

Pupil premium strategy statement 2025/2026

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 CE(A) First School
https://www.qrcode-monkey.com Number of pupils in school	148 (+Nursery)
Proportion (%) of pupil premium eligible pupils	16/148 = 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Rachael James
Pupil premium lead	Samantha Hall
Governor	Jenny Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (Academic year)	£29,028
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year (Academic)	£29,028

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, regardless of their background and starting points, are able to achieve their full potential academically, achieve personal fulfilment and experience safety and security in their lives to thrive.

As a school, we have a small but steadily increasing number of disadvantaged pupils which means that we are best placed to identify and target their individual needs as well as using funding to offer universal initiatives which impact positively on quality educational outcomes.

Each eligible pupil accounts for a large % of the data, in some cases, one pupil accounts for 50% of a cohort's PP data. This can sometimes mean that data is misleading so care is taken to focus specifically on individuals, their barriers to learning and how we can support these pupils to make positive progress over time.

Of the 16 eligible pupils, 4 are currently on the SEND register, 4 are being monitored for poor attendance/punctuality for being PA at the end of last year. Three pupils are new to the register since September 2025 (2 in reception and 1 in Year 3).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment compared with non-PP peers (Non-SEND attainment) <ul style="list-style-type: none">• In all area and all years, the PP group attain less well than their peers• The PP groups is relatively small so data can be difficult to interpret without looking at individuals• The gap to PP children and their peers is largest in writing

	<ul style="list-style-type: none"> Of the PP group , 8 are SEND and the remaining 12 do not match the attainment of their non-pp peers in all areas.
2	<p>Parental engagement</p> <ul style="list-style-type: none"> Reading at home for PP pupils is variable but in KS1 and EYFS, levels of parental engagement are low. When making this judgement staff consider engagement in parent workshops, parent meetings, daily reading, homework and general communication with the class teacher. 50% of children don't read regularly at home Pupil questionnaire shows that shows that 28% have no support at home with home learning.
3	<p>Low English attainment. 39% of pupil premium children fall into lowest 20% readers</p> <ul style="list-style-type: none"> Half of all PP pupils fall within the lowest 20% reader group in school, half of these pupils do not read regularly at home 36% of PP children are not working at the expected standard in reading. 50% of PP are working below the expected standard in writing Across the school, the lowest 20% of readers attain less well than their peers in other subjects A particular concern looking at whole school data is the phonic screen data for June 25, although we believe this as cohort specific issue phonics attainment for our PP children is a high priority to endure that doesn't become a trend.
4	<p>Low Maths Attainment</p> <ul style="list-style-type: none"> 38% of PP are working below the expected standard compared to non PP children in maths Through carefully tracking systems PP children have been identified as working below those of their peers in particular in KS2
5	<p>Social, emotional and mental health needs</p> <ul style="list-style-type: none"> We have seen a rise in the number of children and families requiring additional support from the pastoral team. Many children are presenting with social, emotional and mental health needs requiring additional support from external agencies. With lengthy wait times for paediatric services school support is imperative for these families. These needs are especially common amongst our disadvantaged pupils. Attendance for disadvantage pupils is especially important for consistency and to allow the right support to be given at the right time.

	<ul style="list-style-type: none"> • Of the 16 eligible children, 1 child has absence under 90% 2 have a current attendance rate of below 95% • 6 children monitoring 2 of which have 100% attendance 3 children 90-95% 1 child is at 84% • 2/4 of these children have attendance below 90% and are therefore considered Persistently absent. • 33% of PP children require additional pastoral support- Wellbeing lead, attendance, PSED support. • 33% of PP children taking up extra curricular activities
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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 (current position)	Success criteria
To ensure that pupils identified as having low starting points make accelerated progress across the Early Years.	<p>Baseline assessments are robust and swiftly identify specific challenges for individuals</p> <p>Quality first teaching and provision reflecting the schools pedagogical approach for each area of learning</p> <p>Where needed, outside agencies are used to support individuals in a timely way</p> <p>SEND pathway is accessed quickly without delay when pupils are identified as having additional needs.</p> <p>Effective delivery of Twinkl Phonics across the setting</p> <p>Effective delivery of intervention which is measurable</p>

