

Pupil premium strategy statement – St Michael’s 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	175
Proportion (%) of pupil premium eligible pupils	13% (23 children)
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 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Kirsty Robson Headteacher
Pupil premium lead	Emma Hillocks Deputy Headteacher
Governor / Trustee lead	Matt Nolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£38480

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and become successful learners within a broad and balanced curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

High-quality teaching and positive relationships are 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.

Our approach will be responsive to the individual needs of our disadvantaged children and informed by diagnostic or observational assessment. The approaches we have adopted complement each other to help pupils be the best they can be. Our strategy intends to ensure disadvantaged pupils are successful in the challenging work they're set, encourage early intervention, and develop a whole school culture where 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	<u>Speech and Language Skills</u> Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<u>Multi-Vulnerability</u> For many of our disadvantaged children, they have multi - vulnerabilities. This includes, but is not limited to, SEND and social, emotional and mental health (SEMH) needs.
3	<u>Behaviour for Learning</u> From our lesson observations, discussions with teachers and pupil conferencing we have found that many of our disadvantaged children are not 'ready to learn' and maintaining their attention is a challenge.
4	<u>Reading</u>

Some learners, particularly those who are disadvantaged, have a challenging start to early reading due to their low on entry starting points. Disadvantaged learners often enter school at a lower entry point to non-disadvantaged pupils.

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
<p><u>Speech and Language Skills</u> Improved oral language skills and vocabulary.</p>	<ul style="list-style-type: none"> • All children benefit from a language rich environment and activities embedded within the Early Years Foundation Stage (EYFS) curriculum and across the whole school. • Reception children will be assessed using the Nuffield Early Language programme (NELI) and any gaps identified and addressed. Baseline to end of programme outcomes will be strong. • Observations show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons across all subjects, pupil voice and ongoing formative assessments • Teachers will plan a progressive, highly ambitious, challenging and knowledge/ language rich curriculum • The need for S&L intervention will be assessed promptly so that individual needs can be targeted and reviewed frequently, giving all children equal opportunity to access a broad and balanced curriculum
<p><u>Multi-Vulnerability</u> Accessing effective support and intervention, at the right time to improve outcomes.</p>	<ul style="list-style-type: none"> • Disadvantaged children have strategies in place to support their emotional resilience (e.g. zones of regulation or the incredible 5 point scale) Children can confidently articulate how they demonstrate resilience and maintain good mental and physical health • Effective referral system in place. • TA deployment reflects the needs of the children.

	<ul style="list-style-type: none"> • Emotional support, including 'soft starts' to the day are embedded in our support structure. • Early identification of SEND needs • Graduated approach of assess, plan, do, review used. • Improvements in emotional regulation & social interactions. • A significant increase in participation in enrichment activities.
<p><u>Behaviour for Learning</u> The learning behaviours of all pupils is good, impacting on outcomes across all areas.</p>	<ul style="list-style-type: none"> • Increased numbers of disadvantaged children reaching age related expectations in every year group. • All children have access to high quality teaching which draws upon cognitive science research to improve pedagogical decisions. • A significant increase in participation in enrichment activities.
<p>Reading Improve reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • End of year assessment data shows that disadvantaged children have made good progress from their starting points in reading and phonics • Phonics teaching is consistent and follows a validated SSP scheme with matched, decodable texts available for all children • Disadvantaged pupils demonstrate a 'love of reading' • Bottom 20% of readers in receipt of PP have made accelerated progress and their learning gaps have narrowed or closed in relation to their peers • Pupil conferencing shows that pupils have good attitudes to reading for pleasure

Activity in this academic year

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: £22,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Follow a DfE validated Systematic Synthetic Phonics programme to secure consistent phonics teaching for all pupils.</p> <p>Train all new staff members to ensure fidelity to the scheme and support children in 'keep up' interventions in EYFS, KS1 and KS2 where required.</p>	<p>There is an extensive evidence base that suggests the teaching of synthetic phonics is a core component in the development of early reading skills, particularly for children from disadvantage backgrounds.</p> <p>Phonics/Education Endowment Foundation/Toolkit</p>	4
<p>Implement trust wide reading framework.</p>	<p>Quality first teaching and evidence from Chris Such</p> <p>https://primarycolour.home.blog/category/reading/</p>	4
<p>Embedding the Mosaic Learning Principles working alongside an educational neuroscience specialist.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	3
<p>Improved staff capacity so that every class has the</p>	<p>There is evidence to show that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining</p>	All

provision of a skilled teaching assistant to support in interventions and targeted work.	pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions/Education Endowment Foundation/Toolkit	
Teaching staff to participate in a professional development project using IRIS connect to improve pedagogical practice.	High quality teaching is pivotal in improving pupil outcomes and can narrow the disadvantage gap when aligned with the needs of the school and supported by school leadership. Effective Professional Development/ Education Endowment Foundation	2, 3 & 4
Embedding a whole school Curriculum to include the explicit teaching of vocabulary	https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1
Use of technology, including AI, to support high quality teaching.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 2, 3, 4

