

# Pupil premium strategy statement – St. Michael’s C of E Primary School, Dalston, Carlisle

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/5 – 2026/27
Date this statement was published	Tuesday 10 <sup>th</sup> December
Date on which it will be reviewed	September 2025
Statement authorised by	Lorna Smith
Pupil premium lead	Gill Mawson
Governor / Trustee lead	Billy Mallinson/Rachel Hogarth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,460
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,460

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

**Raise attainment and accelerate progress** in reading, writing, and mathematics for PP pupils.

**Support social, emotional, and mental health (SEMH)** needs to ensure readiness for learning.

**Broaden cultural capital** and ensure all pupils access a wide range of enrichment opportunities.

**Support family engagement** to enhance home-school collaboration.

### Challenges

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

Challenge number	Detail of challenge
<i>Academic Barriers</i>	
1	Lower starting points in literacy and numeracy/slower progress than peers in these areas.
2	Limited access to books and learning resources at home.
<i>Non-academic barriers</i>	
3	SEMH challenges affecting engagement and attendance.
4	Financial barriers limiting access to extracurricular activities.
5	Parental confidence in supporting learning at home and in school

## 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
Improved reading attainment among disadvantaged pupils.	Over the next 3 years we see an improvement in the KS2 reading outcomes for our disadvantaged children, with 50%+ reaching the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2 and Y4 Multiplication Check.	Staff have improved subject knowledge and knowledge of how children learn in mathematics. Delivery of effective, interactive and purposeful maths lessons using WRM and EEF guidance. TT Rockstars used at home/in school by all children to support children's ability to recall times table facts
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying/negative behaviour incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> case study
For PP pupils to engage in all opportunities on offer.	Financial or material limitations to not prevent children from accessing opportunities available to them, including; required equipment, transport, general costs.
To actively engage parents of PP pupils in their education	This will look like: <ul style="list-style-type: none"> <li>• attendance at parents evening</li> <li>• reading support at home</li> <li>• parents attending school information evening and events</li> <li>• attendance at parents' evenings</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

*Investment in quality first-teaching, ensuring every PP pupil benefits from high-quality classroom experiences.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund professional development for teachers and TAs in evidence-based strategies (e.g. mastery in maths, phonics, PTI training, National College subscription).	EEF evidence on importance of staff CPD.	1, 2
Provide small-group interventions in reading, writing, and maths using trained support staff.	EEF Teaching assistant interventions shows value added of 4+ months.	1, 2

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

Budgeted cost: £8,000

Focused support for PP pupils who need additional help to meet age-related expectations.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver 1:1 tuition and small-group sessions for pupils at risk of under-achievement particularly in phonics.	EEF Guidance Report (Making best use of teaching assistants) Education Endowment Foundation Teaching & Learning Toolkit (Phonics)	1, 2
Provide high-quality online learning tools (e.g., subscriptions to	University of Oxford study into Mathletics	1, 2, 5

platforms such as Times Tables Rock Stars and Mathletics).	TT Rockstars data – high use from children and motivated to use in class	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement a nurture program to support pupils' wellbeing.	EEF – benefits of SEMH interventions for pupils with SEND and SEMH needs.	3
SEMH-trained TA to support pupils' wellbeing (ELSA, Decider Skills, Drawing and Talking)	EEF (+4) states this type of intervention can give a moderate level of impact for very low cost. Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3
Subsidise trips, residential, and extra-curricular activities for PP pupils.	Access to all visits on offer for all Pupil Premium children and others who are identified as in need. Cost/equipment should not be a barrier for these pupils	4
Run workshops for parents, including literacy/numeracy skills and emotional resilience.	EEF - the benefits of parent engagement in children's learning are widely acknowledged, in particular as manifested in the home learning environment,	5
Continued subscription to Spellbinding Award - book collection from Cumbria Library Services for Y5 and 6	Cumbria Library Services has had strong feedback from those schools who have taken part in previous years.	3
Additional funding to support Senior Attendance Champion to improve school attendance.	Working together to improve school attendance 2024	3

**Total budgeted cost: £ 28,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- 0% PP children met EYFS GLD (2 pupils) (67% nationally)
- 100% of Y1 PP pupils met the expected standard in Phonics (National 68% for disadvantaged and 80% for non-disadvantaged)
- Y2 – 75% met reading, 50% met writing, 50% met maths
- Y4 – 75% of PP pupils scored similar marks to the average score of non-disadvantaged pupils (20.9 – 21.3), 25% achieved full marks (34% national)
- Y6 – 33% met expected in R, W and Maths (74%, 72%, 73% respectively)
- PP attendance was 94.33% (all pupils 95.83%)

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

*End of strategy summary (September 2021-July 2024)*

*Improved reading attainment among disadvantaged pupils- Over the next 3 years we see an improvement in the KS2 reading outcomes for our disadvantaged children, with 50%+ reaching the expected standard.*

Only 33% met the expected standard on reading, however, lower down the school we are seeing an increase in attainment for PP pupils – KS2 leavers last year were impacted by COVID-19 during their education.

*Improved maths attainment for disadvantaged pupils at the end of KS2 and Multiplication Check*

KS2 maths results was below national however the MTC scores are promising for our PP pupils.

*To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils*

Behaviour incidents continue to more isolated and short term, 20% of suspensions during the previous strategy period were for PP pupils.

*To actively engage parents of PP pupils in their education*

Parental engagement improved slightly through the strategy period but not significantly and was not consistent. PP parents continue to struggle to attend Parents Evenings due to childcare and work commitments but adaptations to times and dates are made to support these parents,