<p>To raise attainment in English for disadvantaged pupils</p>	<p>Disadvantage pupils make accelerated progress over time, termly data, pupil progress meetings</p> <p>PP pupils are tracked individually by staff particularly for writing and are discussed in depth at each PP meeting.</p> <p>Where identified as a need pupils have access to adjustments in class to support them in writing, writing frames,</p> <p>colour semantics is used across the school to support with sentence development</p> <p>Language rich environments in early years and exposure to high quality texts supports early storytelling and composition.</p> <p>Early years provision reflects recommendations in the writing framework 2025</p> <p>Pupils have access to daily reading opportunities.</p> <p>All pupils have opportunities to go to the library over the course of the year and have weekly library slots to develop a love of reading</p> <p>High quality phonic interventions show progress over time, Lexia</p> <p>Reading buddies are in place for those lowest 20% readers</p> <p>Daily opportunities to apply newly taught skills to write across the curriculum, writing interventions are in place</p> <p>Pupil premium passports in place to identify specific barriers and areas of flourishing for individuals</p> <p>Pupil conferencing for targeted pupils to identify small steps, key staff focus of key areas moving pupils on swiftly</p> <p>Pupil progress meetings focus on PP children</p>
<p>To raise attainment in Maths for disadvantaged pupils</p>	<p>Opportunities to attend fluency lunchtime clubs in KS1 & KS2</p> <p>Targeted additional fluency practise in Maths lessons across the week for PP pupils</p> <p>Quality first teaching maths lessons daily</p> <p>All staff are aware of individuals through dynamic intervention</p> <p>Pupil premium passports in place to identify specific barriers and areas of flourishing for individuals</p> <p>Pupil conferencing for targeted pupils to identify small steps, key staff focus of key areas moving pupils on swiftly</p> <p>Pupil progress meetings focus on PP children</p> <p>Whole school focus on attainment of girls in maths (see SDP)</p> <p>Identified pupils are making at least expected progress (increased puma scores/ TT Rocks levels)</p>

<p>Develop a strong parent partnership to support children beyond the classroom</p>	<p>Parent engage with regular opportunities to come into school; Coffee mornings for vulnerable families Parent volunteers actively engaged through PTFA, parent workshops etc Running communities' events aimed at engaging our vulnerable families with events such as parent & child dance workshops Harvest & Easter village hunts. Family learning sessions- Children and Parent sessions, strongly encouraging disadvantaged families. Facebook/ seesaw/ website/weekly newsletters. Parent workshops for Phonics and Maths where information is then sent home to everyone. Targeted engagement for PP families</p>
<p>To improve attendance overall for eligible pupils</p>	<ul style="list-style-type: none"> • Attendance is monitored weekly • EWO support is in place • Parents engage with EWO and school to improve attendance • The proportion of eligible pupils meeting the school's attendance target (95%) increases • The proportion of PA pupils who are eligible is in line with or below others. • Targeted support for families with wider contextual issues including engagement with earliest and early help, team around the family and CP involvement.
<p>To ensure that pupils have a voice and feel that their opinions and ideas are valued and that they can articulate these.</p>	<ul style="list-style-type: none"> • Pupils approach learning with confidence and are willing to share their ideas • Pupil voice capture is carried out termly for all eligible pupils • Where possible, pupil feedback is reflected in planning • Pupils are represented in leadership roles across the school.
<p>To ensure that disadvantaged pupils have the opportunity to engage in the wider curricular offer</p>	<ul style="list-style-type: none"> • Pupils from disadvantaged backgrounds engage in music lessons and school trips and visits • Pupils who are eligible, particularly those in KS1, are invited to attend clubs outside of school • School leaders track the uptake of these clubs to encourage equity across our wider curriculum offer. • Perkins eco project- deliberately selected vulnerable pupils to take part in project. • School council/ Worship committee, house captains

