



St. MICHAEL'S
CE (CONTROLLED) INFANT SCHOOL

St Michael's Church of England Infant School
Pupil Premium Strategy
2025-26

Headteacher

Dot Patton

Governor Lead

Catherine Macdonald/Sue Tadman

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	264
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2025
Date reviewed	November 2025
Next date on which it will be reviewed	March 2026
Statement Authorised by	Dot Patton, Headteacher
Pupil Premium Lead	Dot Patton
Governor Lead	Catherine Macdonald/Sue Tadman

Funding Overview

Detail	
Pupil Premium funding allocation this academic year	£63881
Recovery Premium funding allocation this academic year	
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£63381

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.

At the heart of our approach is high quality first teaching, 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	Attainment in writing. Over the last three years the focus on this strategy has been on improving outcomes for PP in reading and maths. The strategies that we put in place had a positive impact on the children. We now need to focus on improving outcomes in writing for our PP children as well as maintaining standards achieved in 2024 and considering the needs of the new YR cohort.
2	Some PP children are also in the early stages of learning English and this can impact on their attainment in reading, writing and maths
3	Assessments, observations and discussions with pupils and parents/carers indicate that our children in YR have very low starting points in speaking and listening, attention and understanding, reading and also in self- regulation.
4	Currently 15.4% (6 children) of our PP children are persistently absent and we want to continue to reduce this percentage.
5	Parental Engagement and aspirations- analysis of attendance at parent/carer workshops shows that this is low for PP families. Some parents/carers do not engage with home learning to support their children.
6	Some children who are entitled to PP have additional SEN and this impacts on their progress in learning
7	Some children who are entitled to PP require further support with their social and emotional aspects of learning so that they are able to access the learning in the classroom.

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
Pupil Premium pupils to achieve in line with non-disadvantaged pupils in reading, writing and maths	Disadvantaged pupils without SEN will achieve ARE+ in reading, writing and maths in line with their non-pupil premium.
Pupil Premium children who also have English as an Additional Language make better than expected progress in reading, writing and maths	<p>There is an increase in the % of pupil premium pupils with English as an additional language who are able to reach age related expectations:</p> <p>YR (3 children)- Autumn to Summer- reading from 0% to 67%; writing from 0% to 67%; maths from 0% to 67%</p> <p>Y1(7 children)- Autumn to Summer- reading from 29% to 58%, writing from 14% to 58%, maths from 43% to 72%)</p> <p>Y2 (3 children)- Autumn to Summer- reading from 33% to 67%, writing from 0% to 67%, maths from 0% to 67%</p>
To improve speech and understanding of language for Pupil Premium pupils in YR	<p>Assessments identify early on the children who need extra support in speech and language</p> <p>Assessments show an improvement over time for children who need support with speech and language</p> <p>Observations by senior leaders show that all adults are able to enhance speech, language and communication through play</p>
To increase the number of pupil premium children who achieve the Early Learning Goal in reading	The % of pupil premium children who achieved the ELG in reading in 2025 was 58%. We aim to increase this in the academic year 2025-26 to 63%

Pupil Premium children in YR are able to self-regulate	By the end of the academic year disadvantaged pupils have achieved the early learning goal in self-regulation in line with their non-disadvantaged peers.
Attendance for children with pupil premium is above National by the end of the year	The % of pupil premium pupils who are persistently absent is lower than 13% by the end of the year.
Parents/carers of children with pupil premium attend more school workshops and events for parents	Parents of children with pupil premium are attending some of the workshops available in school.
Disadvantaged children with additional special needs are making good progress	Pupils who are disadvantaged who are SEND have made expected progress or better than expected progress in reading, writing and maths by the end of the year across all year groups.

