

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 2022 - 2023 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
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	35%
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	31 st December 2023
Statement authorised by	Curriculum and School Improvement Committee
Pupil premium lead	Kate Jackson Headteacher
Governor / Trustee lead	Linda Guest Link Governor for PP

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,871
Recovery premium funding allocation this academic year	£10,730
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£102,601

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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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. <i>In September 2021, 78% of the pupils requiring 1-1 weekly support for social and emotional needs were disadvantaged. In addition, of the pupils receiving a regular check-in with the Pastoral Lead, 51% were disadvantaged.</i>
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. <i>In September 2021, 33% of PP fell into at least one further category (EAL, SEND, CYPIC, Post-CYPIC). In September 2022, that increased to 39%.</i>
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 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 (2022/2023)

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: £7,351.75

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 will 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
CPD for staff on teaching writing composition strategies through modelling and supported practice.	Evidence suggests that through modelling and supported practice writing can be thought of as a process made up of five components: planning; drafting; revising; editing; and publishing. Effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write — and someone to write for — can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. Literacy KS2 Toolkit Strand Education Endowment Foundation EEF	1, 5, 7
Training on a DfE validated systemic synthetic phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2, 5, 7

<p>programme (Read, Write Inc) to secure stronger phonics teaching for all pupils.</p> <p>Purchase of DfE validated systematic synthetic phonics online teaching support programme.</p>	<p>comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<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 including the training of a further Mental Health Lead in school</p> <p>Purchase of LDBE validated SEL approach – CalmBrain programme.</p> <p>Improve wellbeing and mental health of pupils and staff through the development of a whole-school approach to Wellbeing</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):</p> <p>EEF Social and Emotional Learning.pdf</p>	<p>1, 2, 3, 4, 5, 7</p>

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

Budgeted cost: £77,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	2, 5, 7

who require further phonics support.	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Small group tuition for pupils identified as part of termly Raising Achievement Planning meetings, including, Word Aware and Echo Reading sessions targeted at disadvantaged pupils who require further reading fluency support.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small Group Toolkit Strand Education Endowment Foundation EEF Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Developing pupils' fluency through: guided oral reading instruction and repeated reading support pupils to develop fluent reading capabilities. Literacy KS2 Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5, 7
Years 3 and 6 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 their vulnerability. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. <i>(60% funded by School-led tutoring funding)</i>	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 5, 7

Spot on Number sessions targeted at disadvantaged pupils who require further early numeracy support.	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
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: £20,270.56

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	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.	4

teaching and attendance on trips, visits and residential.	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.	
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, including deprivation due to rising energy and food costs.	All

Total budgeted cost: £104,892.31

Total funding: £102,601

Additional School Spend: £2,291.31

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was variable, with the attainment gap between our disadvantaged pupils and non-disadvantaged pupils varying between cohorts of pupils and across subjects. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 and the multi-disadvantaged needs of a significant minority of disadvantaged pupils.

Absence among disadvantaged pupils was only 0.6% higher than their peers in 2021/22 with attendance for disadvantaged being 94.6% and non-disadvantaged 95.2%. Overall attendance was 94.9%.

An analysis of our intended outcomes at the end of 2023/2024, would suggest that we are on course to achieve the outcomes that we set. See table below.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Intended outcome	Success criteria	Progress towards intended outcomes Reviewed July 2022																				
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.	% EXS+ in inference domain <table><tr><th>Year group</th><th>September 2021</th><th>September 2022</th></tr><tr><td>2</td><td></td><td>23%</td></tr><tr><td>3</td><td>20%</td><td>66%</td></tr><tr><td>4</td><td>60%</td><td>69%</td></tr><tr><td>5</td><td>45%</td><td>38%</td></tr><tr><td>6</td><td>36%</td><td>41%</td></tr></table> Action September 2022 onwards Specialist Teacher to target reading in Year 5 as a result of % at EXS+ lower than September 2021.			Year group	September 2021	September 2022	2		23%	3	20%	66%	4	60%	69%	5	45%	38%	6	36%	41%
Year group	September 2021	September 2022																				
2		23%																				
3	20%	66%																				
4	60%	69%																				
5	45%	38%																				
6	36%	41%																				
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 no gap in 2023/2024.	All	90.9%																			
		PPG	90% (National 62%)																			
		Non-PPG	91.3%																			
		Gap 2022	1.3%																			
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.	All	69%																			
		PPG	62% (National 52%)																			
		Non-PPG	75%																			
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 dataparticipation data for enrichment activities	All pupils in school have accessed a physical activity during their lunch hour during the year. All pupils in school have participated in at least 2 Forest School sessions during the year. All extra-curricular clubs have been open for all pupils to attend, and at no cost to parents. LA PPG Review September 2022 reported that <i>‘It is clear that leaders know their school and have identified support for pupils both on the basis of data and understanding of individual pupil’s needs. There is clear evidence of the school doing everything they can to identify and</i>																				

		<i>narrow gaps in children's learning and ensure no child is left behind.'</i>			
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.	KS2 Outcomes 2022	PP EXS+ (13 pupils)	Multi-PP EXS+ (8 pupils)	Gap
		Reading	54%	37.5%	16.5%
		Writing	69%	50%	19%
		Maths	62%	50%	12%
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.	September 2021 - 25 pupils late for school on more than one occasion during the month, of which 21 were eligible for PPG. This equates to 84% of the cohort. However, in July 2022 – 18 pupils were late for school on more than one occasion during the month, of which 9 were eligible for PPG. This equates to 50% of the cohort. A reduction of 34%.			
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.	Variable and dependent on cohorts. Data held internally for 21/22.			
		KS2 Outcomes 2022	PP EXS+ (13 pupils)	Non-PP EXS+	Gap
		Reading	54	100	46
		Writing	69	88	19
		Maths	62	94	32
		Action September 2022 onwards Improve attainment in reading, writing and maths at GDS, for disadvantaged pupils.			

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
Teaching for Mastery - NCETM	NCETM