need. At our school, we have a positive, caring and safe ethos, in which everyone has equal and individual recognition and respect and where staff convey positive and aspirational messages to our pupils. To enable our children to flourish, we have high aspirations and expectations for all, we celebrate success and we are committed to their continuous improvement. Our whole school approach in which staff take responsibility for pupil outcomes, is delivered through Quality First Teaching, a broad and balanced curriculum, targeted support and pastoral care; all our pupils are given the best possible chance to achieve their best.

We are committed to spending our Pupil Premium funding to maximise impact, we aim to diminish the attainment and progress gap between children entitled to Pupil Premium and other children nationally. We believe that the additional provision delivered through the Pupil Premium strategy should encompass all children who we know to be disadvantaged and vulnerable not just the children in receipt of the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support; the school works strategically to identify barriers to learning and provide challenge and plan accordingly.

At St. Michael's, when we make decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Although eligible pupils are a very diverse group, it is important not to generalise about their needs. The approaches we adopt are to ensure the children excel.

## School overview

Detail	Data
School name	St Michael's CE Primary
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jacqui Gillespie Acting Headteacher
Pupil premium lead	Jacqui Gillespie
Governor / Trustee lead	Vacant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,905
Recovery premium funding allocation this academic year	£ 9,289.06
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75,194.06

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Weak language and reading skills
3	Minimal home support and lack of confidence (parents and children)
4	More frequent behaviour difficulties
5	Punctuality and attendance
6	Complex family issues
7	Raising aspirations and achievement for PPG children

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improved and rapid progress of PPG children in early communication</i>	Rapid progress identified through assessment and observations of disadvantaged pupils. Evidence gathered through book looks PPG children successfully access NELI programme
<i>Improved and rapid progress of PPG children in early reading</i>	More children working at expected to diminish the difference between their non PPG peers. PPG children successfully show progress and narrow gaps between non disadvantaged pupils.
<i>Children and family to receive appropriate support to improve home learning. Home school partnerships to be developed and fortified Families have elevated ambitions for the children- provided</i>	Quick identification of need Positive home learning environments developed Parental engagement in workshops to support home learning Parents take ownership and take part in the opportunities provided by school
<i>Children monitor and regulate their behaviour around school and their behaviour for learning. Children has a strong sense of self-worth.</i>	Children feel happy, confident and motivated to come to school. Children explain what is needed to achieve and be successful.
<i>To achieve and sustain improved punctuality and attendance for all disadvantaged pupils.</i>	Internal data reflects that disadvantaged children are in school and on time daily.
<i>Families access early help and other external sources.</i>	Families are able to access and engage with effective support (via internal and external sources)

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistently high quality teaching, through monitoring performance, quality professional development and by tailoring teaching and learning to meet the needs of all pupils.	Research shows that good teaching is the important and effective tool to improve outcomes for disadvantaged children.	1,2
Leaders identify the strengths of each member of the support staff and find the best ways to use them. TAs to provide effective individual support for pupils that have very specific learning needs and group support for pupils with similar needs.	The EEF cites, "Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress." <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 3, 4
Purchase and use assessment frameworks to identify and analyse specific gaps in learning. (PIXL)	Monitoring and effective feedback provide high impact on learners ability to improve.	1,2
Ensure maths mastery provision is in place and embedded across school.	EEF cites: "On average, Mathematics Mastery pupils made more progress than non-Mathematics Mastery pupils. The positive impact was estimated as equivalent to one month's additional progress. The effect detected was statistically significant, meaning the improvement was likely caused by the programme."	7

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised approach: Increase the number of children achieving their communication and language goals in the Early Years	PPG children are known to arrive at school with language acquisition lower than their peers. Strong evidence to support oral language interventions (EEF)	1
Support staff to target disengaged readers by checking in on their reading and providing small group intervention sessions.	Strong evidence to provide additional one to one support with reading.  EEF shows the average impact of RC strategies is an additional 6 months progress over the course of a year.	2,
Additional phonics sessions targeted at disadvantaged pupils who require phonics support. (NESSI/IDL)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly disadvantaged backgrounds.  Targeted phonics sessions have been shown to be more effective when delivered as regular sessions.	2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,194.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracked and absences monitored. Parents to be challenged when attendance levels drop or reasons unjustified.  Engagement of AWO where necessary if school intervention is not achieving desired outcome.	Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.  Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.  Empirical evidence from UCL – July '20 states, "Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils."  <i>Improving communication with parents via text or email has been shown to be an effective way of reducing such absences."</i>	3, 5, 6

	<i>'Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively.'</i> EEF	
Encourage parents to attend school events to increase involvement in school	<i>'Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups but it can be challenging for schools to influence this effectively.'</i> EEF	3, 6
New Woodlands Outreach BelEve Outreach Early Help	<i>A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</i>	4,6,7
Improving the children's experiences and opportunities: wrap around care, clubs, trips and aspirations	PPG children often do not have the same exposure as non PPG children.	7

**Total budgeted cost: £75,194.06**

## **Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

*This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.*

Our internal assessment data for 2020 - 2021 indicated an attainment gap between our PPG and non PPG children. Our analysis of the last data collected further indicated that the difference was diminishing in UKS2, especially in reading.

As identified by the EEF, the impact of school closure has had a significant effect on all our children, in particular our PPG children. They were not able to benefit from the targeted support, although we did make major efforts to invite as many of our vulnerable PPG children. In spite of this, most benefitted from our live taught sessions and periodic check ins. We utilised Oak National Academy, BBC teach and White Rose maths videos to ensure the children had a high quality learning experience.

In addition to this, we ensured that where necessary, to support parents and children, we provided access to learning resources that linked to our home learning offer. We supplied laptops, data dongles and hard copies of work if required so that all pupil premium children could access home learning. Additional one to one virtual sessions groups were held via Zoom specifically targeted at Pupil premium children and SEND children.