



St Michael's Church of England Primary School

Pupil Premium Strategy Statement 2022/23

Pupil premium strategy statement

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 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 Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	25.7% 81 PP/2x Post LAC/5x LAC/1 x SPP
Academic year/years that our current pupil premium strategy plan covers	September 2021/22-2023/24
Date this statement was published	September 2021 Revised September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Miss Sarah Addison
Pupil premium lead	Miss Sarah Addison
Governor / Trustee lead	Mr Rod Baddon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,185 (PP) £320 (SPP) £5,000 (LAC) £4,820 (PLAC)
Recovery premium funding allocation this academic year	£3,071
Pupil premium funding carried forward from previous years	£11,513
Total budget for this academic year	£136,909

Part A: Pupil premium strategy plan

Statement of intent

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all, irrespective of their different starting points.

We have pride in who we are and excitement about who we can be.

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment and the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal alongside their peers.

Quality first teaching is at the heart of our approach as evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support, including emotional and well-being support for all pupils whose education has been significantly affected. Our recovery premium is incorporated within our activities and projected spend outlined within the strategy.

Our approach will be responsive to common challenges and reactive towards individual needs, rooted in robust diagnostic assessments. School leaders will ensure that all teachers and teaching assistants are supported in delivering high quality teaching so that the very best outcomes can be achieved for all pupils, particularly those who are disadvantaged.

In our strategy we focus on encouraging attendance, strengthening our offer of pastoral support; therefore, meeting the well-being needs of pupils and families through actively engaging with families to encourage and support good attendance in school.

All of our chosen activities are underpinned by evidence that supports the approach.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning (specifically Reading, Writing and Mathematics). Internal assessments carried out indicate that attainment in the core subjects amongst disadvantaged pupils is below that of non-disadvantaged pupils in the majority of year groups. Lack of reading and home learning support at home for some children.
2	Emotional, social and behavioural barriers for some disadvantaged pupils Identified attachment and trauma from early childhood. Low self-esteem or emotional well-being and confidence to achieve potential in learning. Lack of opportunity/resources and life experiences for some.
3	Vocabulary a barrier for younger disadvantaged pupils. Internal baseline assessments have shown an increase in pupils in the early years with language and communication difficulties, this also impacting on the transition from EYFS Curriculum into KS1.
4	Attendance of some disadvantaged children is low. Our attendance data for 2021/22 indicates that attendance among disadvantaged pupils has been lower than other groups. *Some of this is linked to COVID related absence.

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
All disadvantaged pupils will make good progress, closing the attainment gap for them where identified.	Disadvantaged pupils will make at least expected or better progress in reading, writing and maths.

Continue to improve Social, Emotional and Wellbeing support for all children and their families; maximising social and emotional development for disadvantaged pupils.	High levels of support and engagement with children and families will evidence that the development of social and emotional well-being for all has improved. This will be measured via staff observations, work with the pastoral leadership team, discussions/surveys with children, families, staff, agencies.
Oral language skills are enhanced through targeted support for pupils whose skills in this area are relatively low.	Transition into the primary classroom and from EYFS into KS1 is smoother and builds children's capacity to benefit from all aspects of school life. Progress in speaking and listening will better equip pupils to move on to activities designed to support phonological awareness and letter-sound knowledge, as a foundation for learning to read.
The attendance of disadvantaged pupils will continue to improve.	The proportion of disadvantaged pupils with low attendance will have reduced, attendance will be good and be at least in line with National data.

