

Pupil premium strategy statement

Academy overview

Detail	Data
School name	St Michael's CE VA Primary School
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	44% (32)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nick Kiddle (Head Teacher)
Pupil premium lead	Nick Kiddle
Governor / Trustee lead	Zoe Swan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,610
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,610

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide outstanding support for all disadvantaged children, regardless of prior attainment or current progress. We ensure we offer equality of 'provision for all' for disadvantaged children so they can have the same opportunities, experiences, support and aspirations as their peers.

Key principles:

- Focus on early reading through phonetic understanding to support fluency. The use of Read, Write Inc in EYFS, Year 1 and Year 2
- Focus on the foundations of number and mathematical understanding to support fluency and confidence through the use of Numbersense and White Rose Maths
- Provide opportunities and equality in-line with their peers; broad and balanced curriculum, specialist teachers, tutoring
- Monitoring attendance to ensure that our most vulnerable are attending school, closing the gap between themselves and non-disadvantaged children. That they are engaged to give them the opportunities to excel
- Ensure our SEND provision meets the needs of all children including those also eligible pupil premium children to support opportunities and progress for all.

Challenges

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

Challenge number	Detail of challenge
1	Low progress in reading: limited vocabulary, experiences and expectations which are not yet high enough
2	Low progress in writing: limited vocabulary, experiences and expectations which are not yet high enough
3	Low progress in maths: limited vocabulary, experiences and expectations which are not yet high enough
4	Low aspirations within school catchment area, with families having limited resources to support home learning and lack of further experiences
5	Attendance
6	Lack of parental engagement

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
High quality teaching (Mastery approach, 7 step lesson design) clearly linked and sequenced is secure in the 3 core subjects. Disadvantaged children make at least ARE, closing the gaps between themselves and non-disadvantaged peers	<p>Disadvantaged children make at least expected progress</p> <p>Gaps are narrowed between disadvantaged and non-disadvantaged children (and starting points)</p> <p>Consistency and coherency seen in all classrooms across the school; high expectations, positive attitudes to learning, improved learning outcomes</p> <p>Mastery lesson design is embedded across the core, planning in sequential small steps, with clarity and delivery in the 7 step model leading to high quality modelling, retrieval and learning</p> <p>All staff use WRM to deliver maths lessons and where appropriate Numbersense to deliver fluency lessons, reducing cognitive load within maths</p> <p>All staff use RWI to deliver RWI for phonics sessions or RWI Spelling where appropriate</p> <p>PPM (in year progress checks and end of year assessments) shows progress for all learners, showing improving attainment over time</p>
To improve the aspirations, resilience, determination and responsibility in disadvantaged children through high quality PSHE and RSE lessons and well modelled structures and routines, with clarity in feedback and learning opportunities.	<p>Children are resilient learners with improved learning behaviours and attitudes</p> <p>Children articulate a positive culture and atmosphere when they talk about school – it's a positive place to be</p> <p>Attendance will improve; persistent absenteeism will fall</p> <p>The ethos of the school will be clearly felt with clarity in Curiosity, determination and responsibility; adults ensuring clarity, consistency and coherency in the</p>

	<p>communication and modelling. Promoting high expectations for all.</p> <p>Behaviour curriculum is taught explicitly, building on determination and responsibility</p>
<p>To improve the aspirations, resilience, determination and responsibility in disadvantaged children and raise parental engagement in children's learning and aspirations in both academic and non-academic areas</p>	<p>Greater number of disadvantaged children will participate in additional activities</p> <p>Increased participation of parents in school events such as Meet the teacher, Reading sessions and Parent Consultations</p> <p>Increased opportunities and engagement with the Adult Education offer (Family and Maths) for parents to upskill themselves and support their children</p> <p>Children and adults are positive about supporting one another and there is a high level of aspiration, determination and responsibility</p>

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: £39457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learn, deliver, embed, monitor and evaluate the impact of RWI, WRM, reading and writing focusing on mastery lesson design with clarity in planning of sequenced lessons and explicit modelling.</p> <p>Training for staff to ensure that assessments are administered and interpreted accurately</p>	<p>High quality first teaching, learning and assessments ensure that all disadvantaged children make at least expected progress.</p> <p>Standardised tests can provide reliable insight into specific strengths and weaknesses of each pupil to ensure they receive the appropriate support. (EEF)</p>	1,2,3
Continued subscription and use of a DfE validated phonics programme to secure strong phonics for all pupils	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and can be a high impact, low cost. (EFF and Teaching and Learning Toolkit).</p>	1,2,3
Staff CPD for all teachers, HLTAs and TAs around areas specific to reading (RWI) and maths (WRM and Numbersense)	<p>Improving teacher confidence, knowledge and skills to ensure QFT in all classrooms. Coaching and mentoring is a proven method of teaching with reduced class sizes having a moderate impact. (Teaching and Learning Toolkit)</p>	1,2,3
<p>Allocated release time for SLT to ensure comprehensive analysis of half termly data from classes and interventions.</p> <p>Ensuring that all children who are not making expected progress are quickly identified and learning</p>	<p>Ensuring that all teaching and learning is monitored and that interventions are adding progress value.</p> <p>Evidence shows that children can make 4 months additional progress when receiving 30 weeks intervention. (EEF)</p>	1,2,3

