

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 C of E School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	11% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 <b>2023/2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L Smith
Pupil premium lead	G Mawson
Governor / Trustee lead	Rachel Hogarth Billy Mallinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735
PP Service child	£335
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,070

# 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.

Our ultimate objectives for our disadvantaged pupils are:

- For all PP pupils to participate as fully in the academic and wider curriculum as their peers – 'Let your light shine'
- To ensure that all PP pupils make good progress in relation to their starting points/previous assessments – and aim to meet ARE.
- To increasingly address and remove barriers faced by our PP pupils e.g. lack of resources, limited support from home, poor attendance etc.
- To support our disadvantaged children's mental health and wellbeing to enable them to have a happy and successful school experience.

We aim to achieve these objectives by adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies.

- Ensuring that teaching and learning opportunities are inclusive of all children – meeting the needs of individuals.
- Identifying children (individuals, groups and classes) where there is additional need due to disadvantage and implementing appropriate provision at the earliest opportunity.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged and likewise, not all socially disadvantaged children are registered for or qualify for free school meals – because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or group that the school has identified as being disadvantaged.

- Adopt a whole school approach 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	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Many children in receipt of PP have a phonic level/reading age lower than age expected- this could be due in part to school closures caused by COVID 19. Mainly in years R-Y4
2	Following assessments by class teachers and observations of children in class it can be seen that many PP pupils have difficulty with recall of age expected number facts.
3	Through observation of attendance at events (parents' evenings etc) and entries in reading records; there is a lack of parental engagement and support for our PP pupils in comparison with their peers and access to a wider range of experiences due to financial constraints. Participation in remote learning was also limited for our PP pupils for a variety of reasons.
4	Through classroom and playground observations, behaviour records and safeguarding documents there are children in receipt of PP that display issues surrounding their self-esteem and well-being, this can include struggling to regulate emotions, issues developing healthy friendships and not having a positive view of themselves or 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.

	<p>Delivery of effective, interactive and purposeful maths lessons using WRM and EEF guidance.</p> <p>TT Rockstars used at home/in school by all children to support children's ability to recall times table facts</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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> <li>• case study</li> </ul>
<p>To actively engage parents of PP pupils in their education</p>	<p>This will look like:</p> <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 2023-24

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

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing - TA hours for additional RWInc phonics groups and 1:1 sessions (3 x 1 ½ hours per day)</i>	<i>Accurate assessments of children's phonic ability allow for staff to group children according to their needs and have the correct support through quality teaching and additional targeted support.</i>	1
<i>Access to Ruth Miskin Portal for phonics CPD.</i>	<i>High quality CPD to support all staff in the delivery of effective phonics teaching ensuring children are taught what they need.</i>	1
<i>CPD - Continued delivery of NCETM Mastering Number across KS1 and LKS2 for targeted groups with release time for Maths Lead to observe and staff to observe each other.</i>	<i>Mastery programme is having a positive impact on children who have followed this for 1 year +  NCETM – research and evidence. DfE Guidance – Teaching mathematics in primary schools</i>	2
<i>CPD - Participation in the Prince's Teaching Institute Hub for Cumbria</i>	<i>Evidence based practice High quality CPD linked within a cluster of local schools for ongoing development and support</i>	1, 2
<i>CPD for ECT to support quality teaching to Year 1 class – inc RWInc phonics training and Maths support, as well as foundation subject support</i>	<i>SSP – direct impact on Early Reading and Writing The reading framework: teaching the foundations of literacy – DfE 2021</i>	1, 2
<i>Continued access to Fluency and Reasoning activities – Third Space learning resource, ensuring key skills are present to allow children to progress to next year group obj.</i>	<i>DfE Guidance – Teaching mathematics in primary schools – Ready to Progress</i>	2
<i>ELSA training for 1 TA and delivery 1 afternoon per week.</i>	<i>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</i>	3

	academic or cognitive elements of learning. These interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These may be delivered 1:1, in small groups or as a class.	
<i>Pre and post assessments in Maths for each unit to provide accurate assessment for future teaching and targeted interventions</i>	Effective summative and formative assessment will feed in to effective feedback (see next activity)	2
<i>Use of effective feedback and marking using EEF research</i>	<i>focus needs to be on the principles of good feedback rather than the written or verbal methods of feedback delivery - EEF</i>	1, 2

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

Budgeted cost: £8500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Regular, small group intervention sessions to develop reading, writing and maths skills based on class teacher assessments.</i>	Education Endowment Foundation Teaching & Learning Toolkit (Individualised Instruction, Small group tuition) EEF Guidance Report (Making best use of teaching assistants)	1, 2
<i>Targeted phonics intervention for pupils making less than expected progress within RWI scheme School English lead to check QFT teaching – release time</i>	EEF Guidance Report (Making best use of teaching assistants) Education Endowment Foundation Teaching & Learning Toolkit (Phonics)	1
<i>Continued subscription to Mathletics and TT Rockstars to continue to develop maths skills</i>	University of Oxford study into Mathletics TT Rockstars data – high use from children and motivated to use in class	2
<i>Provision of high-quality reading materials to promote reading for pleasure and independent reading for all abilities /</i>	DfE doc – Research evidence on reading for pleasure May 2012  <i>The reading framework: teaching the foundations of literacy – DfE 2021</i>	1

