

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	194
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	September 2026
Date on which it will be reviewed	September 27
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	£27,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£27,900

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.

Following the expansion of Free School Meals from September 2026, the school distinguishes between pupils eligible for Targeted FSM and pupils eligible for Expanded FSM. Analysis of disadvantage therefore considers both statutory Pupil Premium eligibility and wider indicators of socioeconomic disadvantage.

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	Reading 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.
2	Attendance 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.
3	Early Years 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.
4	Lack of wider opportunities/experiences 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.
5	Mental well-being 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.
6	SEND 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.

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	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.
All children will make good or better progress in phonics and reading – this will help vocabulary acquisition.	- 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 2025. - 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	- 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 children attend events organised by the PTA such as school discos and fairs.
Disadvantaged pupils in EYFS make expected or rapid progress in all areas to meet national expectations.	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
Children make a good level of progress within the core curriculum	• Increased proportions of disadvantaged pupils will reach ARE or GD in English and Maths across school • Children have age appropriate skills and knowledge
High levels of sustained well-being for all pupils	• 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.

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: £1,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield Early Learning Language Intervention with all EYFS children across the year. (£0)	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. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language intervention. EEF toolkit: Communication and language approaches – additional 6 months progress NELI – additional 10 months progress	3, 6
All 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) Staff to have access to specialist support from within the Trust and expertise within the school team (£0)	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.) High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Read Write Inc is a DFE accredited systematic synthetic phonics programme. EEF toolkit: Phonics – additional 4 month progress. RWI evidence.	1, 3, 6
Purchase Dyslexia Screening test (Rapid) to be used by SENDCo to identify children with a specific barrier to their learning	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	1, 6

£86	learning, they are empowered and become more engaged with learning strategies to overcome the barrier.	
Individual music 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: £ 14,180.20

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. 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, 6
Teaching assistants will lead flexible intervention groups to support pupils in ‘keeping up’. (£13,640.10) Monitored regularly by key SLT.	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 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. EEF Evidence ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive	1, 6

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

Budgeted cost: £ 13,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
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). (7.5 hours per week =£7,107)) Monitored regularly by key SLT.	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. 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. EEF teaching and learning toolkit: behaviour interventions – additional 3 months’ progress EEF toolkit: social and emotional learning	5, 6
Engage with STAR programme led by Local Authority which will enable access to emotional wellbeing interventions and support.	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.	5
Monthly review of attendance. Promoting the importance of attendance with pupils through weekly awards and with parents via	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).	2,

letters, phone calls and meetings		
Engaging with families to celebrate their child's success and with ways to support their child at home through parental engagement activities	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 EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	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. Sports events promoted to PP. Outdoor learning encouraged. Holiday clubs subsidised and promoted for PP pupils. Wrap around care subsidised (£5,900.98)	Cultural capital experiences are promoted in the curriculum, Ofsted research (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment EEF – outdoor adventure learning shows positive benefits on academic learning and self confidence	2, 4, 5

Total budgeted cost: £ 28,528

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 2025 to 2026 academic year.

Attendance

Attendance, when compared to national figures, remains a strength of the school and reflects the positive culture, high expectations and effective pastoral support provided for pupils and families. Whole-school attendance (excluding Nursery) has improved from 95.57% in 2024-25 to 95.74% in 2025-26, whilst persistent absence has reduced slightly from 6.1% to 5.98%. These figures demonstrate the sustained impact of leaders' work to promote excellent attendance.

Attendance for pupils with SEND has also improved over the last year, increasing from 92.7% to 93.85%. The persistent absence rate for SEND children has significantly decreased from 23.1% in 24/25 to 10.81% in 25/26. This reflects the effectiveness of the school's inclusive approach, close partnership with families and targeted support for pupils whose attendance may be impacted by additional needs. Attendance for disadvantaged pupils remains an area for continued focus. Attendance for this group fell from 93.0% in 2024-25 to 91.36% in 2025-26, although analysis shows that this figure has been significantly affected by the exceptionally low attendance of one pupil. Excluding this pupil, disadvantaged attendance would be 93.54%, bringing it much closer to previous levels and demonstrating stronger attendance patterns across the wider disadvantaged cohort.

Similarly, disadvantaged persistent absence increased from 18.2% to 22.58%. Detailed analysis of individual pupils and attendance patterns and continue to work closely with families, external agencies and Trust colleagues to remove barriers to attendance.

Moving forward, leaders will maintain a sharp focus on improving attendance and reducing persistent absence for disadvantaged pupils through personalised support, early intervention and rigorous monitoring, ensuring that all pupils are able to benefit fully from the ambitious curriculum on offer.

Attainment

Early Years- This data is based on 3 pupils. 67% of disadvantaged pupils achieved GLD. 81% of the whole class achieved GLD. The one disadvantaged child not achieving GLD, also has SEND needs. 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 Phonics- Two children in this class are categorised as disadvantaged. 100% of the whole cohort passed. Excellent progress was made due to regular assessment of all pupils, high quality phonics lessons and timely interventions that were responsive to diagnostic assessment outcomes.

MTC- This data is based on 6 disadvantaged pupils. 17% achieved 25/25 however the average score of the disadvantaged pupils was 22.5 (compared to 22.4 for the whole cohort) and so a pleasing result for this group of pupils. Precision teaching and daily practice enable pupils to make steady, sustained progress from their low starting points.

Year 6- This data is based on 7 disadvantaged children. 57% met the expected standard for Reading, 71% met the expected standard for Writing and 43% met the expected standard for maths. 29% met the expected standard for RWM. Although this data is lower than previous years, it is important to note that 4 of the 7 children have a SEND need and that the starting points were low. Positive progress measures reflect the targeted teaching and support that has been put in place for these pupils.

Personal development and mental well-being

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

During 2025-26 a higher proportion of disadvantaged pupils (64.29%) attended afterschool clubs than they have done in previous years. Overall, 66.5% of our school cohort attended an after school club so we are confident that our extra-curricular activities are accessible to all. Nonetheless, we are aware of a small number of children who have never attended a club. 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 2025-26 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