



St. Michael's CE Primary Pupil premium strategy statement

September 2023 – July 2026

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 Primary School
Number of pupils in school	YR-Y6 - 408
Proportion (%) of pupil premium eligible pupils	YR-Y6 – 12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs A. Lane (HT)
Pupil premium lead	Miss G. Ivens
Governor / Trustee lead	Mrs. M Smylie (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,580.00
Recovery premium funding allocation this academic year	£0
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	£85,580.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years, children who are in care, those who were previously in care or children of service personnel. Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (12.5%) is stable compared to the previous year and remains significantly lower than the national average (23.8%) for primary schools.

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. At St. Michael's it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas and improve their educational outcomes. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining at expected levels or higher and for our disadvantaged pupils to be given the opportunities, experiences, knowledge and skills that will allow them to leave St Michael's ready for secondary school and equipped to be positive citizens in British society.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Quality CPD will be delivered by leading practitioners, organisations and school leaders, some of whom have gained additional qualifications such as NPQ accreditations. We identify barriers that need to be addressed and the interventions required for pupils who are not making the expected progress.

In addition to this, we carefully monitor the behaviour, punctuality, attendance, health and well-being of our pupils in receipt of pupil premium. We will provide financial support to allow them to access all areas of the curriculum, including extra curriculum clubs and educational visits, where needed. Children will be taught about mental health and how to regulate their emotions and behaviour. If required, additional interventions will be provided to address their SEMH and SEN needs.

At St. Michael's, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement by engaging in school processes and recognising that parent involvement does make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, data and observations indicate that the progress of disadvantaged pupils in our school is generally good throughout the curriculum but their attainment remains below non-disadvantaged pupils. There remains knowledge gaps leading to pupils falling further behind their peers.
2	Observations and discussions with pupils indicate underdeveloped oracy skills and vocabulary gaps among many disadvantaged pupils. This is evident throughout the school in general, but is more prevalent among our disadvantaged pupils than their peers.
3	Assessments, data and observations highlight that pupils are able to achieve well in understanding the mechanics of SPAG, as seen in their assessment data but are not able to transfer these skills as effectively into their Writing where progress and attainment is lower than other areas of the curriculum.
4	Observations show that some pupils who are in receipt of Pupil Premium show weaknesses in relation to learning behaviours. Some pupils physically and emotionally lack self-belief, resilience and readiness to learn and can lack self-motivation and confidence to improve.
5	Analysis has shown low attendance and persistent absenteeism of our disadvantaged children.
6	Observations and discussions with pupils, families and staff show that pupils have limited experiences beyond their home life and immediate community.

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
Improved phonic attainment among disadvantaged pupils in EYFS and KS1.	By the end of KS1 all disadvantaged pupils will have passed their phonics screening.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes will show that at least 80% of disadvantaged pupils met the expected standard each year.

	KS2 reading outcomes will show that at least 30% of disadvantaged pupils achieved greater depth each year.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes will show that at least 85% of disadvantaged pupils met the expected standard each year. KS2 Maths outcomes will show that at least 30% of disadvantaged pupils achieved greater depth each year.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 Writing outcomes will show that at least 75% of disadvantaged pupils met the expected standard in SPAG and Writing each year. KS2 Writing outcomes will show that at least 20% of disadvantaged pupils achieved greater depth in SPAG and Writing each year.
Improved Oracy skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved Oracy skills among disadvantaged pupils. This will be evident in lesson engagements, confidence when completing speaking and listening activities, evidence in written work/books, understanding of texts, speech & language skills.
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.	The curriculum will provide pupils with and exciting, varied curriculum. Pupil voice will show that children enjoy school and are impassioned to learn more. We will have instilled a love of learning in all children. Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
All pupils will demonstrate positive learning behaviours such as resilience and determination. They will be able to work with confidence and demonstrate self-belief.	Children are aware of positive learning behaviours and the importance for their achievement and future. Children will be able to model these behaviours at school and at home.

	Pupil voice will demonstrate that pupils have determination and resilience and know ways to manage their learning so that they are successful. Teachers model mistakes frequently and pupils understand that mistakes lead to learning. Teachers use strategies to model resilience to pupils. Enrichment events, alongside the curriculum have frequent opportunities to develop the desired learning behaviours, resilience and confidence.
Improve attendance and persistent absence for disadvantaged pupils so they meet national expectations.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Inclusion manager and effective communication to take place with School Attendance Support services and parents in order to increase PP pupils' attendance and decrease any persistent absence. Packages of bespoke support to be provided where needed following analysis of a family's needs.

