

St Michael's CE (A) Primary School - 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.

School overview

Detail	Data
School name	St Michael's CE (A) Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	38.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	
Date on which it will be reviewed	15 July 2022
Statement authorised by	Curriculum and School Improvement Committee 8 December 2021
Pupil premium lead	Nathalie Milhavy-Jones Deputy Headteacher
Governor / Trustee lead	Linda Guest Link Governor for PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,796
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£101,946

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are categorised as disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (School Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary Assessments and observations of pupils indicate a lack of understanding of the meaning of words in context and the challenge presented by making

	inferences. This is a result of, under-developed oral language skills and vocabulary gaps on entry to the school. This difficulty is more prevalent amongst our disadvantaged pupils, than their peers.
2	Phonics/Reading Baseline assessments, observations and discussions with stakeholders suggest that disadvantaged pupils have limited literacy on entry to the school, resulting in greater difficulty with phonics, than their peers. This slows their progress in acquiring phonic knowledge and becoming fluent readers.
3	Early Numeracy Skills Baseline assessments, observations and discussions with stakeholders suggest that disadvantaged pupils have limited numeracy skills on entry to the school, resulting in greater difficulty with early number acquisition, than their peers. This slows their progress in acquiring mathematical knowledge and becoming confident mathematicians.
4	Wellbeing Internal welfare tracking system, following lockdown, indicates that disadvantaged pupils have been adversely impacted by a lack of enrichment opportunities during school closure. Stakeholder referrals for support have markedly increased following the pandemic. Currently, 78% of the pupils requiring 1-1 weekly support for social and emotional needs are disadvantaged. In addition, of the pupils receiving a regular check-in with the Pastoral Lead, 51% are disadvantaged.
5	Multi-disadvantage Pupils Pupils who fall into multiple categories that can adversely affect them and disadvantage them make less progress than their peers, in all subjects. Currently, 33% of PP fall into at least one further category (EAL, SEND, CYPIC, Post-CYPIC)
6	Punctuality Of all the pupils who are regularly late on more than two occasions per week, 100% are PP. This detrimentally impacts on their engagement in the first lesson of the day.
7	Resilience and attitudes to learning Our assessments and observations indicate that the education and attitudes to learning of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. These children require additional support to develop a 'can do' attitude and to persevere when being asked to develop their ideas and explanations.

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
Vocabulary Improved oral language skills and vocabulary among disadvantaged pupils. Improved performance in the inference domain questions, among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and use of vocabulary, among disadvantaged pupils, demonstrated through a closing of the gap for the meaning of words in context/vocabulary domain. Assessments and observations indicate significantly improved inference among disadvantaged pupils, demonstrated through a closing of the gap for the inference domain.
Phonics/Reading Improved reading attainment among disadvantaged pupils.	The gap between PP and Non-PP is narrowed for phonics screening data, year on year, resulting in a no gap in 2023/2024.
Early Numeracy Skills Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.
Wellbeing To achieve and sustain improved wellbeing in our school, particularly for our disadvantaged pupils.	Sustained high levels of wellbeing for disadvantaged pupils, demonstrated in the quantitative data of 2023/2024 and taken from: <ul style="list-style-type: none"> pupil voice, parent surveys and calmbrain data participation data for enrichment activities
Multi-disadvantage Pupils To improve attainment in reading, writing and maths for multi-disadvantaged pupils.	The gap between outcomes for multi-disadvantaged PP and PP is narrowed for reading, writing and maths.
Punctuality To achieve and sustain improved punctuality for identified disadvantaged pupils.	Sustained improvement in punctuality will be demonstrated by improved punctuality for the identified pupils.
Resilience and attitudes to learning To improve attainment in reading, writing and maths for disadvantaged pupils.	The gap between PP and non-pp will be narrowed for reading, writing and maths.

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: £18,422.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to develop and embed key elements of the NCETM approach and to access Maths Hub resources and CPD. We purchase resources.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 5, 7
Purchase of a British Dyslexia Association number programme to help promote number sense in children and develop children's fluency by promoting their ability to subitise and visualise numbers. We will purchase resources and fund ongoing teacher/support staff training.	Many children who may need additional support with early mathematics can return to a typical learning trajectory with varied teaching methods and targeted individual support. Evidence suggests structured interventions developed by expert teams that have been informed by research on children's mathematical development, and include training and pre-specified materials, can have significant impact. EEF Maths EY KS1 Guidance Report.pdf	3, 5, 7
Training on a DfE validated systemic synthetic phonics programme (Read, Write Inc) to secure stronger phonics teaching for all pupils. Purchase of DfE validated systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 5, 7

synthetic phonics online programme.		
CPD for all staff for reading, delivered by the CLL LA Team.	There is strong evidence that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 5, 7
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase of LDBE validated SEL approach – CalmBrain programme.</p> <p>Improve wellbeing and mental health of pupils and staff through the Carneige School of Education Whole School Mental Health Approach</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf</p>	1, 2, 3, 4, 5, 7

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

Budgeted cost: £64,094.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be	2, 5, 7

