

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	105 (R-Y6)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	March 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Gavin Johnston (Head Teacher)
Pupil premium lead	Cate Groome-Mackay
Governor / Trustee lead	Mike Samuels

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Recovery premium funding allocation this academic year	£4,785
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	£49,105

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's our vision is that all children "achieve and grow together". Our core values are: Respect – Perseverance - Achievement. We aim for the best outcomes for all our pupils including those who are disadvantaged in an environment where they will flourish and thrive. We will consider the challenges faced by vulnerable pupils including those with a social worker.

- Our ultimate aim is for all children to achieve the best they can. This includes doing everything possible to ensure our disadvantaged pupils make the progress they need to catch up with their peers academically.
- Our pupil premium strategy includes supporting all of our pupils to take part in all school activities. We have a proud tradition of being fully inclusive with no child ever feeling 'left-behind'. This includes attending trips, playing a musical instrument, engaging in sports clubs and experiencing high quality residential visits.
- Our curriculum is designed to increase the cultural capital of all our learners. We ensure high quality teaching across the whole curriculum with a focus on aspiration and careers to support children in learning skills for their future. Our core values underpin this with children understanding the importance of respect and perseverance resulting in achievement. They understand achievement is key.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of prior attainment – including low on-entry baseline. <i>Sept 2021 Baseline</i></p> <p><i>2YO % not at age-related expectations on entry:</i></p> <ul style="list-style-type: none">• Communication and Language – 80%• Personal / Social Development – 60%• Physical Development– 20% <p><i>Nursery % not at age-related expectations on entry:</i></p> <ul style="list-style-type: none">• Communication and Language– 44%

	<ul style="list-style-type: none"> • Personal / Social Development – 67% • Physical Development – 11% • Reading – 89% • Writing – 100% • Maths – 78%
2	Low levels of aspiration
3	<p>Persistent absence by specific children / families</p> <p><i>Attendance levels for children in receipt of pupil premium</i></p> <p>19-20 - 90%</p> <p>20-21 – 92%</p> <p>21-22 – 92.63%</p> <p>22-23 – so far 92.17%</p>
4	<p>Safeguarding concerns</p> <p><i>19-20 86% of safeguarding concerns from families in receipt of Pupil Premium</i></p> <p><i>20-21 92% of safeguarding concerns from families in receipt of Pupil Premium</i></p> <p><i>21-22 80% of safeguarding concerns from families in receipt of Pupil Premium</i></p> <p><i>22 –23 so far 82% of safeguarding concerns from families in receipt of Pupil Premium</i></p>
5	<p>Access to technology, educational materials and cultural capital.</p> <p><i>During lockdown 75% of our families in receipt of Pupil Premium did not have access to an appropriate device to manage online learning. Laptops / chrome books were provided for these families / children. All children have access to visits and visitors including those in receipt of PP. We subsidise music lessons for PP by 50%.</i></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
To achieve and sustain improved attendance for all pupils including our disadvantaged pupils.	Attendance rates from 2023/24 show a marked improvement for all children including disadvantaged pupils towards a target of 96%
To achieve and sustain improved engagement in homework to support the development of key skills.	Homework engagement from 2023/24 show an improvement in engagement for all children including disadvantaged pupils towards a target of 100%.
To achieve and sustain improved aspirations for all pupils and particularly for disadvantaged pupils.	<p>High levels of aspiration from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Positive data from pupil voice surveys about career options and aspirations from the future

Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.

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: £ [25,200]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics</i>	EEF Toolkit +4. A bespoke programme of synthetic phonics following the Read Write Inc. Having fidelity to the scheme and including time for catch-up as needed.	1, 2
<i>Reading Comprehension strategies</i>	EEF Toolkit +6. Use of programs to provide support to children in developing comprehension skills: Accelerated Reader and Reading Plus. In addition weekly taught VIPERS lessons are focused on high quality teaching of comprehension strategies.	1, 2, 5
<i>Staff Access to high quality CPD</i>	High quality CPD is needed to provide teachers with up to date knowledge in curriculum, learning theory and cognitive science. This will enable teaching to be of the highest quality for all of our children.	1, 2, 4

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

Budgeted cost: £ [14,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tuition</i>	EEF Toolkit +5. Using well-trained staff to provide 1:1 tuition to children to support progress in specific English and maths interventions.	1, 2, 3, 5
<i>Small group tuition</i>	EEF Toolkit +4. Using existing staff to provide small group tuition to children to support progress in specific English and maths interventions.	1, 2, 3, 5

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

Budgeted cost: £ [9,905]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the quality of teaching and play-based environment in the Early Years</i>	EEF Toolkit +5. Working alongside colleagues from established Early Years units, we aim to improve the experience for all our children across early years to support play-based learning and engagement to increase progress in preparation for starting year 1.	1, 2
<i>Increased physical activity</i>	EEF Toolkit +1. Working with qualified coaches and local teams and associations we give opportunities for all children to attend a range of after school clubs and teams.	2, 3, 4
<i>Arts Participation</i>	EEF Toolkit +2. Working with instrumental tutors we give opportunities for all children to learn a musical instrument. This includes whole class tuition in Year 3/4 (currently violin).	2, 3, 4

Total budgeted cost: £ 49,105

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

24 children took part in Accelerated reader over a 12-month period. Their reading age gains were:

- Year 2, +16 months
- Year 3, +15 months
- Year 4, +13 months
- Year 5, +14 months
- Year 6, +17 months

Standardised SAT tests in Year 6

- Reading (PP) 63% achieving ARE (up from 38% in 2019)
- Writing (PP) 60% achieving ARE (up from 50% in 2019)
- Maths (PP) 63% achieving ARE (up from 38% in 2019)

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
Accelerated Reader	Renaissance
Reading Plus	Reading Solutions
Read Write Inc Phonics	Ruth Miskin