<i>replenishment of RWInc books</i>	Validated SSP - DfE	
<i>Drawing and talking sessions ½ day per week targeting PP pupils.</i>	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. These interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These may be delivered 1:1, in small groups or as a class.	4
<i>Decider Skills sessions ½ day per week targeting PP pupils</i>	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. These interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These may be delivered 1:1, in small groups or as a class.	4

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Allocation of funds to cover cost of curriculum and enhancement activities (e.g. residential) and any additional resources (e.g. technology/specific equipment) that PP pupils may need.</i>	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.	3, 4
<i>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve time for key staff to analyse attendance data and meet with families where there are concerns around attendance.</i>	<i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. High attendance will impact on all challenges faced.</i>	1, 2, 3, 4
<i>Reading café to be held once a half term to encourage parents to read with children – targeted invites.</i>	Reading Café receives good feedback from those who attend (parents and children).	1, 3
<i>All children to receive a high quality, age-appropriate book to keep (Christmas gift)</i>	80% of children who read above the expected level for their age have books of their own – Book Trust	1, 3
<i>Continued subscription to Spellbinding Award - book collection from Cumbria Library Services for Y5 and 6</i>	Cumbria Library Services has had strong feedback from those schools who have taken part in previous years.	1
<i>Allocation of funds to provide subsidised/free wraparound care for our PP where needed to support attendance and SEMH.</i>	Providing wraparound care has been shown to improve the attendance of specific PP families over the last academic year – school data.	1, 2, 3, 4

**Total budgeted cost: Approx £23,000**



## 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 2022-23 academic year.

**NCETM Mastering number** – we continue to see the impact of this programme during maths lessons, where the children are using their knowledge. The biggest impact can be seen among our Year 2 pupils, who have been taught this programme since Year 1. Through formative assessment and Subject Leader lesson observations, pupil voice and children's work children are showing understanding and mastery of numbers to 10 and most can apply confidently. Children are able to explain their answers and understanding much better and are beginning to apply their knowledge in tests. This programme will be used with children in LKS2 who display gaps in their understanding of number, which are preventing them from progressing. Autumn assessment results for Year 2 arithmetic show an improvement from the previous year.

**Maths** – WRM has been used consistently in all year groups from 1 to 6 this academic year and there has been continuous staff development and review of the use of WRM in class and in our school. Results are not yet in line with National and. Because of this, Maths teaching forms part of our SDP for this academic year. Concrete maths resources are continuing to be used effectively and more being purchased where necessary. Feedback from staff has shown that children are using these resources to support their understanding of number and calculation. Our Maths Lead has had regular release time to observe maths teaching across school and work alongside teachers to coach them in the delivery of Mastering Number and WRM. This continues to be an area of development, especially for our most disadvantaged pupils.

**Read Write Inc / English Hub Phonic days** – our school has continued to deliver RWInc consistently. We 'graduated' from the English Hub's direct support last academic year and continue to have access to their support if necessary. We have used effective half termly assessment to track progress and plan interventions, which have been delivered.. The targeted phonics work has supported some individuals to make good progress but continued support is needed for our most disadvantaged children and lowest attainers.

**Spellbinding** – All KS2 pupils, including PP children, engaged in reading a selection of high quality texts appropriate for their age.

**Visits** – a wide range of visits have taken place and PP children have been able to access all of these including the Y6 Residential. As a school we continue to develop the Curriculum Offer and our enhancements, ensuring that all PP children have access to

these and any barriers regarding finance/equipment are removed in co-operation with parents.

**Attendance** – PP attendance for 2021-22 was 91.94% (a small increase from the previous year), whole school was 95.32%. A number of Attendance Action Plans were put in place to support some PP children and families to improve attendance and these had a positive effect – this impact is also being seen already in the Autumn Term 23.

**Y4 Multiplication Check** – 33% of PP pupils achieved a passable score in the MTC. The use of TTRockstars had a positive impact on the overall results and confidence of the children in Y4, as well as the use of WRM and Mastering Number.

**Data – Summer 2023**

	<b>Pupil Premium</b>	<b>All Pupils</b>	<b>Non Pupil Premium</b>
EYFS GLD	0% (1 child)	68%	70%
Phonics Screening Y1	50% (4 children – 1 SEND)	77%	81%
Phonics Screening Y2 (repeat)	50% (4 children)	/	/
KS1 Reading	50%	67%	69%
KS1 Writing	33%	63%	69%
KS1 Maths	33%	78%	86%
KS2 Reading	33% (3 children)	66%	70%
KS2 Writing	33%	70%	70%
KS2 Maths	0%	63%	74%

Our pupils do well over their time at St. Michael's, we need to look at more progress being made in the earlier years of school for those children who do not achieve GLD or pass the Phonics Screening Check. Current cohorts who have not achieved these have a combination of barriers including SEND (in particular Speech and Language), low attendance, parents with lower levels of literacy skills.

Also, when dealing with such low numbers, data is less reliable.

## 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*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle Ltd
Mathletics	3P Learning
RWInc	Ruth Miskin / Oxford University Press