needs/ gaps are addressed.		
----------------------------	--	--

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

Budgeted cost: £5134

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics and spelling	Development of sound knowledge and fluency is a focus for our children. Phonics can be a high impact, low cost strategy to support children's development of skills and knowledge in sounds and reading.	1,2, 3
Targeted intervention through withdrawal and additional groups to support individual progression in English and maths. On-going training for all staff to ensure high quality and effective interventions	To support further targeted intervention to support with catch-up and address gaps in English, Phonics, maths and fluency Individualised/ small group offers moderate impact for low cost and provides an additional 3 months progress. (Teaching and Learning Toolkit).	1,2,3

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

Budgeted cost: £4019

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Funding to ensure all children have equal opportunities for educational experiences such as trips, activities, provision of food, uniform	Our most vulnerable children may not have the same opportunities and access to experiences as their peers. Therefore, we try to enhance these provisions. Children with greater opportunities and awareness of the world around them have a broader vocabulary and make stronger links across the curriculum.	1,2,3,4,6
To be in regular contact with parents to build positive relationships and opportunities to participate and engage in Adult Education, supporting their children in academic and non-academic areas	Our most vulnerable children and families may not know or have access to provision which supports them supporting their children and recognising high aspirations. There is clear evidence to support that life-long learning yields significant wider benefits for individuals (Dept for Business Innovation and Skills)	6
To improve attendance and punctuality of children and build positive relationships with parents to develop a curiosity and the determination to attend school regularly with clarity in the understanding of everyone's responsibility	Disadvantaged children will attend at the national average rate. The rate of persistent absentees will fall rapidly with the Trust strategies in place. Overall attendance rates will continue to improve.	5

Total budgeted cost: £ £48,610

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 2023 – 2024 Academic year

Aim	Outcome			
<p>Attainment on entry. Low starting point of children means that not all children are school ready. Disadvantaged children currently do less well than non-disadvantaged children and these gaps begin on entry.</p>	Disadvantaged	Reading	Writing	Maths
	EY (2)	75%	75%	75%
	Y1 (5)	0	0	50%
	Y2 (5)	40%	60%	80%
	Y3 (2)	80%	20%	60%
	Y4 (7)	0	0	50%
	Y5 (8)	57%	43%	71%
	Y6 (4)	63%	50%	38%
	Non-Disadvantaged	Reading	Writing	Maths
	EY (8)	75%	63%	88%
	Y1 (5)	100%	80%	100%
	Y2 (8)	25%	38%	38%
	Y3 (6)	50%	33%	50%
	Y4 (8)	76%	75%	63%
	Y5 (10)	40%	50%	60%
	Y6 (8)	75%	63%	88%
	Impact: Quality first teaching has improved with disadvantaged children being identified early and targeted intervention being used to support learning. Outcomes have			

	improved but there are still gaps in the children’s learning.																
Attendance. Figures for absence shows that generally, those disadvantaged children have a higher absence rate than non-disadvantaged children. Overall attendance figures are generally lower than national average	<div>Non-Disadvantaged children</div> <div>01 Sep 2023 - 23 Jul 2024</div> <table><tr><th>Whole School</th><th>Present R/C: Marks</th><th>Auth. Absent R/C: Marks</th><th>Unauth. Absent R/C: Marks</th></tr><tr><td>All Students</td><td>93.95%</td><td>5.1%</td><td>0.95%</td></tr></table> <div>Disadvantaged children</div> <div>01 Sep 2023 - 23 Jul 2024</div> <table><tr><th>Whole School</th><th>Present R/C: Marks</th><th>Auth. Absent R/C: Marks</th><th>Unauth. Absent R/C: Marks</th></tr><tr><td>All Students</td><td>87.82%</td><td>7.4%</td><td>4.78%</td></tr></table> <div>Impact: Parental survey Spring 2024: 100% respondents felt informed about attendance and punctuality. Parents have greater clarity in understanding the importance of attendance and also the rigour in which the school and Trust, follow up and address poor attendance.</div> <div>There are still gaps between disadvantaged and non-disadvantaged attendance rates.</div>	Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks	All Students	93.95%	5.1%	0.95%	Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks	All Students	87.82%	7.4%	4.78%
Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks														
All Students	93.95%	5.1%	0.95%														
Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks														
All Students	87.82%	7.4%	4.78%														
Challenge of historically low aspirations within the catchment area and limited resources to support home learning	The continued use of Arbor has engaged more parents, and along with follow up communication has led to 100% attendance at parent consultations. There continues to be a low attendance at other events held within the school.																

	<p>Impact: Greater overall involvement and engagement with the school.</p> <p>Parental survey Spring 2024: 63% of respondents felt that language in communication was clear and 100% said that school was easy to contact with 76% saying they felt welcome in school and 76% felt that they were respected by the school.</p>
--	--

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
NTP	Teaching Personnel

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	