	<p>more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Various Year groups</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 5, 7
<p>Year 6</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 5, 7
<p>Spot on Number sessions targeted at disadvantaged pupils who require further early numeracy support.</p>	<p>Many children who may need additional support with early mathematics can return to a typical learning trajectory with varied teaching methods and targeted individual support.</p> <p>Evidence suggests structured interventions developed by expert teams that have been informed by research on children's mathematical development, and include training and pre-specified materials, can have significant impact.</p>	3, 5, 7

	EEF Maths EY KS1 Guidance Report.pdf	
One-to-one regular pastoral support using a range of strategies, including approved programmes for pupils with social and emotional difficulties.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf	1, 2, 3, 4, 5, 7

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

Budgeted cost: £19,428.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular release time for the School Attendance Officer to meet with the EWO and parents, to improve punctuality of a targeted group of pupils.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice which has been informed by engagement with schools that have significantly improved punctuality and attendance data.	6
Enable disadvantaged pupils to access a wider curriculum through specialist peripatetic teaching and attendance on trips, visits and residential.	Evidence from https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment suggests that enriching education has intrinsic benefits (sometimes referred to 'art for arts sake'). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £101,946

Part B: 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.

<u>Barrier A</u> The emotional wellbeing of all children is supported and where issues affecting the lives of children are identified, including those that have occurred as a result of the recent lockdown, appropriate opportunities to support are implemented.	<u>SUCCESS CRITERIA</u> Pupils make at least expected progress from the previous key stage in reading, writing and maths. <u>IMPACT</u> No statutory assessment data available due to continuing Coronavirus pandemic. Standardised Teacher administered test data <table><tr><td>Subject</td><td>KS1 EXS+</td><td>KS2 EXS+</td></tr><tr><td>Reading</td><td>83%</td><td>76%</td></tr><tr><td>Writing</td><td>79%</td><td>83%</td></tr><tr><td>Maths</td><td>86%</td><td>86%</td></tr></table>	Subject	KS1 EXS+	KS2 EXS+	Reading	83%	76%	Writing	79%	83%	Maths	86%	86%
Subject	KS1 EXS+	KS2 EXS+											
Reading	83%	76%											
Writing	79%	83%											
Maths	86%	86%											
<u>Barriers B and C</u> Every child at St Michael’s receives at least good, and more frequently, outstanding quality first teaching, so that progress in maths for disadvantaged pupils is at least in line with national by the end of the key stage; and, more disadvantaged pupils achieve greater depth in reading by the end of the key stage.	<u>SUCCESS CRITERIA</u> <ul style="list-style-type: none">Monitoring of books, lessons and outcomes demonstrate that the quality of teaching is at least good in all lessons with much outstanding practice being observed.The progress score for maths at the end of KS2 for disadvantaged pupils is above zero.An increased number of disadvantaged pupils achieve greater depth, in reading, compared with previous key stage data. <u>IMPACT</u> <ul style="list-style-type: none">Monitoring records indicate that the quality of teaching is at least good in all lessons with much outstanding practice being observed.Locally agreed assessments administered throughout 2020/2021, demonstrate that St Michael’s disadvantaged pupils made more progress in maths within the year than LA disadvantaged pupils. LA progress +8.2, School progress +9.84/6 PPG pupils who achieved GDS in reading at KS1 achieved GDS in reading at KS2												
<u>Barrier D</u> Increased parental engagement at parent	<u>SUCCESS CRITERIA</u> All parents of pupils eligible for PPG funding attend at least two parent meetings during the academic year – virtual or in person												

workshops so they are better equipped to support their children.	<p><u>IMPACT</u></p> <ul style="list-style-type: none"> • During lockdown, all pupils via parent contact numbers, were offered a weekly phone call, unless in school. • In Autumn Term 2020, all parents were invited to a whole class zoom Parent presentation by the class teacher. All parents received an Autumn Term short progress report. • In Summer Term 2021, all parents were offered a 1-1 telephone consultation • At the end of the school year, all parents received a written annual report.
<p><u>Barrier E</u></p> <p>Increase access for all pupils to the extended curriculum offer.</p>	<p><u>SUCCESS CRITERIA</u></p> <p>All pupils eligible for PPG funding attend all school day time opportunities and at least one out of school opportunity during the academic year.</p> <p><u>IMPACT</u></p> <ul style="list-style-type: none"> • Physical activity offered daily to all children in school, at lunchtime, by Soccer 2000. • Termly Forest School for each class • Restricted out of school extra-curricular activities as a result of covid, however, 54% of PPG pupils attended at least one out of school extra-curricular opportunity during the year.
<p><u>Barrier F</u></p> <p>Pupils are in lessons on time so they can fully engage with learning.</p>	<p><u>SUCCESS CRITERIA</u></p> <p>There is a decrease in the percentage of pupils eligible for PPG funding being late for school.</p> <p><u>IMPACT</u></p> <ul style="list-style-type: none"> • Baseline data 11 PPG pupils late • Endline data 2 PPG pupils late

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
CalmBrain	CalmBrain Approach by Dr Sarah Taylor