



**St. MICHAEL'S**  
CE (CONTROLLED) INFANT SCHOOL

# ST Michael's Church of England Infant School

## Pupil Premium Strategy

2021-4

Review 2021- 2022

Headteacher

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Victoria Rogers

This statement details our school's use of pupil 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
Number of Pupils in school	261
Proportion (%) of pupil premium eligible pupils	16.85%
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date reviewed 2021-22	December 2022
Next date on which it will be reviewed	November 2023
Statement Authorised by	Dot Patton, Headteacher
Pupil Premium Lead	Dot Patton
Governor Lead	Victoria Rogers

## Funding Overview

Detail	
Pupil Premium funding allocation this academic year	£57,600
Recovery Premium funding allocation this academic year	£5,410
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£63,010

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our intention for our pupil premium pupils is linked to our school values in that we want our pupils to make secure attachments with the school staff and with other pupils so that our children feel that they are loved and are secure enough to persevere in their learning, even when it can be challenging. As a result of this part of our pupil premium strategy is linked with the development of children's social and emotional learning.

We will continue to consider the challenges that are faced by our vulnerable pupils. These may include: home life, speech and language issues, academic challenges, social, emotional and mental health factors and special educational needs. Some of the children in our school face multiple vulnerabilities and because of this we will also consider the challenges faced by pupils on the thresholds for safeguarding.

Our intention is also for our pupil premium pupils to make good progress in their learning and to achieve as highly as possible in all subjects. In order to achieve highly in all subjects our pupils will need to be confident and fluent readers so that they are able to learn independently in all subjects. Progress in reading and reading for pleasure are therefore important parts of our strategy.

At the heart of our approach is high quality early intervention, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved, alongside the progress for their disadvantaged peers through high quality teaching and also through interventions that may be used for individuals.

Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Understand the external barriers to achievement and act early to enable progress for all pupils

- Ensure disadvantaged pupils are supported and challenged in the work that they are set across the curriculum
- Adopt a whole school approach linked to our school vision and values in which 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	<p>Many of our disadvantaged children present with multiple vulnerabilities. 48% of our disadvantaged children have been identified with a pastoral or behavioural need by staff on CPOMs.</p> <p>An in-depth analysis of the profile of disadvantaged pupils shows that they are likely to</p> <ul style="list-style-type: none"> <li>○ Have been in need of ELSA or support for mental health and wellbeing</li> <li>○ Have multiple vulnerabilities e.g: SEN</li> </ul>
2	<p>Assessments, observations and discussions with pupils indicate underdeveloped listening and attention skills, oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among some of disadvantaged pupils than their peers.</p>
3	<p>Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. By Year 2, disadvantaged pupils are 20% less likely to be working at age-related expectations in reading than the average for the cohort.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in English and in maths. By Year 2, disadvantaged pupils are 20.6% less likely to be working at age-related expectations in maths than the average for the cohort.</p>

5	Our attendance data indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils. Last term, the average attendance of disadvantaged pupils was 90.4 %, whereas for all children across the school, the attendance figure was 93.5% (Dec 2022).
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, including anxiety and difficulties with social emotional regulation and resilience. Observations show that there is a considerable number of pupils, including disadvantaged, which are in need of additional support and intervention to improve mental health, well-being and social interaction skills. These challenges particularly affect disadvantaged pupils.</p> <p>36% of disadvantaged pupils currently require additional support with social and emotional needs through ELSA provision and support from the Mental Health support team.</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
Reduce the impact of negative life experiences on disadvantaged pupils to ensure Maslow’s hierarchy of needs are met.	<ul style="list-style-type: none"> <li>○ Reduction in number of behavioural and pastoral incidents recorded on CPOMS for disadvantaged pupils (half termly analysis carried out)</li> <li>○ Decrease in % of pupils in receipt of personalised intervention for anxiety and mental health by 2024/5</li> </ul>
Progress in communication and language skills	<ul style="list-style-type: none"> <li>○ Accelerated progress as measured by the Early Talk Boost and Talk Boost tracking tools.</li> <li>○ Further triangulated evidence: pupil engagement in lessons, work scrutiny and ongoing formative assessments</li> </ul>
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>○ Non-SEND disadvantaged pupils achieve in line with their peers within the Y1 phonics screening test (an increase in the number of non-disadvantaged pupils achieving this year on year)</li> <li>○ End of KS1 reading outcomes for 2024/25 show that 95+% of disadvantaged pupils (without SEND) meet the expected standard in reading at the end of KS1.</li> </ul>
Improved writing and mathematics attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>○ By 2024, 80% of non-SEND disadvantaged pupils to achieve the expected standard in writing by the end of Y2</li> <li>○ By 2024, 90% of non-SEND disadvantaged pupils to achieve the expected standard in mathematics by the end of Y2</li> </ul>
Improved progress for pupils with multiple disadvantage e.g: SEND and disadvantage	All pupils with multiple disadvantage make accelerated progress comparable to their disadvantaged peers. This will be monitored and measured against personalised tracking from on-entry to the end of KS1