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: £21060

Activity	Evidence that Supports this approach	Challenge number (s) addressed
Support class teachers through CPD to ensure that they are planning and using a range of adaptations and scaffolds to support pupil premium pupils in writing and so that the writing tasks planned are closely matched to pupils next steps English lead to attend subject leader training in English each half term so that staff can be supported.	Improving Literacy in Key Stage 1 EEF	1
Use of the Bell assessment framework to assess EAL pupils with pupils premium and focus on targets for development	From talk to writing - The Bell Foundation	1,2
Staff training and coaching in the teaching of reading and phonics. English leader time to support teachers with the teaching of phonics.	Phonics EEF	2,3

Staff training on executive functioning from Mustard Seed	EEF Self-Regulation and Executive Function	3.7
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Targeted academic support (for example, tutoring, one to one support and structured interventions)
Budget Cost: £28695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year leaders are given time to monitor support in class given to pupil premium pupils	EEF 'When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.' (EEF Pupil premium review- ensuring all leaders have PP at the heart.)	1,2,3,6
Reading support assistant employed to help pupil premium children to keep up in phonics and reading	2. Targeted academic support EEF	1,2
Use of WELLCOMM to support early identification of children's language delay and a practitioner to use Early Talk boost as an intervention to improve children's language	Communication and language approaches EEF	3,6
ELSA sessions to support children who struggle to self-regulate	Social and emotional learning EEF	

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

Budget: £14500

Activity	Evidence that supports this approach	Challenge number addressed
Coffee sessions for families so that they feel comfortable being in school and are learning about their child's education. Time taken for staff member to run and organise these	Working with Parents to Support Children's Learning EEF	5
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.	7
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.	4
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.	7

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 2024 to 2025 academic year.

1. Disadvantaged pupils without SEN will achieve ARE+ in writing in line with their non-pupil premium.

End of Year assessments 2024-25			
	YR	Y1	Y2
Disadvantaged	50%	54%	53%
Non-Disadvantaged	56%	49%	52%

2. There is an increase in the % of pupil premium pupils with English as an additional language who are able to reach age related expectations:

	Number of children	Autumn 2024- Reading	Summer 2025- Reading	Autumn 2024- Writing	Summer-2025 writing	Autumn 2024- Maths	Summer 2025-Maths
YR	6	33%	50%	17%	50%	17%	50%
Y1	5	25%	50%	25%	50%	25%	50%
Y2	4	50%	75%	50%	50%	50%	75%

3. There is an improvement for pupils with speech and language in YR

In the Autumn term (2024) 33% of Pupil Premium pupils in YR were on track to achieve the ELG in listening, attention and understanding. 54% were on track in speaking. In the Summer term (2025) 71% achieved the ELG in listening, attention and understanding and 71% achieved the ELG in speaking.

4. The % of pupil premium children who achieved the ELG in reading in 2024 was 47%. We aim to increase this in the academic year 2024-25 to 65%

In 2025 58% of pupil premium children achieved the ELG in reading. Whilst this is not yet reaching the target of 65%, there is an increase of 11%

5. By the end of the academic year disadvantaged pupils have achieved the early learning goal in self- regulation in line with their non-disadvantaged peers.

At the end of 2025, 67% of disadvantaged children achieved the ELG in self- regulation. 77% of non-disadvantaged children achieved the ELG in self-regulation. This target will continue for 2025-26.

6. The % of pupil premium pupils who are persistently absent is lower than 15.4% by the end of the year.

14.3% of pupil premium pupils were persistently absent at the end of 2024-25.

7. There is an increase in parents of children with pupil premium who attend workshops in comparison to 2023-25

This was hard to measure as the school provided some different workshops. The workshop that was consistent with 2023-24 were phonics workshops. The number of parents of children with pupil premium remained the same for this in 2024-25. This would therefore continue to be a target.

8. Pupils who are disadvantaged who are SEND have made expected progress or better than expected progress in reading, writing and maths by the end of the year across all year groups.

	Reading	Writing	Maths
YR	In YR the assessments made in Autum term do not compare to the Summer (in Autumn children were 'close to' whereas in summer they had to be Emerging or Expected in the ELG		
Y1 (insufficient data for 14%- 1 child who joined the school)	86%	86%	86%
Y2	100%	100%	75%

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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:

- 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

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.