

## 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 Primary
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	13% (24 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kirsty Robson, Headteacher
Pupil premium lead	Jen Waller, Deputy Headteacher
Governor / Trustee lead	Matt Nolan, Governor for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,590
Recovery premium funding allocation this academic year	£ 3,192
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 32,782

# 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 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.

Our Pupil Premium strategy is also integral to our wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected through National lockdowns during the Covid-19 pandemic, including non-disadvantaged pupils.

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	Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	With the introduction of the synthetic phonics programme validation, our current phonics scheme (Letter and Sounds) will no longer be supported or recognised as a coherent scheme to follow for the teaching of early reading from March 2022. Evidence and assessments show that

	currently a number of disadvantaged children do not pass the National Phonics Check in Year 1 or in Year 2 and lack engagement with reading as a result.
3	<p>Our assessments and observations indicate that the education and wellbeing of many 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to increased anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils. Teacher referrals for support in this area have markedly increased during the pandemic, many of which are pupils who are disadvantaged.
5	Our attendance data has indicated that attendance among disadvantaged pupils is lower than non-disadvantaged pupils. Since the full re-opening of schools in March 2021 some disadvantaged pupils have been persistently absent or late. Our teacher assessments and observations suggest that absenteeism is negatively impacting the academic progress of disadvantaged children.

## 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><b>Speech and language</b> Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>All children benefit from a language rich environment and activities embedded within the renewed Early Years Foundation Stage (EYFS) curriculum and across the whole school.</li> <li>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.</li> <li>Observations show significantly improved levels of talk and oracy, including appropriate vocabulary evident in engagement in lessons</li> </ul>

	<p>across all subjects, pupil voice and ongoing formative assessments</p> <ul style="list-style-type: none"> <li>• Teachers will plan a progressive, highly ambitious, challenging and knowledge/ language rich curriculum</li> <li>• The need for SLC 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</li> </ul>
<p><b>Reading and phonics</b> Improve reading attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• End of year assessment data shows that disadvantaged children have made good progress from their starting points in reading and phonics</li> <li>• Phonics teaching is consistent and follows a validated SSP scheme with matched, decodable texts available for all children</li> <li>• Disadvantaged pupils demonstrate a 'love of reading'</li> <li>• Bottom 20% of readers in receipt of PP (and catchup support) have made accelerated progress and their learning gaps has narrowed or closed in relation to their peers</li> <li>• Pupil conferencing shows that pupils have good attitudes to reading for pleasure</li> </ul>
<p><b>Writing and Teacher CPD</b> Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Staff training, professional growth and peer coaching demonstrates an evidenced based approach to teaching and modelling in writing and improving writing outcomes for all pupils</li> <li>• Staff CPD to provide planning support which meets the needs of those who are considered disadvantaged</li> <li>• Disadvantaged pupils access Tier 3 vocabulary in line with their peers across the curriculum</li> <li>• End of year writing data shows that children have narrowed/ closed the gap created by Covid closures as a result of more effective modelling and learning opportunities.</li> </ul>
<p><b>SEMH</b> To achieve and sustain improved</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children have strategies in place to support their</li> </ul>

<p>wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>emotional resilience (e.g. zones or regulation) Children can confidently articulate how they demonstrate resilience and maintain good mental and physical health</p> <ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing in EYFS, KS1 and KS2 from demonstrated by: data from student voice, student and parent surveys and teacher observations.</li> <li>• Improvements in emotional regulation &amp; social interactions.</li> <li>• A significant increase in participation in enrichment activities, particular amongst those who are disadvantaged.</li> </ul>
<p><b>Attendance</b> Improve attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Raised attendance for those who are pupil premium so that attendance is in line with the national average</li> <li>• Significant decrease in persistent lateness amongst those who are disadvantaged</li> <li>• Breakfast club provision in place to support disadvantaged families who need support to begin to school day</li> </ul>

## 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: £ 19,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a DfE validated Systematic Synthetic Phonics programme to secure consistent phonics teaching for all pupils.	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. <a href="#">Phonics/Education Endowment Foundation/Toolkit</a>	2
Review and develop a whole school Curriculum informed and driven by identity and diversity, health and wellbeing, curiosity and confidence.	Review of the school improvement plan (SIP) evidenced that more development of the whole school curriculum was required to ensure that the curriculum drivers were strongly embedded.	3
Reduce class size in Year 6 to enable those who are disadvantaged additional feedback opportunities and targeted high quality interactions and modelling in core subject areas.	Evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers, particularly when this allows teachers to teach differently, have higher quality interactions with pupils or minimise disruption. <a href="#">Reducing Class Size/Education Endowment Foundation/Toolkit</a>	3
Teaching staff to participate in a professional growth research project	High quality teaching is pivotal in improving pupil outcomes and can narrow the disadvantage gap when	1, 2, 3

