

Pupil Premium Strategy: St. Michael's, Catholic Primary School

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 |
|---|--|
| Number of pupils in school | 186 |
| Proportion (%) of pupil premium eligible pupils | 15.7%% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-25 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 September 2024 |
| Statement authorised by | Christina Parker |
| Pupil premium lead | Christina Parker |
| Governor / Trustee lead | Beverly Coult |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £31420 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £31,420 |

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's School we strive to provide a broad and ambitious curriculum for all that equips each and every pupil with knowledge and skills that allow them to flourish. We want to provide all pupils, irrespective of their personal circumstances, with a wide range of experiences and opportunities that allow them to develop their own unique set of gifts, talents and character traits, empowering and inspiring them to be the very best they can be.

Some pupils in our school may be disadvantaged due to the impact of their social and economic circumstances. Such circumstances may include factors such as parental engagement, low aspirations, development of language skills, level of cultural knowledge, lack of affordability, and emotional support.

In our school, we consider all children vulnerable in anyway, to be considered educationally disadvantaged regardless of whether or not they are in receipt of Pupil Premium funding.

We have relatively low numbers of children in receipt of Pupil Premium, with anywhere between 1 and 6 per year group, and therefore it is vital that these children do not fall under the radar. We ensure this by:

- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children. Teachers are passionate and seek to ensure all children learn well using research based teaching principles and schemes of work. Teaching staff are well trained and receive regular CPD.
- Providing high quality phonics and reading teaching for all pupils from day one ensuring regular assessment of skills identifies those pupils that require additional support and interventions to stay on track.
- Enhancing communication and language skills across school with a particular focus on developing oracy skills in Early Years and Key Stage 1.
- Understanding the strengths and needs of every pupil and where needed, providing individualised approaches to address barriers to learning at an early age through intervention
- Regularly reviewing the progress and performance of all pupils to ensure are approaches are impactful.
- Carefully delegating support staff to ensure they have the biggest impact on the largest amount of children. The quality of delivery of support and interventions is of upmost importance and in our experience the most impactful.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Reading</p> <p>A higher proportion of disadvantaged pupils than non-disadvantaged pupils enter Key Stage 2 not yet secure with their phonics knowledge and therefore lacking fluency and confidence in applying effective reading strategies. Reading records highlight that some of these children do not engage in any reading activities at home.</p> |
| 2 | <p>Attendance</p> <p>The attendance of disadvantaged pupils is slightly lower than that of non-disadvantaged pupils thus impacting on their learning due not only to the lesson time missed but also the impact on their mental well-being and self-esteem.</p> |
| 3 | <p>Early Years</p> <p>Pupils classed as disadvantaged often do not enter Early Years at age related expectations with baseline assessments indicating lower starting points. Communication and language skills, social and emotional skills and motor skills are often noticeably lower.</p> |
| 4 | <p>Lack of wider opportunities/experiences</p> <p>A cost of living crisis means that some families are limited in what they are able to afford in terms of clubs, trips and experiences outside of school. We are committed to nurturing the talents and interests of all our children and ensuring that no one misses out on opportunities offered by school due to cost.</p> |
| 5 | <p>Mental well-being</p> <p>Emotional resilience of some pupils is low compared to their peers. Coupled with higher levels of anxiety, this can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</p> |

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 attendance levels | <ul style="list-style-type: none"> • 2024/25 attendance data show attendance levels for both disadvantaged and non-disadvantaged to be above national levels with the gap showing a decrease over time. |
| All children will make good or better progress in phonics and reading – this will help vocabulary acquisition. | <ul style="list-style-type: none"> • The reading ELG is at least in line with national average • Phonics check results are above the national average • By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to assessments from summer 2024. • Half termly assessments show progress and that identified gaps have been addressed • Reading records show that children are being supported with their reading at home |
| All children access the wide range of enrichment activities we have on offer at St Michael's School | <ul style="list-style-type: none"> • An increased number of disadvantaged pupils accessing afterschool clubs • All disadvantaged pupils able to attend school trips and residentials • An increase in the number of disadvantaged pupils accessing specialist music and language tuition |
| Disadvantaged pupils in EYFS make expected or rapid progress in all areas to meet national expectations. | <ul style="list-style-type: none"> • Proportion of disadvantaged children reaching GLD at least matches proportion of non-disadvantaged children reaching GLD. • All disadvantaged pupils are adequately prepared for the Year 1 curriculum |

