Pupil premium strategy statement – St Michael's CE VA Primary and Nursery School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	150 in main school
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	3 years 2024/25 2027/28
Date this statement was published	September 24
Date on which it will be reviewed	July 2025
Statement authorised by	Mr John Neenan Headteacher
Pupil premium lead	Mr John Neenan Headteacher
Governor / Trustee lead	Olivia Corfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,960.00
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£1015
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£44,975.00

Part A: Pupil premium strategy plan

Statement of intent

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support. Our aim is to support children whatever their barriers may be; environmental, social, economic or learning. We aim to ensure every class has a highly effective teacher who will provide experiences, support and resources to make sure that these children can make as much progress as other children with similar starting points and thus to 'narrow the gap'. We believe that we need to develop every child's independence in learning, their self-esteem and their speech and communication. It is also of vital importance that they are given emotional support so that they can develop as learners and fulfil their potential.

Our priorities are as follows:

- Ensuring a high-quality teaching in every class

- To do everything we can to close the attainment gap between disadvantaged pupils and their peers while sustaining good progress and attainment for non-disadvantaged.

- Act early to provide targeted academic support for pupils who are not making the expected progress.

- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma.

Challenges

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

Challenge number	Detail of challenge
1	Children experiencing difficulties in their social, emotional and mental health which is proving a barrier to accessing the full curriculum. One to one sessions, and small groups sessions with our nurture lead has shown this is noticeably more prominent in disadvantaged pupils than their peers.
2	Not all disadvantaged pupils are reaching age related expectations in reading and writing, and some children could be challenged to reach greater depth.

3	Internal assessments show that disadvantaged pupils are less likely to meet ARE in maths although they are making expected progress. Reducing the gap in children developing a good foundation in maths in key stage 1 and reasoning in key stage 2.
4	Internal monitoring shows that disadvantaged pupils are less likely to retain key facts across the curriculum.
5	Language and communication barriers have increased since the pandemic especially in Early Years. Internal assessments have shown the impact is higher for disadvantaged pupils.
6	Pupils' attendance is regularly monitored, and absence challenged. There is clear indication that persistent absence and/or lateness are more prevalent in disadvantaged pupils. This causes disruption to learning with key educational input being missed.

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
Improving the children's social, emotional and mental health to give them the resilience and behaviours for learning to achieve their full potential.	All children accessing the curriculum, excellent behaviours for learning. This will be evidenced by triangulated observations through SLT monitoring, Boxall tracking, pupil voices and external challenge partners.
Raise attainment and accelerate learning for all pupils enabling them to make at least good in reading, writing (including phonics, spelling, punctuation, and grammar)	Progress data, book looks and statutory test results being in line with national and local averages of children attaining Age Related Expectations. KS2 reading and writing outcomes in 2027/28 will be above national average for disadvantaged pupils. 85% of pupils will pass year 1 phonics tests in 2027/28.
Further develop and support the development of reasoning skills within Maths, especially at KS2 (Key Stage 2) level.	Progress data, book looks and statutory test results being in line with national and local averages of children attaining Age Related Expectations. KS2 maths outcomes in 2027/28 will show that 80% of disadvantaged pupils will reach the expected standard.
Further develop the retention of key facts across the curriculum particularly in history, geography and PSHE, especially in KS2 (Key Stage 2)	Progress data, book looks and pupil voice show attainment of children is in line with national average.

Continue with Wellcomm a speech and language toolkit to identify those children in Early Years who have or may develop Speech Language & Communication Needs.	Ensure the diagnostic tool continues to inform appropriate interventions and monitor progress of all children with S&LT so that assessments, book scrutiny and class discussions indicate that disadvantaged pupils' speech and language has significantly improved. Continue a high success rate in referrals to S&LT due to ability to show interventions already implemented and progress made.
Pupils having minimal time absent from school and arriving on time for school every day so they do not miss valuable lesson time and arrive in a state in which they are ready and able to learn.	Reduction in children arriving late, and improved attendance records so that the overall percentage absence rate is no more than 4%. The attendance gap between disadvantaged pupils and their peers is significantly reduced. The percentage of pupils being persistently absent will reduce from 19.7% in 2023/24 to 10% by 2026/27. Pupils having the opportunity to eat a healthy breakfast prior to the start of the school day.

