

## 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 CE(A) First School
Number of pupils in school	149 (+Nursery)
Proportion (%) of pupil premium eligible pupils	14/149= 9.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	Oct 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Martin Officer
Pupil premium lead	Zoe Cahalan
Governor	Jenny Booth

### Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (Academic year)	£17,106 (£19,390+£320)
Recovery premium funding allocation this <del>academic</del> financial year (Academic Year)	£2400 (£2755)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this financial year (Academic)</b>	<b>£19,506 (£22,145)</b>

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, we have a small proportion 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.

As a school we have a very small PP % which means that each pupil accounts for a large % of the 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 14 pupils, 2 are currently on the SEND register, 5 are being monitored for poor attendance and 8 pupils are in receipt of wave 2 intervention. Three pupils are new to the setting since September.

### 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
2	Self-confidence and self-regulation
3	Underachieving group (Not SEND)
4	Attendance below that of peers

## 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
<p>To raise attainment in Writing and Maths for disadvantaged pupils</p> <p>Current 58% for Maths and 33% for writing</p>	<p>Targeted intervention increases the proportion of pupils meeting age related expectation by the end of the academic year</p> <p>High quality first teaching is consistently evident across the school</p>
<p>To provide targeted early intervention to support children in the EYFS who are not meeting age milestones</p> <p>Of the 6 pupils in the current Reception cohort: 2 are new to setting and attended other nursery provision, 1 pupil deferred a year and joins the cohort a year behind his chronological peers on the SEND register, All 6 are not meeting baseline milestones</p>	<p>Early identification of pupil needs is evident through baseline assessment outcomes</p> <p>Targeted intervention in place in Autumn term</p> <p>Liaison with SENDCO for those pupils who are causing concerns</p> <p>Progress against individual targets is made termly as evidence through data analysis discussed at Pupil Progress meetings</p> <p>The expertise of appropriate agencies I used to support with specific need</p>
<p>To improve attainment of identified pupils through group intervention</p> <p>Of the 14 PP pupils 10 are either SEND or in receipt of additional intervention.</p>	<p><b>Pupils in receipt of targeted intervention make accelerated gains form starting points</b></p>
<p>To improve attendance overall for eligible pupils</p> <p>2021/22 figures indicate that attendance for PP group 1.7% lower than attendance overall although both groups were above National. Of the 14 PP pupils, 2 had absence above 10%</p>	<p>To Monitor attendance weekly and report to Governors half termly</p> <p>Parent meetings are held where absence causes concern</p> <p>Sanctions are issues for PA cases</p> <p>Referrals are made to services for support in the home where necessary</p>

	<b>The attendance gap narrows between disadvantaged pupils and their peers.</b>
To provide the right specialised service to pupils who need it	Outcomes for pupils improve because barriers which can be addressed by a specialist service have been successful
To ensure that pupils have a voice and feel that their opinions and ideas are valued and that they can articulate these.	Pupils approach learning with confidence and are willing to share their ideas
To ensure that feedback to pupils has a positive impact on pupil outcomes	Pupils know how to improve their learning and this results in progress over time
To ensure that disadvantaged pupils have the opportunity to engage in the wider curricular offer	Pupils from disadvantaged backgrounds engage in music lessons and school trips and visits

### 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: £ 10,000 to offset 1/5 of DHT salary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>DHT as teaching and learning lead providing personalised CPD for staff</i>	EEF recognised quality first teaching in its tiered approach to PP spending.	1, 3

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

Budgeted cost: £8208 Support staff to deliver intervention, £4500 for Lexia licences, £900 for Eaware TOTAL= £13,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention delivery	EEF toolkit: Small group tuition	3
Fund intervention licences- Lexia (£4500)	EEF teacher toolkit: Digital technology, Individualised instruction, Phonics,	3

EAware Software to track the impact of intervention for target pupils	EEF: Small group/individual instruction	3
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £1500 rewards, £1000 music tuition, £1000 for school visits TOT= £3500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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>Attendance meetings</i>	EEF- wider strategies	4

**Total budgeted cost: £27,108 Total PP/Recovery Funding planned for: 138%**

**Part B: Review of outcomes in the previous academic year**

Objective	Review 2021/22
<p>To raise attainment in Writing and Maths for disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• <u>Spring data</u> demonstrates that 2 of the 4 Year 1 PP pupils who were not at ARE for writing in Autumn are now on track.</li> <li>• The one PP pupil in Year 2 remains on track for writing</li> <li>• No PP pupils are currently on track in Year 3 for writing</li> <li>• Year 4 remains at 50%</li> </ul> <p>Summer data demonstrates that:</p> <ul style="list-style-type: none"> <li>• In Year 1 33% of PP pupils were working at expectation in R, W and M</li> <li>• In Year 2, (1 pupil) pupil was at expectation for reading but not for <b>writing</b> and Maths</li> <li>• In Year 3, neither of the 2 PP pupils were at expectation for writing and 50% (1) achieve age expectation in maths.</li> <li>• In Year 4, 50% of PP pupils (3/6) reached expectation in writing and 83% in Maths.</li> <li>• Whole school PP performance (13 pupils)  <b>58% on track in maths overall</b>  <b>33% for writing</b></li> </ul> <p>Some positive gains in Year 4 over the year. Despite short term gains following 121 support KS1 pupils did not sustain improvement.</p>
<p>To provide targeted early intervention to support children in the EYFS to achieve age expectations</p>	<p><u>Not currently any PP pupils in Reception but attainment overall has increased significantly</u></p> <ul style="list-style-type: none"> <li>• No PP in reception in 2021/22.</li> </ul>
<p>To improve attainment of identified pupils through group intervention</p>	<ul style="list-style-type: none"> <li>• <u>Outcomes of intervention programmes are clearly measurable</u></li> </ul> <p>Despite small gains and improvements that are clearly measurable in isolation, overall impact of intervention are not notable through % summary data trawl.</p> <p>Intervention summaries show clear impact of intervention over time. Lexia reading continues to demonstrate positive impact on pupils fluency.</p>

