

# 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	203
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	September 2023
Date on which it will be reviewed	<b>September 2024</b> <b>September 2025</b>
Statement authorised by	Christina Parker
Pupil premium lead	Christina Parker
Governor / Trustee lead	Helen Gillingham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£45,400</b>

# 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 availability of emotional support.

In our school, we consider all children vulnerable in any way to be considered educationally disadvantaged regardless of whether or not they are in receipt of Pupil Premium funding and therefore our strategy plan applies to all our vulnerable groups.

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 and a sustained focus on developing vocabulary across KS2.
- 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, support and scaffolding.
- Regularly reviewing the progress and performance of all pupils to ensure our 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><b>Reading</b></p> <p>A higher proportion of disadvantaged pupils than non-disadvantaged pupils in Key Stage 2 are not reading age-appropriate texts fluently which in turn can affect comprehension skills. Reading records highlight that some of these children do not engage in any reading activities at home.</p>
2	<p><b>Attendance</b></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><b>Early Years</b></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 areas in which children's starting points are lower than their peers.</p>
4	<p><b>Lack of wider opportunities/experiences</b></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. We are aware that it is not just families in receipt of pupil premium that are affected by the cost of living crisis.</p>
5	<p><b>Mental well-being</b></p> <p>Emotional resilience of some pupils is low compared to their peers. This may be compounded by stresses the adults at home are experiencing due to financial hardship and so on. 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>
6	<p><b>SEND</b></p> <p>32% of our disadvantaged pupils have also been identified as having a special educational need and therefore either have a SEND support plan or an EHCP. Several of these pupils therefore experience underlying barriers to learning that may be compounded by the challenges cited above.</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
Increased attendance levels	<ul style="list-style-type: none"> <li>2025/26 attendance data show attendance levels for both disadvantaged and non-disadvantaged to be above national levels with the gap showing a decrease over time.</li> </ul>
All children will make good or better progress in phonics and reading – this will help vocabulary acquisition.	<ul style="list-style-type: none"> <li>The reading ELG is at least in line with national average</li> <li>Phonics check results are above the national average</li> <li>By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to assessments from summer 2025.</li> <li>Half termly assessments show progress and that identified gaps have been addressed</li> <li>Reading records show that children are being supported with their reading at home</li> </ul>
All children access the wide range of enrichment activities we have on offer at St Michael's School	<ul style="list-style-type: none"> <li>An increased number of disadvantaged pupils accessing afterschool clubs</li> <li>All disadvantaged pupils able to attend school trips and residentials</li> <li>An increase in the number of disadvantaged pupils accessing specialist music and language tuition</li> <li>Disadvantaged children attend events organised by the PTA such as school discos and fairs.</li> </ul>
Disadvantaged pupils in EYFS make expected or rapid progress in all areas to meet national expectations.	<ul style="list-style-type: none"> <li>Proportion of disadvantaged children reaching GLD at least matches proportion of non-disadvantaged children reaching GLD.</li> <li>All disadvantaged pupils are adequately prepared for the Year 1 curriculum</li> </ul>

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

## 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: £1,787

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><b>EEF toolkit: Communication and language approaches – additional 6 months progress</b></p> <p><b>NELI – additional 10 months progress</b></p>	<p>3, 6</p>
<p>New staff to access official RWI training to ensure consistency in this approach to systematic synthetic phonics across the school. School has access to one development day per year. (£900)</p> <p>Staff to have access to specialist support from within the Trust and expertise within the school team (£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><b>EEF toolkit: Phonics – additional 4 month progress.</b></p> <p><b>RWI evidence.</b></p>	<p>1, 3, 6</p>
<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>	<p>1, 6</p>

£86	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) <b>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.</b>	2, 4, 5
Whole class brass lessons for Year 4 delivered by the Durham Music Service (£75 per half term = £450) and individual tuition where requested by parents (£117 per term = £351)- agreed to be paid for 1 pupil	EEF findings suggest arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	4

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

Budgeted cost: £ 20,220.20

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- £27 per book = £540)	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.  <b>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.</b>	1, 6
Teaching assistants will lead flexible intervention groups to	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	1, 6

