

Pupil premium strategy statement

St Michael's CE (A) Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	30.18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 – 2026/2027
Date this statement was published	5 December 2024
Date on which it will be reviewed	31 December 2025
Statement authorised by	Staffing and Finance Committee
Pupil premium lead	Kate Jackson Headteacher
Governor / Trustee lead	Amy Orme Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,341
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,341

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 has 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 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.
- ensure all pupils receive high quality first teaching.
- provide an enriching and varied, high quality curriculum, accessible to all pupils.
- provide targeted interventions, delivered by skilled and knowledgeable staff
- ensure all children are able to access trip, visits, residential, clubs and wider opportunities that exist throughout the school.
- ensure disadvantaged children are supported to access opportunities beyond their school experience in the wider community.

Challenges

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

Challenge number	Detail of challenge
1	<p>Vocabulary</p> <p>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, vocabulary gaps on entry to the school and limited life experiences. This difficulty, in general, is more prevalent amongst our disadvantaged pupils, than their peers.</p>
2	<p>Boys' Reading</p> <p>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 phonics knowledge and ultimately in becoming fluent readers. At the end of KS1, the current gap between disadvantaged and non-disadvantaged pupils is 33%. This gap narrows but remains significant to the end of KS2. For disadvantaged boys, the gap is 42%.</p>
3	<p>Wellbeing</p> <p>Internal welfare tracking system 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. 35 disadvantaged pupils currently require additional support with social and emotional needs.</p>
4	<p>Multi-disadvantage Pupils for Maths</p> <p>Internal and external assessments indicate that maths attainment among multi-disadvantaged pupils (eg. SEND+, EAL+) is significantly below that of disadvantaged pupils. In 2024, 75% of our multi-disadvantaged pupils were working below age-related expectations compared to 46% of disadvantaged pupils. 70% of disadvantaged pupils met the expected standard.</p>
5	<p>Resilience</p> <p>Our assessments and observations indicate that the education and attitudes to learning of some of our 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.</p>
6	<p>Wider Opportunities</p> <p>Some disadvantaged children do not access wider opportunities outside school to the same frequency as their non-disadvantaged peers. Despite, a steady increase in participation over the last few years, there remains a gap.</p> <p>Baseline data (September 2024)</p> <p>Extra-curricular activities uptake – 66% gap (17% disadvantaged v 83% non-disadvantaged)</p> <p>Residential uptake – 25% gap (38% disadvantaged v 63% non-disadvantaged)</p>
7	<p>More-able Disadvantaged</p> <p>Current data shows there are gaps between disadvantaged and non-disadvantaged pupils end of KS2 outcomes, at greater depth.</p>

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. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.
Boys' Reading Improved reading attainment for disadvantaged boys.	KS2 Reading outcomes in 2024/25, show that more than 80% of disadvantaged boys meet the expected standard. KS2 Reading outcomes in 2025/26, show that more than 75% of disadvantaged boys meet the expected standard (lower because of cohort make-up). KS2 Reading outcomes in 2026/27, show that more than 83% of disadvantaged boys meet the expected standard.
Wellbeing Achieve and sustain improved wellbeing in our school, particularly for our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Multi-disadvantage Pupils for Maths Improved attainment in maths for multi-disadvantaged pupils so that more disadvantaged pupils meet the expected standard by the end of Year 6.	KS2 Maths outcomes in 2026/2027, show that more than 80% disadvantaged pupils meet the expected standard.
Resilience All pupils demonstrate a positive 'can do' attitude when faced with challenging situations.	Higher levels of resilience demonstrated through qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Wider Opportunities Increased attendance and improved access to enrichment activities for disadvantaged pupils.	Increased levels of engagement in wider opportunities in 2026/2027 demonstrated by: <ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (extra-curricular and residential) a reduction in the gap between disadvantaged and non-disadvantaged pupils participation in enrichment activities.
More-able Disadvantaged Gap diminished between disadvantaged and non-disadvantaged GDS outcomes.	Year on year reduction in the gap for GDS outcomes between disadvantaged and non-disadvantaged pupils. Baseline (2023/2024) Reading – 36% gap Writing – 13% gap Maths – 23% gap

Activity in this academic year (2024/2025)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,756

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 High-Quality Teaching Education Endowment Foundation EEF	3, 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 synthetic phonics online teaching support programme.	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
All teachers/support staff to have access to high quality CPD provided both internally and externally. Improve staff subject knowledge of how to achieve depth of learning for all pupils. Quality of feedback and marking is used to assess knowledge and understanding and address misconceptions, enabling pupils to practice, consolidate and secure understanding of key concepts.	Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice. Effective Professional Development EEF Meta-cognition evidence suggests the use of these strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. Metacognition and Self-regulated Learning EEF	1, 2, 4, 7

