

Pupil premium strategy statement

Academy overview

Detail	Data
School name	St Michael's CE VA Primary School
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	35% (19)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Nick Kiddle (Head Teacher)
Pupil premium lead	Nick Kiddle
Governor / Trustee lead	Penny Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34845
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	£34845

Part A: Pupil premium strategy plan

Statement of intent

St Michael's Primary School: Pupil Premium Strategy Statement

At St Michael's Primary School, we are committed to ensuring that every child, regardless of background or circumstance, is given the opportunity to thrive.

We recognise that some children face additional challenges, and we are determined to provide outstanding support for all our disadvantaged pupils so they can flourish both academically and personally.

Our approach is rooted in our school curriculum drivers of; curiosity, determination & resilience and responsibility. We aim to remove barriers to learning and ensure that all children, especially those eligible for Pupil Premium, have access to the same high-quality education, enrichment opportunities, and pastoral care as their peers.

Key Principles at St Michael's:

- **Early Reading Focus**
We prioritise early reading as the foundation for lifelong learning. Through the consistent use of Read Write Inc. in EYFS, Year 1, and Year 2, we ensure that all children—especially those from disadvantaged backgrounds—develop strong phonetic understanding and reading fluency.
- **Mathematical Fluency and Confidence**
We build secure number fluency from the earliest stages using NumberSense and White Rose Maths. This structured approach helps children develop confidence and competence in mathematics, laying the groundwork for future success.
- **Equity of Opportunity**
We are committed to providing a broad and balanced curriculum. Our disadvantaged pupils are given the same access to music, sport, trips, and pupil advocacy opportunities as their peers.
- **Attendance and Engagement**
We closely monitor attendance and work in partnership with families to reduce absence. We know that regular attendance is vital, and we are proactive in supporting our most vulnerable pupils to be in school, ready to learn.
- **Inclusive SEND and Pupil Premium Provision**
Many of our Pupil Premium children also have additional needs. Our SEND provision is designed to be inclusive and responsive, ensuring that every child receives the tailored support they need to make progress and feel valued.

Challenges

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

Challenge number	Detail of challenge
1	Progress in reading; achieving ARE in-line with peers
2	Progress in writing; achieving ARE in-line with peers
3	Progress in maths; achieving ARE in-line with peers
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 (2024-2027)**, and how we will measure whether they have been achieved.

Intended Outcome	Success criteria
Disadvantaged pupils consistently achieve at least age-related expectations with measurable progress that narrows and ultimately closes the attainment and progress gaps between them and their non-disadvantaged peers.	<ul style="list-style-type: none"> • Progress and Attainment <p>Disadvantaged pupils make at least expected progress from their starting points, as evidenced through in-year tracking and end-of-year assessments.</p> <p>Attainment gaps between disadvantaged and non-disadvantaged pupils are demonstrably narrowing over time.</p> <ul style="list-style-type: none"> • Quality of Teaching and Learning <p>High expectations and consistent, coherent teaching practices are evident across all classrooms, fostering positive attitudes to learning and improved outcomes.</p> <p>Mastery lesson design is embedded in core subjects, with sequential small-step planning and effective use of the 7-step model to support modelling, retrieval, and deep learning.</p>

	<ul style="list-style-type: none"> • Curriculum Implementation <p>All staff consistently use White Rose Maths (WRM), and Numbersense where appropriate, to support fluency and reduce cognitive load for disadvantaged learners.</p> <p>All staff deliver phonics and spelling sessions using Read Write Inc. (RWI) programmes with fidelity, ensuring disadvantaged pupils access high-quality provision.</p> <ul style="list-style-type: none"> • Assessment and Monitoring <p>Pupil Progress Meetings (PPMs) and assessment data show clear evidence of progress for disadvantaged pupils, with improving attainment trends over time.</p> <p>Outcomes are used to inform targeted support and interventions that accelerate progress for disadvantaged learners.</p>
<p>To raise aspirations and foster resilience, determination, and a sense of responsibility in disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Personal Development and Wellbeing <p>Disadvantaged pupils demonstrate increased resilience, determination, and responsibility (curriculum drivers – whole school) in their attitudes and behaviours, as observed through pupil voice, behaviour logs, and engagement in learning.</p> <ul style="list-style-type: none"> • Curriculum Implementation <p>High-quality PSHE and RSE lessons are delivered consistently across all year groups, with clear routines, structured planning, and purposeful learning activities that support emotional literacy and personal growth (growth mindset).</p> <p>Lessons are inclusive, engaging, and responsive to the needs of disadvantaged pupils, promoting self-awareness, empathy, and respectful relationships.</p> <ul style="list-style-type: none"> • Teaching and Learning Culture