<p>support pupils in 'keeping up'. (£9,640.10) Monitored regularly by key SLT.</p> <p>All SEND children have dedicated time to work on recommended outcomes from specialists e.g Power of 2/Plus 1 (£20 per book = £400) (£9,640.10) Monitored regularly by key SLT.</p>	<p>suggest tuition should be additional to, but explicitly linked with normal teaching.</p> <p><b>EEF Teaching and Learning Toolkit: small group tuition – additional 4 months progress</b></p> <p><b>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.</b></p> <p><b>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.</b></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,392.80

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). (£17,091.82) Monitored regularly by key SLT.</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><b>EEF teaching and learning toolkit: behaviour interventions – additional 3 months' progress</b></p> <p><b>EEF toolkit: social and emotional learning</b></p>	5, 6
<p>Engage with STAR programme led by Local Authority which will</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management</p>	5

enable access to emotional wellbeing interventions and support.	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.	
<ul style="list-style-type: none"> <li>Fortnightly review of attendance. Promoting the importance of attendance with pupils through weekly awards and with parents via letters, phone calls and meetings</li> </ul>	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, <a href="#">primary school</a> 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).	2,
More books purchased based on recommendations of pupils to engage them in reading for pleasure. (£400)	<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><b>EEF Improving Literacy in Key Stage 1</b></p>	1, 4
Engaging with families to celebrate their child's success and with ways to support their child at home through parental engagement activities	<p>Increased parental engagement improves relationships between staff and parents and in turn supports parents with supporting and engaging their children at home. Parental engagement has a positive impact on average of 4 months additional progress</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	2, 3, 5
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. Reduction in costs of trips for PP.	<p>Cultural capital experiences are promoted in the curriculum, Ofsted research (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils.</p> <p><b>EEF – sports participation increases educational engagement and attainment</b>  <b>EEF – outdoor adventure learning shows positive benefits on academic learning and self confidence</b></p>	2, 4, 5

<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>(£5,900.98)</p>		
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**Total budgeted cost: £ 45,400**

## 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 to 2025 academic year.

#### **Attendance**

For the academic year 2024-25, the average attendance for our disadvantaged pupils was 93% compared to 95.57% for non-disadvantaged pupils. This difference of 2.57% is slightly higher than the difference in the previous academic year (1.39%) We therefore must refocus our attention on supporting these families with attending well. Analysis of reasons for absence indicate that some 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 requests to continue to decrease with the stricter guidance leading to penalty notices. 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 Other absences were due to sickness or linked to emotional well-being. We have accessed the STAR project through the LA this year. Through this, we have been able to access whole staff CPD e.g. emotional regulation and whole class nurture programmes such as peer mentoring, the NOW programme and Decider Skills. This is enabling pupils who are anxious about school to be well supported and absences are reduced. As there has been an increase in disadvantaged pupil absence, this will continue to be a focus on our current plan. We will particularly focus on supporting children who are anxious about coming to school and require emotional support.

#### **Attainment**

Early Years- This data is based on 3 pupils. 100% of pupils achieved GLD. 78% of the whole class achieved GLD and so this was a high attaining year in Early Years for disadvantaged pupils. Baseline assessments in September followed by regular assessment throughout the year allowed for children with gaps to be identified early on so that additional support could be put in place. 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- Only one child in this class is categorised as disadvantaged. This pupil passed the phonics test. 89% of the whole cohort passed. The 2 pupils who did not pass, are 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 2 disadvantaged children. One passed, and the other did not despite assessments throughout the year indicating that they were on track. This pupil is also on the SEND register. This pupil will continue to receive additional support and interventions in Key Stage 2 to ensure the development of reading fluency.

MTC- This data is based on 4 pupils. The average score of the disadvantaged pupils was 21.8 (compared to 23 for the whole cohort). This is much improved compared to last year where the average score was 14.1.

Year 6- This data is based on 5 children. 100% met the expected standard for Reading, 80% met the expected standard for Writing and 80% met the expected standard for maths. 80% met the expected standard for RWM combined which is favourable compared to the whole cohort which was 81%

### **Personal development and mental well-being**

All pupil premium children attended each trip offered including the Year 4, 5 and 6 residentials.

During 2024-25 a higher proportion of disadvantaged pupils (51.72%) attended afterschool clubs than they have done in previous years. Overall, 66% of our school cohort attended an after school club so there is still some work to be done to ensure more pupils are able to access extra-curricular activities. This is still 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 choir or Lego during the year 2024-25 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*

<b>Programme</b>	<b>Provider</b>
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STAR project	Durham Local Authority