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: £67,509

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching to accelerate progress in order to support recovery. Strategically planned CPD linked to whole school development priorities. Further development of middle and senior leaders to strengthen the offer of support for teaching, coaching and mentoring in targeted year groups.	Great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching <i>*refer also to School Development Plan</i>	1,3

Embed effective assessment to support the identification of gaps in learning through the continuation of a variety of valuable activities; such as: external moderation, CPD opportunities for staff, Cornerstones standardised assessment tests for core subjects.	Effective assessment will allow for teachers to identify any gaps in learning and where appropriate plan for individual targeted support from additional catch up. https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources	1,3
Strengthening teachers' practice by drawing on the science of learning and cognitive theory. Ensuring that the explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and that these strategies are taught within a subject and phase specific context. Including Positive Regard, relational and restorative practice training and BOSS trauma informed training.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,3

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

Budgeted cost: £35,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support. To respond rapidly with targeted teaching for pupils at risk of under achievement.	Small group tuition has an average impact of 4 months' additional progress over the course of a year (EEF). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Increased hours allocated to Specialist Teacher assessments (STAPs).	Identification of additional support strategies to be implemented by all stakeholders, including parents and carers.	1,3

1:1 or small group reading and phonics interventions for bottom 20% readers. Use of speech and language toolkits (WellComm and NELI) to assess and identify children who require support. Use of Lexia, an adaptive blended learning programme that accelerates the development of literacy skills. To embed and sustain a reading culture that ensures all children read regularly and develop a 'love of books'.	RWINc is a nationally accredited phonics programme. All school staff are trained to deliver this programme. The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap (EEF). EEF evaluation found that children who received Lexia made the equivalent of two additional months' progress in reading.	1,2,3
Provide additional support for pupils with special educational needs and/or disabilities.	EEF's five evidence-based recommendations to support pupils with SEND: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3

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

Budgeted cost: £30,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit a Pastoral Care Team to work closely with families and identified children in school. Including supporting with attendance, TAC, CIN, CP; leading lunch time well-being clubs etc. Pastoral Care Team to support with dedicated social and emotional learning time.	Families and children will feel supported, having daily access to a key person should they need it. EEF evidences that effective social and emotional learning can lead to learning gains of 4+ months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2,4
To improve attendance of disadvantaged pupils. Identify a School Attendance Champion.	Working closely with families and developing strong relationships results in improved attitudes towards school, including towards attendance. Addressing behaviour and attendance concerns is a key building block in raising attainment for disadvantaged children.	2,4

Subsidise any clubs, trips, experiences, music lessons as identified accordingly for the individual. Continue with free twice weekly 'Get Active' clubs for all children.	Broadening opportunities and experiences.	2,4
Continue to offer Bagel Breakfast as part of the National Breakfast Initiative (partially funded).	Offering breakfast has significantly reduced lateness and has improved children's attendance, arriving to school on time.	2,4

Total budgeted cost: £ 133,346

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 2021 to 2022 academic year.

Training has been key to our strategy this year and we have invested into our staff team so a range of support can be offered to all children. We look forward to further embedding this throughout the next academic years.

The schemes that have been introduced, 'Read, Write Inc.' and more recently 'Active English', are also being embedded and will be closely monitored over the next academic year, with support and intervention provided by specialists through the English Hub.

Additional teacher time has provided high quality intervention for children who may be falling behind. Although the impact of this is not truly reflected in the data from the last academic year, we can see from internal assessments and checkpoints that it is impacting positively on closing the gap triggered by COVID-19 and periods of school closure. Half-termly phonics assessments for the end of Summer 2022 and Autumn 2022 data has evidenced accelerated progress with identified gaps closing for our most vulnerable children.

2021/22 whole school attendance was broadly in line with the local picture for Lincolnshire with the school's overall attendance being 93.97% for the last academic year, slightly below National data. However, amongst some disadvantaged pupils, persistent absence was significantly higher than their peers and higher than the National data; this leading to a focus on attendance in our current plan.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to ongoing COVID-19 related issues, including closing the gap from periods of school closure and re-engaging them back into school life, routines and learning. The impact was particularly acute for disadvantaged pupils. In reaction to our findings, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Read Write Inc. Phonics	Ruth Miskin Training
Active English	L.E.A.D Equate
White Rose Maths	Trinity MAT
Lexia Core 5	Lexia Learning
NELI	Nuffield Foundation Education LTD.

Wellcomm	GL assessment
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