	<p>Staff model positive behaviours and attitudes, embedding routines that promote a safe, respectful, and aspirational learning environment.</p> <p>Feedback is clear, constructive, and focused on personal development as well as academic progress, helping disadvantaged pupils understand their strengths and areas for growth.</p> <ul style="list-style-type: none"> • Monitoring and Impact <p>Pupil Progress Meetings show improvements in engagement, behaviour, and wellbeing for disadvantaged pupils.</p>
<p>To strengthen parental engagement in their children's learning and aspirations across both academic and non-academic areas, fostering a supportive home-school partnership.</p>	<ul style="list-style-type: none"> • Pupil Engagement and Development <p>A greater number of disadvantaged pupils actively participate in enrichment activities, clubs, and wider school opportunities, reflecting increased confidence, aspiration, and engagement..</p> <ul style="list-style-type: none"> • Parental Engagement <p>Increased participation of parents/carers of disadvantaged pupils in school events such as Meet the Teacher, Reading Sessions, and Parent Consultations.</p> <p>Greater uptake of Adult Education opportunities (e.g. Family Learning, Maths workshops), enabling parents to upskill and better support their children's learning and development.</p> <ul style="list-style-type: none"> • Community and Culture <p>Positive relationships between pupils, staff, and families are evident, with a shared commitment to supporting one another and fostering high aspirations.</p> <p>School culture reflects a strong partnership between home and school, with regular communication and collaboration to support disadvantaged pupils holistically.</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: £27876

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>Through consistently high-quality teaching, learning, and assessment practices, disadvantaged pupils are supported to make at least expected progress across all subjects. The strategic use of standardised assessments enables staff to identify individual strengths and areas for development with precision, ensuring targeted interventions are both timely and effective. This evidence-informed approach, aligned with EEF guidance, ensures that every pupil receives the support they need to thrive academically.</p>	<p>1,2,3</p>
<p>Continued subscription and use of a DfE validated phonics programme to secure strong phonics for all pupils</p>	<p>Evidence-based phonics instruction is embedded across early reading provision, ensuring disadvantaged pupils develop accurate word reading skills. Drawing on the EEF and Teaching and Learning Toolkit, this approach is recognised as high-impact and cost-effective, enabling pupils to build strong foundations in literacy. Targeted phonics interventions are used to close gaps swiftly, supporting all learners to access the wider curriculum with confidence.</p>	<p>1,2,3</p>
<p>Staff CPD for all teachers, HLTAs and TAs around areas specific to reading (RWI) and maths (WRM and Numbersense)</p>	<p>Enhancing teacher confidence, subject knowledge, and pedagogical skills is central to ensuring high-quality first teaching (QFT) in every classroom. Coaching and mentoring are embedded as proven methods for professional growth, supporting staff to deliver consistently effective instruction. While reduced class sizes offer moderate impact, the emphasis remains on empowering teachers to maximise learning outcomes for disadvantaged</p>	<p>1,2,3</p>

	pupils through evidence-informed practice, as supported by the Teaching and Learning Toolkit.	
Allocated release time for SLT to ensure comprehensive analysis of half termly data from classes and interventions. Ensuring that all children who are not making expected progress are quickly identified and learning needs/ gaps are addressed.	Teaching and learning are rigorously monitored to ensure consistency and quality across all classrooms. Interventions are strategically implemented and evaluated for their impact on pupil progress, with a clear focus on value-added outcomes. Evidence from the EEF shows that pupils can make up to four months of additional progress through sustained intervention over a 30-week period, highlighting the importance of targeted, well-delivered support for disadvantaged learners.	1,2,3