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| <p>Children make a good level of progress within the core curriculum</p> | <ul style="list-style-type: none"> • Increased proportions of disadvantaged pupils will reach ARE or GD in English and Maths across school • Children have age appropriate skills and knowledge |
| <p>High levels of sustained well-being for all pupils</p> | <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys, teacher observations and evaluations from social/emotional interventions indicate improved mental wellbeing amongst identified pupils. |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £350

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Implement Nuffield Early Learning Language Intervention with all EYFS children across the year. (£0)</p> | <p>On average, children who are involved in communication and language approaches make approximately six-month additional progress over the course of a year. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language intervention.</p> <p>EEF toolkit: Communication and language approaches – additional 6 months progress</p> <p>NELI – additional 10 months progress</p> | 3, |
| <p>New staff to access in-house RWI training to ensure consistency in this approach to systematic synthetic phonics across the school. (£0)</p> <p>Staff to have access to specialist support from within the Trust (£0)</p> | <p>Overall the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words.)</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>Read Write Inc is a DFE accredited systematic synthetic phonics programme.</p> <p>EEF toolkit: Phonics – additional 4 month progress.</p> <p>RWI evidence.</p> | 1, 3 |
| <p>Purchase Dyslexia Screening test (Rapid) to be used by SENDCo to identify children with a specific barrier to their learning</p> | <p>Some pupils who persistently struggle with reading and spelling despite interventions may have a specific learning difficulty such as dyslexia. Early intervention is key to ensure appropriate support is in place. We have found with dyslexic pupils in the past that when they understand their barriers to</p> | 1 |

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| £275 | learning, they are empowered and become more engaged with learning strategies to overcome the barrier. | |
| Anxious about School training delivered by the school EP (CoL credits) | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF: There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. | 2, 4, 5 |
| Whole class brass lessons for Year 4 delivered by the Durham Music Service (£75) | EEF findings suggest arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Currently none of our disadvantaged children access private music tuition despite showing musical promise within curriculum lessons. | 4 |

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

Budgeted cost: £ 14,406.10

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Reading interventions will take place daily for pupils who are not fluent readers (including BRAP and Word Wasp-£28 per book) | Higher attainment in reading indicates better life chances. Reading a wide variety of genres will support vocabulary acquisition. High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. | 1 |
| Teaching assistants will lead flexible intervention groups to support pupils in 'keeping up'. (£7,203.05) All SEND children have dedicated time to work | Short regular sessions (about 30 minutes three to five times a week) over a set period of time appear to result in optimum impact. Evidence also suggest tuition should be additional to, but explicitly linked with normal teaching. EEF Teaching and Learning Toolkit: small group tuition – additional 4 months progress | 1 |

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| <p>on recommended outcomes from specialists e.g Power of 2/Plus 1 (£20 per book) (£7,203.05)</p> | <p>EEF evidence ‘As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>EEF Evidence ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16,738.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>A TA will have specific time set aside to support children with challenging behaviour and social and emotional needs (Lego therapy, Zones of regulation, Starving the Anxiety Gremlin etc). (£14,346.32)</p> | <p>Overall it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>Social and emotional learning improves interaction with others and self-management of emotions impacting on attitudes to learning and social relationships in school, which increases progress in attainment</p> <p>EEF teaching and learning toolkit: behaviour interventions – additional 3 months’ progress</p> <p>EEF toolkit: social and emotional learning</p> | 5 |
| <p>Engage with STAR programme led by Local Authority which will enable access to emotional wellbeing interventions and support.</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF: The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.</p> | 5 |

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| <ul style="list-style-type: none"> Fortnightly review of attendance. Promoting the importance of attendance with pupils through weekly awards and with parents via letters, phone calls and meetings | <p>Poor school attendance impacts a child's future, not just through their educational achievement but also socially and developmentally. The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard (The Education Hub).</p> | 2, |
| <p>More books purchased based on recommendations of pupils to engage them in reading for pleasure. (£200)</p> | <p>Children who enjoy reading are motivated to read more frequently and make better progress. Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p> <p>EEF Improving Literacy in Key Stage 1</p> | 1, 4 |
| <p>Engaging with families to celebrate their child's success and with ways to support their child at home through parental engagement activities</p> | <p>Using emails and Facebook to inform parents of their child's success e.g. Treat Friday, postcards, Family bead treats and celebrated in celebration assemblies.</p> <p>Increased parental engagement improves relationships between staff and parents and in turn supports parents with supporting and engaging their children at home.</p> <p>Parental engagement has a positive impact on average of 4 months additional progress</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> | 2, 3, 5 |
| <p>Workshops booked for all classes. Extra-curricular activities will be offered to tap into our children's passions so that pupil premium children can enjoy the wide range of enrichment activities we have on offer at St Michael's School.</p> <p>Reduction in costs of trips for PP.</p> | <p>Cultural capital experiences are promoted in the curriculum, Ofsted research (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self confidence</p> | 2, 4, 5 |