To improve attendance for all pupils,  
particularly our disadvantaged pupils

Reduce attendance gap between non-disadvantaged and disadvantaged to less than 5% by  
2024/5

### Activity in this academic year

This details how we intend to spend out pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)
Budgeted Cost: 26,514

Activity	Evidence that Supports this approach	Challenge number (s) addressed
<p>Update of Little Wandle website cost</p> <p>Purchase of reading books for children with SEND</p> <p>Purchase of reading books for those children who have completed the Little Wandle reading scheme</p>	<p>Systematic synthetic phonics approaches have a strong evidence base that indicates a positive impact on decoding and fluency of reading.</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Research in Cognitive Science shows that pupils are more likely to retain knowledge if there is the opportunity to apply this through deliberate practice and retrieval.</p>	3
Cost of senior leader time to monitor and evaluate Little Wandle teaching	Evidence shows that for phonics teaching to be most effective it should be taught consistently (see the links above).	3
Extra teaching assistants in the afternoons to support with the teaching of reading so that all children in Y1 and 2 are able to read 3x per week following the Little Wandle recommendation.	Evidence shows that fidelity to a phonics scheme enables the most impact on the learning of all pupils. Each reading session has a clear focus and enables decoding practice, as well as a focus on comprehension and the use of expression. Research in Cognitive Science shows that pupils are more likely to	4



	retain knowledge if they have the opportunity to apply it through deliberate practice and retrieval.	
Subscription to the School Library service including author talks.	There is extensive research to show the impact of reading for pleasure on pupils' future academic success (Sullivan and Brown 2013).	4
Support from Hampshire Maths leader to improve teaching for Maths mastery  Purchase of White Rose Maths resources  Time for Maths leader to observe Maths and support staff in planning.	An important part of Maths mastery is that repetition of key facts frees up the working memory and that learning in small steps helps children to achieve and understand in mathematics. <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a>	4

Targeted academic support (for example, tutoring, one to one support and structured interventions)
Budget Cost: 30,836

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Cost of Talk Boost in Key Stage 1 and YR to improve listening narrative and vocabulary skills for disadvantaged pupils.	Evidence of oral language interventions is high according to the EEF (Education Endowment Foundation): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2
Cost of 'Keep up' support for those pupils who are struggling to keep up with the phonics programme (Little Wandle)	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning:	3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Targeted support to social and emotional literacy development through ELSA  Referrals to MHST where further support is needed for individual children	Evidence suggests that supporting children with emotional literacy skills will improve their outcomes later on in school life (e.g: improved academic performance, attitudes, behaviour and relationships with peers). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 6
Additional support for reading so that some pupils are reading more than 3x per week	Some of our pupils do not get to read to an adult at home and need extra support with this at school  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3
Pre-teaching for some pupils in Maths helps to build their confidence.	Some of our Pupil premium pupils also have SEND or struggle with new language. Pre-teaching can help the children to feel more confident with new concepts. <a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a>	4