linked to supporting children in phonics and the lower 20% of readers and writers, of which most are disadvantaged pupils.	aligned with the needs of the school and supported by school leadership. <a href="#">Effective Professional Development/ Education Endowment Foundation</a>	
Year 6 English planning support from an expert English adviser to motivate staff and engage all pupils in writing, particularly those who are disadvantaged.	Professional development must effectively build knowledge, motivate staff, develop teaching techniques, and embed in practice. Evidence also suggests that High quality targeted support can ensure that children falling behind catch up as quickly as possible. <a href="#">Effective Professional Development/ Education Endowment Foundation</a>	3
Facilitating reading support at home through use of a reading incentive to promote reading for pleasure, encouragement for parents and creating a community of readers.	Research suggests that reading for pleasure positively impacts a child's future life chances more than any other factor. To promote this a reading culture should go beyond the school and into homes. <a href="#">CLPE Reading For Pleasure 2021</a>	2
Improved staff capacity so that every class has the provision of a skilled teaching assistant to support in interventions and targeted work.	There is evidence to show that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.  <a href="#">Teaching Assistant Interventions/Education Endowment Foundation/Toolkit</a>	All

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

Budgeted cost: £ 9651

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 specific areas of development.	<p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">Oral Language Interventions/Education Endowment Foundation/Toolkit</a></p>	1
Increase learning space to provide areas for targeted intervention, 1:1 support, pre and post teaching intervention or nurture support.	<p>With restricted building space, and pupils that require nurture time, additional learning space is integral to the successful implementation of many of our academic and social and emotional literacy interventions.</p>	1, 2, 3, 4
Take part in the 'Unique Voice Mental Health Toolkit Pilot Program' for Year 2 pupils. This aims to help children build emotional resilience and self-belief, exploring topics such as mental health, crime prevention and healthy relationships.	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching could therefore encourage such pupils to practise and use these skills more frequently in the future and positively impact their self-belief.</p> <p><a href="#">Metacognition and self-regulation/Education Endowment Foundation/Toolkit</a></p>	3, 4
Refer children to a speech and language therapist for initial assessment screening to seek support in planning future intervention if necessary.	<p>Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression</p> <p><a href="#">Oral Language Interventions/Education Endowment Foundation/Toolkit</a></p>	1
Provide play therapy to support emotional literacy and improve the behaviour or mental health of children where it prevents them from	<p>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</p>	4

fulfilling their full potential.	which may subsequently increase academic attainment.	
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.	4
Improve the emotional literacy and emotional intelligence of children through the support of an Emotional Literacy Support Assistant (ELSA).	<a href="#">Social and Emotional Learning/Education Endowment Foundation/Toolkit</a>	4
Use Zones of Regulation with those in need to develop emotional literacy and emotional self-regulation.		4

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

Budgeted cost: £ 4000

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.	3
Provide additional and subsidised clubs, school trips and enrichment opportunities within every aspect of the school's curriculum.	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.	4

	<a href="#">Arts Participation/Education Endowment Foundation/Toolkit</a>	
Education Welfare Officer to support families with low attendance and persistent lateness.	Data shows that disadvantaged children have a considerably lower attendance than that of their more affluent peers. As of December 2021, the average attendance of our disadvantaged children was 89% in comparison to an average of 94% for those who are not considered disadvantaged.	5
1:1 inclusion support for behaviour and anxiety. Implementation guidance for staff and parents.	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.  <a href="#">Behaviour Intervention/Education Endowment Foundation/Toolkit</a>	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.	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.  <a href="#">Parental Engagement/Education Endowment Foundation/Toolkit</a>	4, 5

**Total budgeted cost: £ 32,782**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in core areas of the curriculum. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully reached.

On reviewing our previous strategy, the success of these outcomes was impacted by the Covid-19 pandemic. Disruptions to education, school closures and restrictions within all school settings was most detrimental to our disadvantaged pupils as evidenced by schools around the county. During this time they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

As schools fully re-opened in March 2021, overall attendance of our disadvantaged children had increased from 93% (pre-pandemic) to 96% by July 2021. However, since then persistent absences and lateness have increased among those considered disadvantaged in comparison to their more affluent peers. The overall attendance as of December 2021 of our disadvantaged pupils has declined to 89%. This means attendance continues to be a focus within our current plan.

Children returned successfully to school as national lockdown restrictions eased and schools reopened to all pupils. All teachers and staff were fully aware that recovery and time spent on re-establishing clear routines and relationships was essential. Through assessments and observations teachers indicated that the wellbeing and mental health of all children (particularly those who are disadvantaged) were significantly impacted as a result of the Covid-19 pandemic. Many pupils' social interaction skills and understanding of their own and others emotions and how to 'regulate these' was acutely impacted. A proportion of learners also demonstrated a lack of social and academic resilience particularly towards areas of challenge or change. This is an area which we have supported and continue to target with interventions where required.

### 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*

<b>Programme</b>	<b>Provider</b>
WellComm	GL Assessment
EdShed	Education Shed LTD
White Rose Premium	White Rose Maths

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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 Rosenshines 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.