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

Budgeted cost: £3658

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics and spelling	The Education Endowment Foundation (EEF) rates phonics as having high impact (+5 months) for very low cost, based on very extensive evidence. Phonics is especially effective for younger learners (ages 4–7) and disadvantaged pupils, who often benefit from the explicit and systematic nature of instruction. Synthetic phonics, such as RWI, shows higher average impacts than other phonics approaches. Studies show that FSM-eligible pupils typically make similar or slightly greater gains than their peers when taught phonics systematically.	1,2, 3
Targeted intervention through withdrawal and additional groups to support individual	According to the Education Endowment Foundation (EEF), one-to-one tuition has a high impact (+5 months) for moderate cost, especially when delivered by	1,2,3

<p>progression in English and maths.</p> <p>On-going training for all staff to ensure high quality and effective interventions</p>	<p>trained staff using structured programmes. Small group tuition also shows positive impact (+4 months) and is a cost-effective alternative to one-to-one support.</p> <p>The EEF highlights that high-quality teaching is the most important lever schools have to improve pupil outcomes, especially for disadvantaged pupils. Effective professional development (PD) is a key mechanism for improving teaching quality.</p>	
--	--	--

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

Budgeted cost: £3311

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding to ensure all children have equitable access to enriching educational experiences, including school trips, extracurricular activities, nutritious meals, and essential items such as uniforms.</p>	<p>Research (Fordham Institute) shows that field trips and extracurriculars improve critical thinking, factual knowledge, empathy, and tolerance, especially for students from disadvantaged backgrounds.</p> <p>Access to nutritious meals improves concentration, attendance, and overall academic performance.</p> <p>Providing uniforms and basic necessities helps reduce stigma and promotes a sense of belonging, which is linked to better engagement and behaviour in school.</p>	1,2,3,4,6
<p>To be in regular contact with parents to build positive relationships and opportunities to participate and engage</p>	<p>Research from the Early Learning Network shows that positive parent-teacher relationships improve:</p> <ul style="list-style-type: none"> Academic achievement Social skills Emotional well-being <p>When parents and teachers collaborate, children adapt better, behave more positively, and perform better both at school and at home.</p> <p>UK-based research confirms that parental involvement boosts:</p> <ul style="list-style-type: none"> Motivation Attendance Behaviour Academic outcomes 	6

<p>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</p>	<p>ImpactEd's Understanding Attendance (Chartered College) project highlights that parental engagement is a key driver of improved attendance. Their findings show:</p> <ul style="list-style-type: none"> Lack of contact between schools and parents is often linked to persistent absence Effective communication and clarity around expectations help parents support regular attendance Engaging parents in school activities and social networks improves their motivation to ensure children attend Students with engaged parents show better attendance, academic achievement, and behaviour Schools that foster a culture of belonging and curiosity see improved motivation and punctuality Clear communication about roles and responsibilities helps families understand their part in supporting attendance 	<p>5</p>
---	--	----------

Total budgeted cost: £ £34845

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 2024-2025 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)	50%	50%	50%	
	Y1 (6)	83%	83%	83%	
	Y2 (2)	50%	50%	50%	
	Y3 (4)	75%	50%	100%	
	Y4 (2)	100%	50%	100%	
	Y5 (3)	33%	33%	33%	
	Y6 (7)	71%	86%	57%	
	Non-Disadvantaged	Reading	Writing	Maths	
	EY (1)	100%	100%	100%	
	Y1 (8)	75%	75%	62%	
	Y2 (7)	86%	86%	100%	
	Y3 (7)	86%	86%	86%	
	Y4 (6)	67%	83%	50%	
	Y5 (6)	67%	67%	67%	
	Y6 (10)	60%	60%	60%	
	<p>Attendance. Figures for absence shows that generally, those disadvantaged children have a higher absence rate than non-disadvantaged children. Overall attendance</p>	<p>Non-Disadvantaged children 01 Sep 2024 - 23 Jul 2025</p>			

figures are generally lower than national average

Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
All Students	94.8%	4.4%	0.8%

Disadvantaged children

01 Sep 2024 - 23 Jul 2025

Whole School	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks
All Students	93%	5.33%	1.6%

Impact: 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.

There are still gaps between disadvantaged and non-disadvantaged attendance rates.

Challenge of historically low aspirations within the catchment area and limited resources to support home learning

The continued use of Arbor and Social media 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.

Impact: Greater overall involvement and engagement with the school.

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

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?	