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

Budget: 7,877

Activity	Evidence that supports this approach	Challenge number addressed
After school clubs provided by school staff: lego, dance, cookery club, breakfast club, music lessons	Funding enables pupils to join in with clubs at no cost and enjoy the wider opportunities that school provides	1,6
Milk for FSM pupils/ offer of breakfast for those who might need it	Research by Abraham Maslow that pupils are unlikely to reach self-actualised without basic needs being met.	1,6
Embedding principles of good practice set out in the DfE's Improving school attendance advice. This includes staff time to support and improve individual attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,6
Subsidising the cost of educational visits and visitors	This supports educational engagement, motivation and social interaction. Over the last few years pupils have missed out on some of the curriculum enhancing activities due to the pandemic. Pupils should not miss out because of the cost of these visits.	1,6

## **Part B: Review of Pupil Premium outcomes in the previous academic year**

This details the impact that our pupil premium had on pupils in the 2021 to 2022 academic year.

### **Phonics Screening Year 1 2022**

In the Year 1 phonics screening check there was a 14.6% difference between disadvantaged pupils and non-disadvantaged. This was lower than the National gap between disadvantaged and non-disadvantaged (16.7%) and the local authority gap between disadvantaged and non-disadvantaged, which was 23.45%

The school gap between disadvantaged and non-disadvantaged was 14.6%. This shows a slight narrowing of the gap from the 2019 phonics screening check, where there was a gap of 15%.

In year 1 phonics, there was an improvement in progress from the beginning of the school academic year where there were 22% of all children who were on track to achieve the phonics screening check. At the end of the school year 62.9% of children achieved the score of 32 or above.

Our overall attainment for pupil premium pupils at the end of KS1 was lower than National and we continue to strive to close the gap for our disadvantaged pupils. However, the school can demonstrate positive progress in reading and maths for disadvantaged pupils from the Autumn assessments (2021) to the end of key stage assessment:

In November 2021 15% of pupil premium pupils were on track to achieve ARE in reading. This increased to 33.3% by the end of the academic year (June 2022).

In November 2021 20% of pupil premium pupils were on track to achieve ARE in maths. This increased to 33.3% by the end of the year.

Attendance for pupil premium pupils has improved slightly in the Autumn term 2022 (90.4%) compared to Autumn term 2021: 89.3%. We are continuing to focus on improving this attendance as part of this strategy and also in our school improvement plan for 2022-23.

In comparison to the Autumn term last year, logs of behaviour incidents for pupil premium pupils recorded on CPOMS this year so far have dropped by 74 incidents. This demonstrates the impact of our Team Teach training last year and also our new behaviour policy.

We have reviewed our strategy plan and have made some small changes to how we intend to implement the strategy. We have added the recent purchase of Little Wandle resources and more books. We have also added training and support from the Hampshire Maths advisor for training and supporting teaching staff with planning for Maths mastery in Maths. We have also added the cost of before and after school clubs for our pupil premium pupils as this is something that we have been able to offer recently.

We have removed the Team Teach training as we now have had a number of staff who have completed this training.

#### Externally Provided Programmes

Programme	Provider
Early Talk Boost and Talk Boost	I CAN
White Rose Maths	White Rose

## Further Information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery funding. This includes:

- Support from the Hampshire English team including visit to school by Hampshire English advisor to support our teaching of reading and phonics
- Training for teaching staff to revisit the principles of assessment for learning to ensure that all staff have high expectations of all pupils
- Extra time for subject leaders to continue to develop the curriculum so that this continues to be of the highest quality for all of our pupils
- Providing parent workshops in phonics and maths for parents

### Planning, Implementation and Evaluation

We used the [EEF's implementation guidance](#) to develop our strategy. We also looked at each individual pupil and collected a database of performance and need. We have also used a wide range of research that has been carried out over time, e.g: research into reading for pleasure carried out by the Open University. We triangulated evidence from multiple sources of data including assessments, CPOMS analysis, conversations with staff and parents in order to identify the challenges faced by disadvantaged pupils.

Over the next three years, senior leaders and governors will monitor and review our strategy term. There will be a full review of progress made on the strategy at the end of this academic year and this will be published on our website by December 2023.