

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	204
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 2025 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jacqui Gillespie Headteacher
Pupil premium lead	Jacqui Gillespie
Governor / Trustee lead	Philippa Moss

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,210
Recovery premium funding allocation this academic year	
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	£90,210

## 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	Access to extra-curricular activities
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 and pupil voice 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)
<i>All PP pupils have the opportunity to access learning opportunities beyond the classroom (i.e. school trips and extra-curricular activities)</i>	PP pupils take part in learning opportunities beyond the classroom.

## 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: £ 33,800

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.	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: £ 52,790

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.	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
Full time TA support in each KSI class and across KS2, including HLTA support in Year 6	To ensure PPG children have adult support in class to secure best progress To provide 1:1 reading and/or 1:1 conferencing (in writing) to maximise progress in reading and writing. To be supported in maths and literacy lessons by working in smaller groups and /or quick response from adults to address misunderstandings in learning	1,2,3,4
Music tuition for children to have access to high quality tuition.	Children have an opportunity to develop beyond the curriculum which supports their wellbeing and creativity, the significance of music in our society is immeasurable.	

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

Budgeted cost: £ 3,620

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, <i>"Reducing pupil absences will have a positive effect</i>	3, 5, 6

	<p><i>on achievement and is likely to reduce achievement gaps between high and low income pupils.</i></p> <p><i>Improving communication with parents via text or email has been shown to be an effective way of reducing such absences.”</i></p> <p><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</p>	
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 Parent Engage  Metacognition strategies	<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: £90,210**

# **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 2022 -2023 academic year.*

Intervention and whole class strategies to support pupils with low starting points and SEND - in place with some impact and still a focus this year.

Embedding reading strategies through interventions and daily supported reading is in place and had an impact on our results.

Focus on basic maths skills and times table interventions - to maintain as a main priority this year as not seen full impact in results yet.

Many KS1 pupils have missed out on early play, language and concept building. We had a significant number of pupils who were working at the Pre-Key stage level in this group due to SEND needs. NELI language intervention running successfully in .

Pupil Premium (PP) pupils

### **Reading**

89% of PP pupils achieved the expected standard compared to 93% of all pupils. (National average for all pupils 75%).

### **Writing**

67% of PP pupils achieved the expected standard compared to 79% of all pupils. (National average for all pupils 72%)

### **Maths**

78% of PP pupils achieved the expected standard compared to 93% of all pupils. (National average for all pupils 74%)

Other evidence:

- Whole class reader embedded across KS2.
- Book scrutiny showed good progress of this group from their starting points
- Little Wandle scheme embedded, including keep up and catch up sessions