

## Pupil premium strategy statement (Primary)

### School overview

Metric	Data
School name	St Michael's Primary School
Pupils in school	194
Proportion of disadvantaged pupils	11% (22 children)
Pupil premium allocation this academic year	£29,590
Academic year or years covered by statement	2019-2022
Publish date	November 2019
Review date	November 2020
Statement authorised by	Kirsty Robson
Pupil premium lead	Emma Hillocks
Governor lead	Matt Nolan

### Disadvantaged pupil progress scores for last academic year (1 pupil)

\* Data from 2019 due to no data from 2020

Measure	Score
Reading	-10
Writing	-5
Maths	-12

### Disadvantaged pupil performance overview for last academic year (2 pupils)

\* Data from 2019 due to no data from 2020

Measure	Score
Meeting expected standard at KS2 in Reading	50%
Meeting expected standard at KS2 in Writing	0%
Meeting expected standard at KS2 in Maths	0%
Achieving higher standard at KS2 in Reading	0%
Achieving higher standard at KS2 in Writing	0%
Achieving higher standard at KS2 in Maths	0%

## Mission statement for disadvantaged pupils

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner and make progress, given high quality teaching, a rich curriculum and strong, positive relationships. We strive for our children to be the best they can be, through a culture of challenge to enable them to experience success and become resilient and independent learners.

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To raise the attainment of all disadvantaged and vulnerable pupils, irrespective of their starting points.
Priority 2	To ensure that all disadvantaged and vulnerable pupils have equitable access to all the opportunities the school offers.
Barriers to learning these priorities address	A potential lack of capacity for staff to work with individual children to address their specific needs.
Projected spending	33% on Teaching and Learning

## Teaching priorities for current academic year

Aim	Target	Target date
More children achieving expected standard in reading at the end of KS2  Sustain good attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
More children achieving expected standard in writing at the end of KS2  Sustain good attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
More children achieving expected standard in mathematics at the end of KS2  Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
Disadvantaged pupils to achieve phonics check at Y1	Target children to achieve phonics check at the end of Y1 if possible.	July 21
Disadvantaged pupils to achieve timetable check at Y4	Target children to achieve phonics check at the end of Y1 if possible.	July 21
Ensuring that all pupils, including those that join our school mid-year or who	All pupils effectively using positive learning behaviours in all aspects of school life.	Sept 22

have recently joined our school are able to learn successfully.	High quality vocabulary instruction embedded within all teaching and learning.	
Attendance	Improve attendance of disadvantaged pupils to be in-line with Whole School average	July 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 and Timestable check at end of Y4**

### Targeted academic support for current academic year

Measure	Activity
High quality, teacher led intervention, addressing gaps in learning.	Teaching assistants' (who are qualified teachers) capacity enables class teachers to have time for feedback, small group intervention and pre / post teaching with pupils as required.
Diagnostic assessment and intervention for pupils who may need additional support with language development.	Talk boost and other diagnostic assessments used to identify gaps in vocabulary and language. Interventions put in place to address those gaps, in addition to a focus on language in the classroom.
Diagnostic assessment and intervention for pupils who may need additional support with reading comprehension	Reading assistant runs bespoke interventions to address the gaps in addition to the focus in class.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Lower levels of vocabulary, communication and language skills in some of our disadvantaged and vulnerable pupils.</li> <li>- Staff capacity and physical work space to address need.</li> </ul>
Projected spending	33% on Teaching and Learning

### Wider strategies for current academic year

Measure	Activity
Priority 1	Provide nurture support for any child that requires it through therapy or individualised support sessions Targeted intervention for those children who have been further disadvantaged by lockdown.
Priority 2	<b>Additional clubs and enrichment opportunities within every aspect of the school's curriculum.</b> <i>Due to Covid restrictions we are unable to achieve this currently.</i> New curriculum designed to engage and support the most vulnerable children in our school.

	EWO to support families with attendance
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Self-regulation of emotions for some pupils</li> <li>- A lack of self-confidence and learning resilience in some pupils.</li> <li>- A lack of financial capital for some families which limits opportunity beyond school.</li> <li>- Gaps in existing knowledge are filled allowing further progress to be made</li> </ul>
Projected spending	33% on Teaching and Learning and additional opportunities.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	A potential lack of capacity for staff to work with individual children to address their specific needs.	Training for staff to ensure we are not overly reliant on individuals – members of staff trained in intervention support, as appropriate.
Targeted support	<ul style="list-style-type: none"> <li>- Lower levels of vocabulary and communication and language skills in some of our disadvantage and vulnerable pupils.</li> <li>- Staff capacity and space to address need.</li> <li>- Bubbles mean there is limited flexibility and the sharing of expertise</li> </ul>	<p>Focus on vocabulary instruction within staff development</p> <p>Focus on even better teaching of reading, so pupils read more, including reading for pleasure and develop their language comprehension.</p> <p>Developing independence with reading so children are less reliant on adult input</p> <p>Clear timetables to share out space and resources fairly. Staff deployed to support the needs of the children</p>
Wider strategies	<ul style="list-style-type: none"> <li>- Self-regulation of emotions for some pupils</li> <li>- A lack of self-confidence and learning resilience in some pupils.</li> <li>- A lack financial capital for some families which limits opportunity beyond school.</li> </ul>	<p>Training for staff to ensure we are not overly reliant on individuals – members of staff trained as appropriate. Continuation of ethos &amp; strategies learned from the Better Behaviours project, use of Jigsaw Scheme of work, ELSA</p> <p>All staff trained in Zones of regulation.</p> <p>A focus on enrichment in all aspects of the curriculum.</p>

## Review: last year's aims and outcomes

Aim	Outcome
<p>More children achieving expected standard in reading at the end of KS2</p> <p>Sustain good attainment overall.</p>	<p>No 2020 KS2 Data due to Covid 19</p> <p>Children were on track to make good overall attainment. Predictions were above national average.</p>
<p>More children achieving expected standard in writing at the end of KS2</p> <p>Sustain good attainment overall.</p>	<p>No 2020 KS2 Data due to Covid 19</p> <p>Children were on track to make good overall attainment. Predictions were in line with national average.</p>
<p>More children achieving expected standard in mathematics at the end of KS2</p> <p>Sustain strong attainment overall.</p>	<p>No 2020 KS2 Data due to Covid 19</p> <p>Children were on track to make good overall attainment. Predictions were just above national average.</p>
<p>Disadvantaged pupils to achieve phonics check at Y1</p>	<p>No 2020 KS2 Data due to Covid 19</p>
<p>Disadvantaged pupils to achieve timetable check at Y4</p>	<p>No 2020 KS2 Data due to Covid 19</p>
<p>Ensuring that all pupils, including those that join our school mid-year or who have recently joined our school are able to learn successfully.</p>	<p>7 children joined mid-year last year and all settled in well.</p> <p>There is no EOY data for 2020 due to Covid.</p>
<p>Attendance</p>	<p>Attendance was lower than the previous year. However this can be explained by 2 periods of absence due to a serious medical conditions and a child on a part time timetable. Removing these factors attendance was at 95.7%. 1% below non disadvantaged children.</p>