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to support leaders in school and promote QFT</i>	EEF recognised quality first teaching in its tiered approach to PP spending.	1,2,3

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

Budgeted cost: £7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention delivery	EEF toolkit: Small group tuition	3, 1
Fund intervention licences- Lexia (£4500)	EEF teacher toolkit: Digital technology, Individualised instruction, Phonics,	3, 1
Speech and Language support	EEF: Small group/individual instruction	3, 1
Educational Psychology assessment and training	EEF: Small group/individual instruction	3, 1
TT Rocks	EEF teacher toolkit: Digital technology, Individualised instruction, Maths fluency	1
White rose	EEF Mastery learning	1
Speech and Language staff member	EEF teacher toolkit: Digital technology, Individualised instruction, Phonics, Oral language interventions	1,3

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

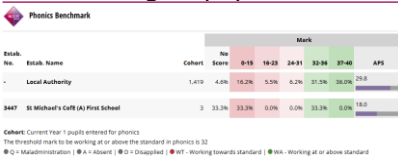
Budgeted cost = £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of value based behaviour rewards (£1500 per annum)</i>	EEF - behaviour interventions	2
<i>Review feedback policy</i>	EEF - feedback	1,3,2
<i>Payment for music tuition</i>	EEF- wider strategies	2,3
<i>Payment of school trips and visits</i>	EEF- wider strategies	2,3
<i>EWO SLA</i>	EEF- wider strategies	4

Total budgeted cost: £31,300 *Total PP/Recovery Funding planned for: 148%*

Part B: Review of outcomes in the previous academic year

Pupil Premium review 2425

Intended outcome (current position)	Success criteria	Review
To ensure that pupils identified as having low starting points make accelerated progress across the Early Years.	<p>Baseline assessments are robust and swiftly identify specific challenges for individuals</p> <p>Quality first teaching and provision reflecting the schools pedagogical approach for each area of learning</p> <p>Where needed, outside agencies are used to support individual in a timely way</p> <p>Effective delivery of Twinkl Phonics across the setting</p> <p>Effective delivery of intervention which is measurable</p>	<p>The rapid identification of need within EY settings enables the prompt delivery of targeted support.</p> <p>High quality Phonics teaching is embedded across EYFS & KS1 overall attainment for disadvantaged groups was lower than non disadvantaged pupils but higher than LA disadvantaged pupils</p>  <p>Progress data was positive for all pupils</p> <p>baseline to end of year data for PP children shows that good progress was made;</p> <p>Child1 baseline on track in all areas End of Year on track in all areas.</p> <p>Child2 Baseline below in all areas. End of year data On track in PSED,PD,R,N,CD</p> <p>Child3 Baseline below in all areas apart from PSED, CL,UW. End of year data OT in CL,M,UW,PSED.</p>

