

# 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	191
Proportion (%) of pupil premium eligible pupils	11.5%
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	Autumn 2026
Statement authorised by	Lorna Smith
Pupil premium lead	Gill Mawson
Governor / Trustee lead	Jane Woodcock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£33,330

## 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 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 case study</li> </ul>
For PP pupils to engage in all opportunities on offer.	Financial or material limitations to not prevent children from accessing curriculum 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> </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: £18,000

*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
Employment of Apprentice Teaching Assistant to support across school	As above	1, 2
Dyslexia Friendly Quality Mark for Education - CPD for staff and achievement of quality mark	British Dyslexia Association – the award is a positive statement to learners, parents, staff and stakeholders that our setting is a place in which dyslexic individuals can thrive.	1

### 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
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Deliver 1:1 tuition and small-group sessions for pupils at risk of underachievement 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 platforms such as Times Tables Rock Stars and Mathletics).	University of Oxford study into Mathletics TT Rockstars data – high use from children and motivated to use in class	1, 2, 5
Purchase of dyslexia friendly books to support pupils with additional needs / reluctant readers	Dyslexia association	2

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

Budgeted cost: £7000

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 extracurricular 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	Cumbria Library Services has had strong feedback from those schools who have taken part in previous years.	3

collection from Cumbria Library Services for Y5 and 6		
Additional funding to support Senior Attendance Champion to improve school attendance.	Working together to improve school attendance 2024	3
Refurbishment of area of school into the 'Learning Library' as a place to support small group intervention and SEMH.	Calm environment to support regulation to enable access.	3

**Total budgeted cost: £ 33,000**

## 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.*

- *100% of PP children met EYFS GLD*
- *0% of Y1 PP pupils met the expected standard in Phonics (National 68% for disadvantaged and 80% for non-disadvantaged)*
- *Y2 – no data for this year group*
- *Y4 –*
- *Y6 –*
- *PP attendance was*
  
- *Reading continues to be a strength across school with 75% of PP pupils achieving EXS by end of Key Stage 2 but this progress and attainment would be better seen at the end of Key Stage 1.*
- *Maths continues to be an area of weakness for our PP pupils, demonstrating that early gaps in knowledge are not effectively supported and progress is not made quick enough to bring them in line with age expectations.*