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| <p>Sports events promoted to PP.</p> <p>Outdoor learning encouraged.</p> <p>Holiday clubs subsidised and promoted for PP pupils.</p> <p>Wrap around care subsidised</p> <p>Support with music tuition</p> <p>(£2,192.58)</p> | | |
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Total budgeted cost: £ 31,495

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 to 2024 academic year.

Attendance

For the academic year 2023-24, the average attendance for our disadvantaged pupils was 94.61% compared to 96.0% for non-disadvantaged pupils. This difference of 1.39% is a good improvement on last year's difference (2023-24) which was 2.4% which had also been an improvement compared to 2022-23 which was 4.52%. We are closing the attendance gap over time. Analysis of reasons for absence indicate that a high proportion of the absences were due to family holidays. The significant price difference between term time holidays and non-term time holidays could be contributing to this however we expect these holiday request to dramatically decrease with the introduction of stricter guidance leading to penalty notices. Other absences were due to sickness or linked to emotional well-being. Holidays requests are not authorised during term time and therefore not encouraged. Increased parental engagement to promote the importance of taking holidays outside of term time. As there is still a 1.39% difference between disadvantaged and non-disadvantaged, attendance will continue to be a focus on our current plan. We will particularly focus on how to support children who are anxious about coming to school and require emotional support.

Attainment

Early Years- This data is based on 1 pupil one. This pupil achieved GLD. 86% of the whole class achieved GLD and so this was a high attaining year in Early Years. A small class size enabled immediate identification of gaps and 1:1 interventions. As oracy and reading is pivotal to academic attainment, daily interventions and targeted support is in place for the children not meeting expectations in any of the key areas of learning.

Year 1 Phonics- Of the 5 disadvantaged pupils, 3 passed the phonics screening test (60%). As a class, 86% passed the phonics test and so there was a significant difference between pupil premium and non-pupil premium pupils. The 2 pupils who did not pass, are also on the SEND register. We will provide additional reading and phonics practice for all pupils who did not pass the check as they move into Year 2.

Year 2 phonics resit- This data is based on only 1 child who is in another vulnerable group. This pupil passed the phonics check but will still receive additional support and interventions in Key Stage 2 to ensure the development of reading fluency.

MTC- This data is based on 6 pupils, 2 of whom are on the SEND register. The average score of the disadvantaged pupils was 14.1 compared to an average score of 18.4 for non-disadvantaged pupils. It is felt that some pupils did not achieve as well as predicted and that going forward, pupils will be better prepared for the official check to eliminate any additional anxiety.

Year 6- This data is based on 1 child who is also on the SEND register. This child met the expected standard for Maths but not Reading and Writing. Nonetheless, internal assessments show that this child can read fluently and that there has been a significant improvement with writing skills.

Personal development and mental well-being

All pupil premium children attended each trip offered including the Year 6 residential.

During 2023-24 a higher proportion of disadvantaged pupils (47.82%) attended afterschool clubs than non-disadvantaged (44.9%). This is an improvement on the previous year and is attributed to the availability of discounted clubs. This year we will explore offering discount for clubs provided by external providers such as French Club and Forest Schools. When we provided clubs using school staff, we encourage pupil premium children to attend. For example, some of our PP children that had never attended an afterschool club previously, attended the art club or lego during the year 2023-24 and are continuing to access it this year.

Regular social and emotional support sessions provided for disadvantaged pupils as required which in turn kept them engaged with school when friendship issues, anxiety and self-esteem issues arose. These sessions are offered by an experienced TA who has a very good relationship with the children and is trained in delivering high quality programmes such as Lego Therapy, Relax Kids and Zones of Regulation.

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 |
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