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: £29,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff engagement in on going 'in house' and where appropriate external CPD to support High Quality Teaching using our experienced Teaching & Learning team. e.g. teaching and learning staff meetings and discussions in teams including exploring research based theories, subject monitoring for subject leaders and non-contact time, subject leader staff meetings/training, cross staff teaching and learning support.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Metacognition and Self-regulation (+7 months) Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 3
Continue to embed the Oracy activities across the whole school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	Improved Oracy interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Oral Language interventions (+6 months) Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3
Role of the Pupil Premium Lead, monitoring and supporting staff. Pupil premium training and dedicated time to develop	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)	All

provision and understanding, data analysis termly, sessions to work with staff to develop knowledge and understanding.		
Improve the quality of social and emotional (SEL) learning through embedding SEL approaches supported by training for staff, including the mentor.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and Emotional learning (+4 months) Social and Emotional learning Toolkit Strand Education Endowment Foundation EEF EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £38,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support). e.g. SENCO support fluid interventions (individual and small group) led by Teaching assistants, Maths/Reading/Writing interventions (individual and small group) led by Teaching assistants and teachers, frequent reading sessions, language support for small groups.	Past observations and data following this approach being used previously in school. Targeted support based on specific needs and knowledge gaps is effective for low attaining pupils and those at danger of falling behind Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: One to one tuition (+5 months) One to one tuition EEF (educationendowmentfoundation.org.uk) Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (+4 months) Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
Speech and Language interventions for targeted pupils.	Evidence from NELI and Education Endowment Foundation – NELI Nuffield Early Language Intervention.pdf (educationendowmentfoundation.org.uk)	1, 2 and 3

e.g. Communication training for staff, SALT support provided by SENCO and Chatter-boxes.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the English hub.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Phonics (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)	1
Release time for leaders to engage staff and pupils to improve Oracy and vocabulary for disadvantaged pupils.	Oracy interventions can have a positive impact on language and vocabulary skills along with improving attainment. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Oral language interventions (+6 months) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2 and 3

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

Budgeted cost: £17,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for work with specific outside agencies to support families and direct work with families to alleviate barriers to learning e.g. School Attendance Support Service, Early help, Social workers, Speech & Language, counselling.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+4 Months.) Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 4, 5, 6

Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice. This will involve continued training and release time for the attendance officer to develop, implement and monitor procedures to improve attendance and punctuality and address areas of concern appropriately.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Trips and visits – organise trips linked to curriculum & support financially where necessary so children are not disadvantaged compared to their peers.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)	6
Implementing strategies and interventions related to learning behaviours, building resilience, improved mental health and confidence through mentoring, behaviour interventions, self-regulation teaching and positive thinking	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour interventions (+4 Months.) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mentoring (+2 Months.) Mentoring EEF (educationendowmentfoundation.org.uk) Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Metacognition and self-regulation (+ 2 Months.) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £ 85,580

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 2022 to 2023 academic year.

Gaps in learning were identified as we continued to recover from the pandemic and were prioritised in order to support pupil's making progress from their starting points. Long term plans were adapted in order to fill gaps in learning, as well as build on prior learning. Most Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.

At the end of KS2 in 2022-23 80% of our Pupil premium children (10 children) achieved ARE in all three areas (Maths, Reading and Writing). The National figure was 44%

In KS2 Maths our PP children achieved; 100% ARE+, 30% GD.

In KS2 Reading our PP children achieved; 100% ARE+ and 60% GD

In KS2 GPS our PP children achieved; 90% ARE+, 10% WT and 60% GD

In KS2 Writing our PP children achieved; 80% ARE and 20% WT

The national figures were 59% ARE for Maths, 60% ARE for Reading and 58% ARE for Writing.

At the end of KS1 in 2022-23 29% of our Pupil premium children (7 children) achieved ARE in all three areas (Maths, Reading and Writing).

In KS1 Maths our PP children achieved; 71% ARE, and 29% WT

In KS1 Reading our PP children achieved; 29% ARE and 71% WT

In KS1 Writing our PP children achieved; 43% ARE and 57% WT

Our assessments show that the majority of pupil premium children across the school continue to make progress but generally there remains a gap between the attainment of our pupil premium children compared to non-pupil premium children. This gap is wider in Key stage 1 and lower Key stage 2 but with the implementation of high quality teaching and the strategies provide through the pupil premium provision over the entire primary phase evidence has shown the gap has narrowed. By the end of 2022-23 the Key Stage 2 raw scores between pupil premium and non-pupil premium children were equal. The continual additions of children who become identified as pupil premium means making the end of key stage results are not a direct comparison and these children did not benefit from the enhanced provision for the same length of time.

The school's overall attendance in 2022 - 2023 was lower than in previous years at 94.7%, and will continue to be addressed this academic year. This year, once again there was not a significant difference between the figure for pupil premium children (93.63%) compared to non-pupil premium children (94.52%) but this continues to be below the figure of 96% which is recognised as a good level of attendance and lower than the previous year. This, along with improving punctuality and reducing the number of persistent non attendees, remains a key focus of our current plan.

Through discussions with pupils, families and staff, along with observations it is clear that pupils learning behaviour, general behaviour, self-esteem, well-being and mental health continued to be a concern and can still be attributed to the pandemic. This has been particularly noticeable for our disadvantaged pupils who needed ongoing well-being support and targeted interventions to address this. These difficulties remain ever present and form another key component of the current pupil premium strategy, due to the vital role it plays in pupils readiness to learn and achievements.

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
Independent Speech & Language Therapy	Chatterboxes
Sports coaches and club provider	Sports Plus