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

Budgeted cost: £97,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>The EEF emphasizes that high-quality teaching is crucial for all pupils, but it can be particularly impactful for more-able disadvantaged students. Evidence suggests:</p> <ul style="list-style-type: none"> • Effective questioning techniques can encourage deeper thinking and help these pupils engage more rigorously with content. • Teachers should ensure that they are challenging more-able pupils appropriately, providing them with tasks that stretch their thinking without overwhelming them. • Targeted interventions that focus on both academic and social-emotional aspects have been shown to support more-able disadvantaged pupils. This includes providing support for self-regulation and metacognitive skills to help these students become more independent learners. • Some of the interventions suggested by the EEF involve mentoring or academic coaching to help these pupils maintain high levels of motivation and challenge. 	1, 2, 3, 4, 5, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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 more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2
Additional maths sessions targeted at disadvantaged pupils who require further mathematical support as part of the Wolverhampton Maths Project.	<p>EEF evidence highlights that promoting fluency supports children to remember numbers and sequences. They can then use this knowledge during other learning and mathematical experiences.</p> <p>Early Mathematics Teaching and Learning Toolkit EEF</p>	4

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	3, 5, 7
---	---	---------

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

Budgeted cost: £11,201

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enable disadvantaged pupils to access a wider curriculum through specialist peripatetic teaching and attendance on trips, visits and residential.	<p>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.</p> <p>The concept of cultural capital is often discussed in relation to disadvantaged pupils.</p> <ul style="list-style-type: none"> • More-able disadvantaged pupils can benefit from developing their cultural capital, which includes a broad understanding of the world, access to experiences, and social networks that help them engage with high-level academic content. • The EEF suggests that schools can help build cultural capital by providing pupils with access to visits, talks, and experiences that they might not otherwise have had. <p>East Riding of Yorkshire – Cultural Capital</p>	5, 6, 7
Purchase of the licence for Calmbrian	<p>Using leading research in neuroscience CalmBrain works effectively on the brain as a whole.</p> <p>Focuses on brain integration, calming the lower areas of the brain which is where stress, anxiety and mental health are rooted.</p> <p>The lower brain encourages children to be at ease with themselves, to be calm, reflexive, relaxed, contemplative and allows the higher mind to open and respond to learning and experience.</p> <p>http://calmbrianapproach.com/</p>	3
Bespoke resilience and teamwork activities for disadvantaged pupils in KS2.	<p>The EEF's Moving Forwards school planning document includes a wider strategies section which recommends the explicit teaching of Social and Emotional Learning (SEL) as an important protective factor for children's wellbeing and part of teachers' ongoing support for their pupils in the wake of Covid-19.</p>	5, 3

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.	3, 6
------------------------------------	---	------

Total budgeted cost: £117,492

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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Key Stage Two Outcomes

Reading - SAT Scaled Score

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



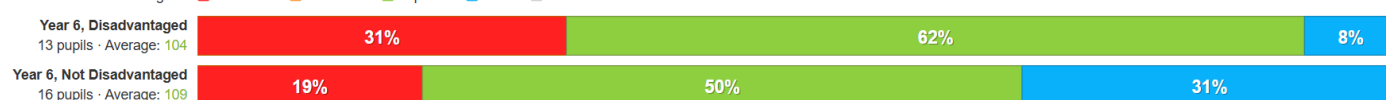
Writing - SAT Scaled Score

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



Maths - SAT Scaled Score

Legend: Well below (red), Just below (orange), Expected (green), Above (blue), No data (grey)



Compared with national, the data demonstrated that at the end of Key Stage Two, there were more disadvantaged pupils at the expected standard in reading, writing and maths than nationally. In addition, the average scaled score for reading and maths for disadvantaged and non-disadvantaged was above national.

		EXS+	GDS	SS
Reading disadvantaged	All national	62	18	103
	All school	70	8	105
Reading non- disadvantaged	All national	79	33	106
	All school	100	44	110

		EXS+	GDS
Writing disadvantaged	All national	58	6
	All school	69	0
Writing non-disadvantaged	All national	78	16
	All school	82	13

		EXS+	GDS	SS
Maths disadvantaged	All national	59	13	101
	All school	70	8	104
Maths non-disadvantaged	All national	79	29	106
	All school	81	31	109

The data showed that the percentage of pupils at the expected standard in reading, writing and maths combined was broadly in line with national (disadvantaged was 7% points lower - a difference of less than 1 pupil). Disadvantaged boys combined was 25% (cohort size only 4) compared with 42% national.

		EXS+	GDS
Combined disadvantaged	All national	45	3
	All school	38	0
Combined non-disadvantaged	All national	67	10
	All school	69	0

Other outcomes

EYFS 2024 – Good Level of Development

- 50% of our school's disadvantaged cohort achieved a good level of development, 1 out of 2.
- Gap to national non-disadvantaged cohort is -20.4%
- The disadvantaged pupils in our school are in percentile 45 of EYFS good level of development when compared to other schools.