<p>To raise attainment in English for disadvantaged pupils</p>	<p>Disadvantage pupils make accelerated progress over time, termly data, pupil progress meetings</p> <p>Pupils have access to daily reading opportunities.</p> <p>All pupils have opportunities to go to the library over the course of the year and have weekly library slots to develop a love of reading</p> <p>High quality phonic interventions show progress over time, Lexia</p> <p>Reading buddies are in place for those lowest 20% readers</p> <p>Daily opportunities to apply newly taught skills to write across the curriculum, writing interventions are in place</p> <p>Pupil premium passports in place to identify specific barriers and areas of flourishing for individuals</p> <p>Pupil conferencing for targeted pupils to identify small steps, key staff focus of key areas moving pupils on swiftly</p> <p>Pupil progress meetings focus on PP children</p>	<p>End of year reading attainment data shows that PP pupils have all increased with the exception of Y1.</p> <p>For reading whole school PP data shows an increase year on year- summer 23 was 52% summer 24 63% summer 25 was 70%</p> <p>End of year writing data shows that there has been a slight increase for our PP children in writing but the overall % still remains significantly below that of their peers (33%)</p> <p>Lowest 20% readers are carefully monitored and additional interventions are in place- Impact of interventions; All PP who fall into this category receive Lexia intervention.</p> <p>Assessments show that all pupils have made expected progress with the exception of 2 pupil who are SEND who have made progress against personal targets</p> <p>Reading buddies are in place for our PP children to provided access to additional reading opportunities- These pupil reported a love for reading buddies and teachers have noted an increase in</p>
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		<p>their confidence within reading.</p> <p>PP children have had access to interventions to support phonics throughout the year. In Year out of the 3 Pupil Premium children 2 are SEND following intervention 1 pupil went from 25 to 36 on the phonic screen check ensuring a pass.</p> <p>Pupil conferencing is embedded across the school and staff are aware of the small steps pupils need to make in order to close the gaps- Lesson observations show that pupil conferencing is well established.</p> <p>Pupil progress meetings incorporate a clear focus on Pupil Premium through the use of Pupil Passports. These passports monitor each child's progress and attainment over time, ensuring that every pupil is identified and their needs addressed promptly.</p>
Develop a strong parent partnership to support children beyond the classroom	<p>Parent engage with regular opportunities to come into school; Termly parents' evenings, online profiles (Seesaw), social media, Parent volunteers actively engaged through PTFA, parent workshops etc</p>	<p>Parent workshops have been offered for Phonics across EY's and Ks1 these are highly attended.</p> <p>We run an additional workshop for targeted pupils</p>

		<p>in Year 1 this was also well attended.</p> <p>We have 3 parents on our PTA who are parent's of PP children</p>
<p>To improve attendance overall for eligible pupils</p>	<ul style="list-style-type: none"> • Attendance is monitored weekly • EWO support is in place • Parents engage with EWO and school to improve attendance • The proportion of eligible pupils meeting the school's attendance target (95%) increases. • The proportion of PA pupils who are eligible is in line with or below others. 	<p>No PP children recorded at less than 88% year ending 2425</p> <p>We have one eligible pupil who has received a persistent absence letter for last year's attendance figures fell below 90% EWO has worked closely with this family and attendance has improved as a result.</p> <p>Overall absence is 3.2% for last year. Staffordshire absence rates 6.38%</p> <p>Of the 16 eligible children, 1 child has absence under 90% 2 have a current attendance rate of below 95%</p> <p>6 children monitoring 2 of which have 100% attendance 3 children 90-95% 1 child is at 84%</p> <p>2/4 of these children have attendance below 90% and are therefore considered Persistently absent.</p> <p>33% of PP children are taking up extra curricular activities</p> <p>The school has been better than national average in the last 3 academic years for overall absence, this includes those venerable pupils</p>

		Overall attendance for PP children is 96.2% compared with non PP children 96.8% compare this to National which is 92.1%
To ensure that pupils have a voice and feel that their opinions and ideas are valued and that they can articulate these.	<ul style="list-style-type: none"> • Pupils approach learning with confidence and are willing to share their ideas • Pupil voice capture is carried out termly for all eligible pupils • Where possible, pupil feedback is reflected in planning 	Pupil voice survives are carried out and outcomes analysed.
To ensure that disadvantaged pupils have the opportunity to engage in the wider curricular offer	<ul style="list-style-type: none"> • Pupils from disadvantaged backgrounds engage in music lessons and school trips and visits • Pupils who are eligible, particularly those in KS1, are invited to attend clubs outside of school 	We offer a wide range of clubs to all pupils, our disadvantage pupils have the opportunity to take part in these clubs. The uptake for these clubs by Pupil premium pupils was 33% Enrichment club opportunities within school allow access for those pupils who don't attend any afterschool clubs.