

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	211
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	L Smith
Pupil premium lead	G Mawson
Governor / Trustee lead	Kirstie Somerville

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,865
Recovery premium funding allocation this academic year	£1,305
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	£24,170

# 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

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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional Coaching Training (3x 2hr sessions)</i> £200	<i>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. EEF Sept 2021</i>	4, 1, 2
<i>NCETM Mastering Number Training (R, Y1 &amp; Y2 teachers)</i> £1000	A large-scale nationwide programme for teachers of pupils in Reception, Year 1 and Year 2, designed to help children embed good number sense NCETM  Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. EEF	2
<i>INSET training on The Great Teaching Toolkit</i> £0	Review of teaching practise across school to ensure that teachers are using the best methods and principles to support all children but especially our PP pupils.  <i>We believe that the Toolkit's universal and timely principles will be an invaluable resource to teachers and schools around the world.</i>	1, 2, 4
<i>Consistent use of White Rose Maths materials inc Flashback 4to encourage maths mastery skills and to increase independence when accessing problems</i>	Education Endowment Foundation Teaching & Learning Toolkit (Feedback, Maths Mastery)	2
<i>Purchase of additional concrete maths resources for all classes to support effective teaching in maths.</i>	<i>The Concrete-Pictorial-Abstract (CPA) approach is a key foundation of teaching for mastery. Concrete resources are essential for introducing a concept and allowing children to build understanding using 'concrete' (i.e. physical) objects or 'manipulatives'. White Rose Maths</i>	2
<i>Release of Maths Lead teacher to support all class teachers in the delivery of high quality maths</i>	<i>EEF – Improving Mathematics in EYFS and Improving Mathematics in KS2 and 3</i>	2

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular, small group intervention sessions to develop reading, writing and maths skills based on class teacher assessments.	Education Endowment Foundation Teaching & Learning Toolkit (Individualised Instruction, Small group tuition) EEF Guidance Report (Making best use of teaching assistants)	1, 2
<i>Additional hours for support staff to support lowest 20% in reading on a 1:1 basis in R-Y2</i>	EEF – Teaching Assistant Interventions	1
Targeted phonics intervention for pupils making less than expected progress within RWI scheme English hub and school English lead to check QFT teaching – release time	EEF Guidance Report (Making best use of teaching assistants) Education Endowment Foundation Teaching & Learning Toolkit (Phonics)	1
Continued subscription to Mathletics and TT Rockstars to continue to develop maths skills.	University of Oxford study into Mathletics TT Rockstars data – high use from children and motivated to use in class	2
Provision of high-quality reading materials to promote reading for pleasure and independent reading for all abilities		1

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>STA to deliver Drawing and Talking Therapy sessions for PP pupils and others</i>	Has been successful in previous years – school evidence.	4
<i>Introduction of Play Leaders (adults) and resources and activities at lunchtimes to give children structure and reduce negative behaviour incidents</i>	Actify.org highlights the benefits of active play leaders.	4
<i>Allocation of funds to cover cost of enhancement visits and any additional resources (e.g. technology) that PP pupils may need – to be audited.</i>	DFE Get help with tech.	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures.	<i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i>  High attendance will impact on all challenges faced.	1, 2, 3, 4
Reading café to be held once a month to encourage parents to read with children – targeted invites.	Reading Café receives good feedback from those who attend (parents and children).	3
Introduction of 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.	1
Purchase of resources (books) to support well-being and emotion		4

regulation– teaching books and books for children. <i>E.g.</i> <i>A Volcano in my Tummy</i> <i>Sitting like a Frog</i>		
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**Total budgeted cost: £ 20,000**



## 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 2020 to 2021 academic year.

Impact of previous strategy was heavily affected by COVID-19 pandemic and resulting school closures.

Through support from the English Hub (Orgill School) RWInc is fully up and running in R – Year 2 with regular visits from the English Hub to monitor and review teaching practise of all staff. Investment was made in the purchase of the RWInc books and children are accessing books at the appropriate phonic level that they are working at. These successes are beginning to be reflected in the children’s attainment but due to the school closures, where it was not possible to give children access to these new books and children were not able to be taught live lessons, it continues to be a focus of our PP strategy

50% of Y2 children passed the Phonics Screening Check in Autumn 2021.

Online teaching and learning activities in Maths were used well through school closures but some PP access was limited despite school’s attempts to provide technology and support (Mathletics/TTRockStars)

### 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*

Programme	Provider
TT Rockstars	
Mathletics	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA – did not receive
What was the impact of that spending on service pupil premium eligible pupils?	NA