Phonics Screening Year 1, 2024

- 63.6% of our school's Year 1 disadvantaged cohort achieved the expected standard in phonics, 7 pupils out of 11.
- This is 19.8% lower than the national non-disadvantaged cohort at 83.4%
- Our school's gap to non-disadvantaged pupils nationally has decreased by 0.1% from 62.5% in 2022/23 to 63.3% in 2023/24.
- The Disadvantaged Year 1 pupil(s) in your school are in percentile 61 for Phonics Expected Standard when compared to other schools.

Phonics Screening Year 2, 2024

- 50.0% of our school's Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 2 pupils out of 4.
- This is 8.0% lower than the national non-disadvantaged cohort at 58.0%.
- Our school's gap to non-disadvantaged pupils nationally has improved by 54.1% from -62.1% in 2022/23, to -8.0% in 2023/24.
- Our Year 2 Disadvantaged cohort's Phonics Expected Standard has increased by 50.0% from 0.0% in 2022/23, to 50.0% in 2023/24.
- The Disadvantaged Year 2 pupil(s) in our school are in percentile 37 for Phonics Expected Standard when compared to other schools.

Outcome disadvantaged across the school, 2024

Reading	Year 5		Year 4		Year 3		Year 2	
	Average Scaled Score	% on Track EXS+	Average Scaled Score	% on Track EXS+	Average Scaled Score	% on Track EXS+	Average Scaled Score	% on Track EXS+
Sch PP	99.17	67%	109.9	100%	98.36	45%	99.78	56%
School non-PP	103.65	88%	109.2	94%	100.10	67%	103.90	71%
LA PP	98.8	71%	102.6	65%	98.6	51%	99.33	54%
LA non-PP	101.3	82%	105.2	79%	102.5	73%	104.23	88%

For Reading, the average scaled score for PP pupils is above LA PP pupils in years 4 and 5, and broadly in line in years 2 and 3. There is no gap between school PP and school non-PP in Year 4. The gap between PP and non-PP in Year 3 is less than the LA gap.

Maths	Year 5		Year 4		Year 3		Year 2	
	Average Scaled Score	% on Track EXS+	Average Scaled Score	% on Track EXS+	Average Scaled Score	% on Track EXS+	Average Scaled Score	% on Track EXS+
Sch PP	94.33	50%	100.5	64%	99.82	55%	100.10	60%
School non-PP	99.47	89%	101.6	83%	102.90	81%	102.90	76%
LA PP	94.0	60%	98.96	56%	99.68	58%	100.15	56%
LA non-PP	96.1	69%	102.29	72%	103.55	78%	102.82	74%

For Maths, the average scaled score for PP pupils is broadly inline with LA PP in years 2, 3 and 5. The average scaled score for PP pupils is above LA PP for Year 4.

Outcome of previous pupil premium strategy plan	
Intended outcome	Outcome July 2024
Vocabulary Improved oral language skills and vocabulary among disadvantaged pupils. Improved performance in the inference domain questions, among disadvantaged pupils.	Assessments and observations indicate 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 improving inference among disadvantaged pupils, demonstrated through a small 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 significant 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 evident 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 • Ofsted Report, October 2024
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 and writing but remains for maths.
Punctuality To achieve and sustain improved punctuality for identified disadvantaged pupils.	Sustained improvement in punctuality has been demonstrated by improved punctuality for the identified pupils. <ul style="list-style-type: none"> • Our school's Disadvantaged cohort of 72 enrolments have an Overall Absence of 3.8%. This is 0.8% lower than the national non-disadvantaged cohort at 4.6%. • Our school's gap to non-disadvantaged pupils nationally has decreased by 2.1% from +1.3% in 2022/23, to -0.8% in 2023/24. • Our Disadvantaged cohort's Overall Absence has decreased by 2.6% from 6.4% in 2022/23, to 3.8% in 2023/24. • The Disadvantaged pupil(s) in our school are in percentile 3 for Overall Absence when compared to other schools.
Resilience and attitudes to learning To improve attainment in reading, writing and maths for disadvantaged pupils.	The gap between PP and non-PP has narrowed for reading and maths but remains for writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
CalmBrain	CalmBrain Approach by Dr Sarah Taylor
Teaching for Mastery - NCETM	NCETM
Mastering Number	NCETM
Now Press Play	Now Press Play
Read, Write, Inc Phonics	Ruth Miskin
Mulberry Bush Emotional and Social Curriculum	Mulberry Bush
Cool Kids (aimed at building the motor skills of under achievers so that they can develop in physical activity)	Soccer 2000
Quick fire multiplication facts	TT Rockstars – online resource