<p>To improve attainment of identified pupils through 121 intervention</p>	<ul style="list-style-type: none"> <li>• Targeted groups have shown good gains as a result of 121 /small group tuition with a good proportion of children moving to age expectation for the area targeted.</li> <li>• Targeted support for pupils in KS2 had a pleasing impact particularly in those Year 4 pupils who were not previously at age related expectation. Initial gains made by S1 children were not sustained over time when intensive support was no longer delivered.</li> </ul>
<p>To provide the right specialised service to pupils who need it</p>	<ul style="list-style-type: none"> <li>• Pastoral support has been sought for a number of pupils</li> <li>• Support services allocated to eligible pupils included: <ul style="list-style-type: none"> <li>○ Speech and Language</li> </ul> </li> <li>• Educational psychology</li> </ul>
<p>To ensure that pupils have a voice and feel that their opinions and ideas are valued and that they can articulate these.</p>	<p>P4C is now planned to be covered as part of other curriculum areas. BIG questions have been identified by staff.</p> <ul style="list-style-type: none"> <li>• P4C is embedded in the curriculum and is w beginning to feature as part of home learning.</li> </ul>
<p>To promote positive behaviour both inside and outside the classrooms</p>	<p>Trickbox strategies are embedded and pupils now have and utilise a range of skills associated with de-escalation</p> <p>External verification received to support the judgement that pupil behaviour is at least good.</p>
<p>To ensure that feedback to pupils has a positive impact on pupil outcomes</p>	<p>Feedback and marking policy has been re-reviewed with staff. Staff have now had the opportunity to use the policy and feed back on its practical application.</p> <p>Pupil voice to be used to identify how pupils are using their marking.</p>

## Pupil premium strategy outcomes 2020/21

Pupil Premium Review 2019-2021

St Michael's CE (A) First School

At St Michael's we strive to develop and inspire **courageous, respectful** and resilient learners encouraging them **serve with kindness, respect** and tolerance guided by our Christian values so that they can flourish, living 'life in all its fullness'. (John 10:10)

Cohort Numbers of eligible children:

Nursery EYPP	2
Reception	4
Year 1	0
Year 2	2
Year 3	4
Year 4	8

PP Grant income for the period: Sep 2019 and March 2021: **£27,700**

Data:

Data Set	Cohort overall	PP Eligible %	Non PP %
Autumn 2020 Phonic check for pupils in Year 2 who missed the Year 1 check in Summer 2020	76%	100% pass (3 children)	74% (20/27)

PIRA Return to school baseline data

Year Group	PIRA % @+		PUMA %@+	
	Overall	PP Pupils	Overall	PP Pupils
Year 1				
Year 2	57%	50%	72%	50%
Year 3	76%	75%	68%	75%
%	69%	62%	68%	71%

Pupil Premium Review 2019-2021

St Michael's CE (A) First School

Priority Area	Specific Objective	Actions/Spending	Anticipated Impact/Actual Impact
1. Teaching and Learning	<p>To ensure quality first teaching across the school To support and embed new systems and policies for teaching and learning</p> <p>To ensure that early reading is taught well across the EYFS</p>	<p>Supplement the cost of a 3 day non-class based DHT to support teaching and learning (£10,000)</p> <p>Contribute to EYFS advisor to support with EYFS teaching and learning (£1,000)</p>	<p>The teaching profile has improved and as a result of targeted support</p> <p>Following COVID-19 school closure the role of the DHT was refocussed to lead on the development of a high quality home learning offer. We had a 97% take up rate of pupil engaged in home learning during lockdown 2.</p> <p>Additional support and guidance given to parents to support with delivery of home learning.</p> <p>Wellbeing checks made by DHT to families who were struggling with the logistics of home schooling.</p> <p>Monitoring of quality of home learning submission. Identification of pupils who needed ICT in the home and sourcing of devices.</p> <p>Monitoring of reading evidence show that teaching of early reading/phonics has improved.</p>
Total cost of priority area for period Sep 2019- March 2021			<b>£16,000</b>



Priority Area	Specific Objective	Actions/Spending	Anticipated Impact/Actual Impact
2. Intervention	To close the gap between underperforming pupils and their peers	Deployment of support staff to deliver wave 2 intervention (£7689)  Resourcing for interventions (£500)	Individual impact sheets for Summer 2019 and Autumn 2019, Autumn 2020 show good gains for targeted children. Assess Plan Do reviews started for those children who did not make anticipated gains. Intervention was interrupted for Summer 2020 and Spring 2021 due to school closure.  A range of interventions are available to meet the needs of children.  From January 2021 to March 2021, support staff were responsible for the supervision of Key worker and vulnerable children including those in school by invite because they had been identified by school as vulnerable.
Total cost of priority area 2			£12,300

### 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
Trickbox	Trickbox
Lexia Reading	Lexia UK
Wellcomm	GL

### Further Information

The previously published PP strategy template was completed prior to the beginning of the academic year. This is also available to view on the school website.