

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 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	194
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Judith Arkwright, headteacher
Pupil premium lead	Karen Mearns, SENCO
Governor / Trustee lead	Sarah Gandolfo, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,115
Recovery premium funding allocation this academic year	£580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£32,115

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	Assessment tells us that some of our disadvantaged learners in KS2 are below expected levels in reading because they have not developed fluency so are not able to comprehend texts – all of these learners have specific learning difficulties
2	Assessment tells us that some of our disadvantaged learners in KS2 are below expected levels in writing because they have difficulties with the mechanics of writing – all of these learners have specific learning difficulties
3	Assessment tells us that some of our disadvantaged learners in KS2 are below expected levels in maths - – all of these learners have specific learning difficulties
4	Assessment shows us that some of our children in KS1 are not at the expected level because they have SEN or have only just arrived in school
5	We know that many 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.
6	We know that some of our disadvantaged children are vulnerable as a result of challenging family circumstances

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
Our disadvantaged children without SEN will achieve the expected level in EYFS, Y1 phonics screening check, Y4 multiplication tables check, Y6 SATs	Evidence by national assessment data.
Our disadvantaged children with SEN will make accelerated progress in reading accuracy and comprehension, and their age-equivalent score will be closer to their chronological age.	York Assessment of Reading Comprehension scores will show the gap is closing
Our disadvantaged children with SEN will be able to present their ideas in self-generated, grammatically correct sentences.	Work samples from Clicker will show that children are able to record sentences, paragraphs and extended pieces of writing in line with their cognitive ability.
Our disadvantaged children with SEN will develop increased fluency in maths as a result of improved knowledge of place value, number facts and calculation.	Numbersense scores will show accelerated progress
Our disadvantaged children with emotional needs will have access to a range of support so that they are able to enjoy the full life of the school.	Pupil and teacher voice will articulate how well they feel part of the school and what e.g. the forest means to them. It will also indicate positive attitude's to learning. Absence and late marks will be <90%. Children will continue to achieve in learning.
Our disadvantaged children with SEN will have full access to the curriculum with no limits on learning. They will be supported using the Assess, 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.
Our disadvantaged children will enjoy a range of extra-curricular activities	Attendance records for clubs will show that our disadvantaged children attend at least one club each (unless they choose not to attend). School trips and residential will include all children
Our disadvantaged children who are experiencing difficult family circumstances will be well supported by trusted adults in school.	Children can identify a trusted adult in school who can identify any unmet needs.

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. The tiered approach to pupil premium spending (Education Endowment Foundation) recommends 50% of the fund be spent on

Teaching, 25% on Targeted Academic Support and 25% on Wider Strategies. Our planned spend is in excess of the budget we are allocated.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16, 115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further refine our coaching model 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>	1, 2, 3, 4
Further refine our understanding of how explicit teaching of metacognition supports effective learning.	<p>Metacognition and self-regulation (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1, 2, 3, 4
Embed the Just Reading approach across KS1 and KS2 to explicitly teach children comprehension strategies and new vocabulary through sharing whole class novels.	<p>Reading comprehension strategies (EEF)</p> <p>"We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts"</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>"There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives"</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 4

	All children from Y1-Y6 receive high quality whole class 'Just Reading' programmes three times per year – each child will read novels each year.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for phonics, reading fluency and maths fluency	<p>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 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>	1, 2, 3, 4
Teaching Assistants 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, 4
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. 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, 4
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, 4

Targeted number fluency practise	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction For pupils who have not yet secured their number fluency, individualised instruction enables teachers to provide activities that are closely matched to a pupil's attainment.	3
Targeted daily reading	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction 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.	1, 4

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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. We provide weekly Forest School, LEGO therapy, ELSA 1:1 Play Therapy, 1:1 counselling,	1, 2, 3, 4, 5
Chrome Books with Clicker (software with speech-to-text and text-to-speech)	https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send Removing barriers to learning for children with SEN is a useful tool to help children when reading and recording is effortful and prevents a child from fully engaging with the curriculum.	1, 2, 5

Total budgeted cost: £32,000

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.

Impact on academic achievement

Across the school in July 2022, 100% of non-SEN children who have been in school since Reception achieved the expected level in all external assessments (EYFS, Phonics Screening Check, KS1 SATs, Y4 Multiplication Tables Check, KS2 SATs).

Last year's non-SEN Pupil Premium children who were emerging in Reception have caught up.

100% of non-SEN children who have been in school since Reception achieved the expected level in internal assessment of Reading, Writing and Maths.

Impact on children's well-being, self-regulation and attitude to learning

What the children say about Forest School:

- *"It gives me a boost in my confidence – I feel happy, calm, not stressed."*
- *"Without it I would have a poor attitude. I have learned to let things go."*

What the teachers say about Forest School:

- *"For many of these children it is probably the happiest time of the week."*
- *"I notice the impact of them doing it every week – in almost all cases you see a gradual improvement over time"*

What the parents say about Forest School:

- *"It gives them a sense of peace and freedom and space"*
- *"I can tell if he has been in the forest – you can physically see it in him, he is relaxed. He says 'it is my happy place'"*

Through Five-to-Thrive Staff have a better understanding of how to use the strategies to help children. It helps us see behaviour as communication and use emotion coaching to offer children alternative ways of communicating.

Impact on children with SEN

We have seen a significant improvement in independence and confidence to record ideas using dictation or typing on a personal Chromebook

As a result of effective TA support disadvantaged children with SEN children are fully part of whole class, engaged in learning at a developmentally appropriate level.

Through effective intervention strategies, children with SEN continue to make progress towards securing basic skills (HFW and HVG which will give them access to 90% of text – Jonathan Solity), towards securing number fluency and toward becoming fluent and confident readers.

“Activities identified to address challenges are supported by evidence. The school’s learning enquiry approach involves all curriculum leaders in seeking to understand the views and experiences of disadvantaged learners and ‘test out’ the impact of provision on what children have learned across the curriculum. Strategies are highly personalised.” SIA Note of Visit - May 2022

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
No More Marking	No More Marking Ltd
Clicker Unlimited	Crick Software
Five-to-Thrive	KCA – Knowledge, Change, Action
The OPAL Primary Programme	OPAL
Number Sense Maths	Number Sense Maths Ltd
Walkthrus Programme Implementation Project	John Catt Educational Ltd (Tom Sherrington)