

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 CofE Aided School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Judith Arkwright, headteacher
Pupil premium lead	Karen Mearns, SENCO
Governor / Trustee lead	Liz Nestor, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21520
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£23840

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's, we want all pupils, irrespective of their background or the challenges they face to flourish in a happy school filled with imagination, nurture, enthusiasm, creativity, risk-taking and challenge. We want all children, especially those who are disadvantaged, to be the best they can be, embracing our Christian vision of 'a lifetime love for learning'.

We will use the Pupil Premium Grant to make a difference to children who are disadvantaged using research-based practices to strengthen our quality first teaching across all subjects.

Through our ambitious, rich and diverse curriculum we will give all learners, particularly the most disadvantaged the knowledge and cultural capital they need to succeed in life.

We are committed, through our whole school approach, to the nurture and emotional well-being of all children, particularly the most disadvantaged. At St Michael's we believe that the well-being and happiness of children is of equal importance in the development of the 'whole child'.

Challenges

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

Challenge number	Detail of challenge
1	57% of our disadvantaged learners are below expected levels in reading a) They have significant difficulties with acquiring the skills required to confidently decode text. b) They have therefore not developed fluency and are not yet reading for pleasure
2	57% of our disadvantaged learners are below expected levels in writing because of several co-existing difficulties a) They find composition of sentences and paragraphs difficult. b) They are not acquiring the tier 2 and tier 3 vocabulary that many of our non-disadvantaged children get from being read to at home. This is further impacted by a lack of rich life experiences and opportunity to play and talk in the home. c) They are not exposed to and immersed in high quality books at home which means they are not familiar with the way writing is constructed.
3	36% of our disadvantaged learners are below expected levels in maths – all of these children have special education needs and have difficulty committing new knowledge to their long term memory.
4	81% of our disadvantaged learners are emotionally vulnerable for a number of reasons which has an effect on learning behaviours including their capacity to learn due to anxiety.

5	<p>56% of our disadvantaged children also have special educational needs which means they are at further at risk of underachieving:</p> <ul style="list-style-type: none"> a) Communication and language (ASD), b) Cognition and learning (working memory failure, dyslexia) c) Social emotional and mental health d) Physical needs (global delay)
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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
Over time at least 75% of our disadvantaged children will meet age related expectations in reading, writing and maths.	Data will show that the gap is closing and children are making accelerated progress towards meeting age related expectations by the end of Year 6.
Our disadvantaged children develop a fluent reading style and make progress through the book band reading scheme which is carefully matched to their phonics ability and fluency.	Data will show that children are achieving 90% fluency and moving rapidly through our decodable reading scheme. Internal monitoring including pupil and teacher voice will show that our disadvantaged children show an increased level of engagement and love of reading.
Our disadvantaged children will develop an increased understanding of how text is constructed through composing varied sentences combined to form coherent paragraphs.	Writing moderation will show that children are developing their ability to vary sentences to compose coherent paragraphs and making increased progress in their writing over time.
Our disadvantaged children will be able to use a wider range of tier 2 and tier 3 vocabulary in their spoken and written language across the curriculum.	Internal monitoring including pupil and teacher voice will show that our disadvantaged children are using tier 2 and 3 vocabulary in their learning.
Our disadvantaged children will have daily access to and be immersed in a carefully selected range of age-appropriate fiction and nonfiction books.	Internal monitoring including pupil and teacher voice will show that our disadvantaged children can articulate the links between the texts that have been read to them and their written work.
<p>Our disadvantaged children will develop increased fluency in maths as a result of improved knowledge of place value, number facts and calculation.</p> <p>Our disadvantaged children are engaged with times table practice.</p>	<p>Data will show that the gap is closing and our disadvantaged children are making accelerated progress towards meeting age related expectations by the end of Year 6.</p> <p>Times table tracking data will show increased progress over time for our disadvantaged children.</p>

Our disadvantaged children will experience reduced anxiety, they will have improved self-esteem and resilience as learners.	Internal monitoring including pupil and teacher voice will show that our disadvantaged children are showing increased resilience as learners, have improved self-esteem and reduced anxiety.
Our disadvantaged children with SEN will have full access to the curriculum with no limits on learning. They will be supported using the Plan, Do Review cycle and will have personal outcomes identified on their SEN Support Plan.	Meetings with parents, teachers and SENCO (three times per year) will show that our disadvantaged children with SEN are making progress towards the outcomes identified on their Support Plan and they are on track to achieve those outcomes by the end of the Key Stage. Data will show our disadvantaged children with SEN are making good progress in relation to their starting points.

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: £ 7,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching of Reading	<p>Improving Literacy in Key Stage 2 (EEF) Recommendation 2: Support pupils to develop fluent reading capabilities</p> <p>“Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Children continue to receive high quality phonics until they have secure the high value graphemes identified by Jonathan Solly.</p> <p>CPD for staff team by English subject leader and our Early Reading Lead in daily whole class reading for fluency across Years 1 – 6.</p>	1, 5

Robust instruction of curriculum specific vocabulary	<p>Improving Literacy in Key Stage 2 (EEF) Recommendation 1: Develop pupils' language capabilities</p> <p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 5
Use of high quality texts across the curriculum	<p>Adapt our approach to literacy teaching to include high quality reading instruction (fluency, prosody, vocabulary, comprehension)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>"The Art and Science of Teaching Primary Reading" by Christopher Such</p>	1, 2, 5
Introduce instructional coaching alongside on-going professional development using 'Teaching Walkthrus'	<p>Effective Professional Development (EEF) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Research into teacher development suggests that one of the best bets is to develop programs of instructional coaching where teachers engage in sustained periods of practice, focusing on specific teaching techniques supported by an expert coach who can guide, support and model effective practice.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition using a qualified teacher in	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. We aim to target those children who	1, 2, 3, 5

reading, writing and maths	<p>are working below age related expectations to help them catch up.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Redistribution of Teaching Assistants to enable the provision of 1:1 support.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 5
Targeted phonics	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Research by Dr Jonathan Solity identifies high value graphemes and high frequency words which make up 90% of all text.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p>	1, 2, 5
Individual instruction for high frequency words	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Research by Dr Jonathan Solity identifies high value graphemes and high frequency words which make up 90% of all text.</p> <p>For pupils who have not yet secured these, individualised instruction enables teachers to provide activities that are closely matched to a pupil's attainment.</p>	1, 2, 5
Targeted times tables practise	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>For pupils who have not yet secured their times tables, individualised instruction enables teachers to provide activities that are closely matched to a pupil's attainment.</p>	3, 5
Targeted daily 1:1 reading	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>For pupils who have not yet secured fluent reading, individualised instruction enables teachers to provide activities that are closely matched to a pupil's attainment.</p>	1, 2, 5

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

Budgeted cost: £ 5,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Interventions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>SEL interventions in education are shown to improve SEL 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.</p> <p>We provide weekly Forest School, daily/weekly ELSA, 1:1 playtherapy, 1:1 counselling</p>	1, 2, 3, 4, 5

Total budgeted cost: £ 23, 840

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.

Across the school in July 2021, 83% of our disadvantaged children without SEN were on track to reach the expected level at the end of the Key Stage in reading and writing, and 100% in maths.

Pupil premium matrix audit by the Local Authority graded the school as Secure Plus
“All pupils are nurtured and supported so their needs are met and they are fully included in the school life. Due to the work to support disadvantaged learners the school is now using its expertise to support other schools as a part of the LA Disadvantaged Learners Programme”
LA Evaluation June 2021

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
Teaching Walkthrus	Walkthrus
White Rose Maths	White Rose
Jigsaw PSHE	Jigsaw