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use speech and language intervention (Wellcomm/NELI) to assess the needs of children and target intervention to their	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1

specific areas of development.	Oral Language Interventions/Education Endowment Foundation/Toolkit	
Provide areas for targeted intervention, 1:1 support, pre and post teaching intervention and nurture support.	With restricted building space, and pupils that require nurture time, learning space is integral to the successful implementation of many of our academic and social and emotional literacy interventions.	1, 2, 3, 4
Refer children to a speech and language therapist for initial assessment screening to seek support in planning future intervention if necessary.	Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression Oral Language Interventions/Education Endowment Foundation/Toolkit	1
Provide Lego therapy to support social communication and improve the behaviour or mental health of children where it prevents them from fulfilling their full potential.	Social and emotional learning interventions are shown to improve these skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	2, 3
Use 1:1 pastoral support to encourage children to understand their emotions and support their self-regulation.	Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	
Improve the emotional literacy and emotional intelligence of children through the support of an Emotional Literacy Support Assistant (ELSA).	Social and Emotional Learning/Education Endowment Foundation/Toolkit	
Use Zones of Regulation or the incredible 5 point scale with those in need to develop emotional literacy and emotional self-regulation.		

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

Budgeted cost: £ 10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide food parcels and holiday provision in partnership with the Local Authority to support vulnerable children and young people during the school holidays.	Disadvantaged children across England have been offered free healthy meals and enriching activities throughout school closures and school holidays.	2
Provide additional and subsidised clubs, school trips and enrichment opportunities within every aspect of the school's curriculum.	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Arts Participation/Education Endowment Foundation/Toolkit</p>	4
1:1 inclusion support for behaviour and anxiety. Implementation guidance for staff and parents.	<p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p>Behaviour Intervention/Education Endowment Foundation/Toolkit</p>	5
Increasing parent engagement through core subject workshops to inform parents how to support their children, expose them to how their child is currently learning and build relationships.	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage.</p> <p>Parental Engagement/Education Endowment Foundation/Toolkit</p>	4, 5

<p>Parent Support Advisor to provide support to families.</p>	<p>Many of our children have social, emotional, behavioural and mental health needs which puts a barrier on learning; Through careful assessments, children are grouped according to their needs. This raises self-esteem and confidence and develops social skills.</p> <p>There is scientific evidence that pastoral care and engagement with it, are of particular significance for students who are from low-income households, are at risk of underachievement, or are from minority groups who lack power or influence (subordinate) within a school community. (Murphy and Holste (2016))</p>	
<p>Free Breakfast Club Provision</p>	<p>Pupil behaviour and attainment improved for schools that ran a breakfast club...schools should consider breakfast clubs as a cost effective way to raise pupil attainment EEF.</p>	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Upon reviewing our strategy to support our vision for disadvantaged pupils through 2024, we note that high-quality teaching is seen in our school. Our systems are increasingly consistent, facilitating smooth transitions for children as they progress from year to year. Additionally, the approaches to both core and foundation subjects are consistent and progressively build from the Early Years Foundation Stage (EYFS) through to Year 6. Supported by Continuing Professional Development (CPD) opportunities, teachers and teaching assistants demonstrate a good understanding of how to deliver the curriculum.

Whilst attendance for our disadvantaged children is above national average it is still 2% below the attendance of non-disadvantaged children. In the academic year to date we have seen a significant improvement in the attendance of our disadvantaged children and is less than 1% different to our non-disadvantaged.

Through assessments and observations, teachers have identified that the wellbeing and mental health of all children, particularly those who are disadvantaged, continue to be significantly impacted. Many pupils are still developing their social interaction skills, as well as their understanding of emotions—both their own and others'—and how to regulate them. This remains an area for development, with secure provisions further developed through an internal referral system. A proportion of learners have also shown a lack of social and academic resilience, particularly in response to challenges or changes. This is an area we are addressing and will continue to target with interventions as necessary.

Our chosen, validated phonics scheme has been fully embedded in the daily curriculum at St. Michael's. The scheme tracks pupil progress closely, offering interventions to ensure that children keep up, rather than having to catch up, while promoting the development of early reading skills and fluency. The scheme also supported the development of comprehension through its guided reading resources. Current assessment data indicates that all pupils, including those considered disadvantaged, are making strong progress in early reading. Ensuring all staff are thoroughly trained in the scheme has helped maintain its fidelity and further supports the progress of all pupils.

Through lesson observations and learning walks, it has become evident that disadvantaged learners frequently struggle to maintain focus and attention during lessons. This is an area of concern that we will be addressing.

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
Geographical Association	Geographical Association
Historical Association	Historical Association
Digi Maps	The University of Edinburgh
Number Sense	Number Sense Maths LTD
Teach Mate AI	Teach Mate AI LTD

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around stages of practice. (Including, peer coaching and Rosenshine's Principles in Action). EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Creating a culture where emotional currency is developed with all children so that every individual, regardless of whether they are considered disadvantaged, build a strong relationship with all adults in the school setting and is personally greeted each day.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Ensuring the basic needs of each child is met (Maslow's Hierarchy of needs). We work in partnership with parents to ensure that action is taken to enable self-actualisation through meeting physiological, safety, belonging and esteem needs of each individual.

We have engaged with a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have used the EEF's implementation guidance to help us develop our strategy and will continue to use it to support us through the implementation of activities.