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: £ 28,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics	The EEF clearly indicates the need for a robust and engaging pedagogy to systematically teach pupils a	1 and 2

programme to secure stronger phonics teaching for all pupils. Ongoing CPD for TAs to ensure the teaching is good quality with Little Wandle Letters and Sounds approach to learning phonics. £750 Out of classroom time for TAs and DHT £2360 Additional LSA employed for Little Wandle interventions – 10 hours dedicated for disadvantaged children £7638	comprehensive set of letter-sound relationships for reading and sound letter relationships for spelling. This is particularly evidence for disadvantage pupils. Phonics | Toolkit Strand | Education Endowment Foundation | EEF The DfE has ratified the use of Little Wandle's Letters and Sounds. Last year's phonics results had a marked improvement on previous years including improvement for disadvantaged	
Online CPD package for Norfolk STEPS training £349	STEPS training not only teaches staff how to manage and deescalate volatile behaviours but also techniques to avoid behaviours escalating initially. Some disadvantaged children need support coming into school and STEPS training ensures this is carried out safely and proportionately.	1 and 6
MSA training by DHT to support behaviour management and provide engaging activities £1386 Training package £239	Ensuring the children eat well and have a socialable and active lunchtime helps ensures they are ready to learn in the afternoon.	1, 2, 3 and 4
Maintaining 80% time TA support in Key Stage 2 classes to ensure Pupil Premium pupils can access continued support throughout the school day and allowing time for weekly teacher/TA meetings in each class. £26,626	The EEF report on Making Best us of TAs shows the importance of having experienced TAs who are appropriately qualified and can have informed discussions with the class teacher about pupils progress. Allowing teachers and the DHT to listen to the interaction between children and TAs to ensure best practice.	2, 3 and 4
Monitoring of pupil progress by HT/DHT	HT/DHT holding teachers to account by carrying out interventions and one to one work with disadvantaged	2, 3, 4 and 5

	children to ensure they are making appropriate progress and action plans, IEPs etc are being used and updated regularly.	

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

Budgeted cost: £9919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and/or one to one interventions by TAs, using Accelerated Reader and maths, White Rose and Little Wandle L&S, plus specific strategies as led by the teacher. £5,094	See EEF Making Best Use of TAs Not only does small group work and 1 to 1 work increase knowledge and understanding, it also boosts confidence in less able and disadvantaged pupils. As their confidence improves so does their behaviours for learning and their desire to be in school. We have seen improvements in attendance when pupils are no longer worried about falling behind. This also improves their SEMH.	1, 2,3 and 4
Early years lead teacher having an extra quarter day a week to carrying out one to one monitoring and interventions including Speech language and communication.£3480	"On average, children who are involved in communication and language approaches make approximately six months' 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." EEF guidance on speech and language approaches.	5
Specialist dyslexia support: £1345	Tuition targeted at specific needs and knowledge gaps have proven to be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF	2

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

Budgeted cost: £ *7303*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated nurture and parent support time for disadvantaged children £3648 SEMH resources for PP and PP LAC children. £250 Drawing and Talking Therapy and Sand Play Talking Therapy £155	Children with ACEs and/or previous trauma are more likely to struggle with: The ability to recognise and manage different emotions. The capacity to make and keep healthy friendships and other relationships. The ability to manage behaviour in school settings. Difficulties coping with emotions safely without causing harm to self or others. There is a wealth of evidence of the benefit of specialist nurture care and time from the Anna Freud Mentally Healthy School's website and The Ormiston Trust "A student's self-esteem has a significant impact on almost everything they do -- on the way they engage in activities, deal with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteems can lessen a student's desire to learn, their ability to focus, and their willingness to take risks. Positive self-esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning." Dr Kenneth Shaw St Michael's has 2 trained child mental health champions.	1 and 6
Reduced cost for extended schools and free access in exceptional circumstances. *£500*	The CPAG report 2018 highlights the importance of allowing "childcare and enrichment activities to take place in a trusted setting."	1 and 6
Reduced or free access to school trips including residential trips. £2000.	The CPAG report 2018 highlights the importance of allowing "childcare and enrichment activities to take place in a trusted setting.	1 and 6

Total budgeted cost: £ *45979*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

IMPACT

- 80% of Year 1 pupils passed the phonics in June 2024 – The formative and summative assessment data shows accelerated progress for much of the cohort including disadvantaged pupils although not yet to the extent we would like to see at St Michael's.

- 70% of children in Year 4 passed the Multiplication Screening Check with score of over 20/25.

- There has been significant progress in reading skills with the use of Accelerated Reader and Vipers. This can be seen in the termly reports to Governors.

Internal assessments at the end of 2023/24 show an upward trend in maths, writing and reading across the cohorts however although the progress for disadvantaged pupils is improving it is not yet as good as we would expect for our pupils.

The WELLCOMM programme was used to provide targeted assessment and intervention for children's language and communication in early years. The impact showed gaps in children's language that were not obvious in normal conversation and reading. This allowed for targeted interventions to improve speech and language skills and beneficially informed referrals for Speech and Language interventions where improvements in S&L could not be seen after 2 cycles.

Nurture support has been made available for all children. Timetabled SEMH support meetings were arranged for PP children as well as drop-in sessions when required. There was a high SEMH need in many children especially those eligible for PP funding. Referrals were made to the Cluster SEMH support for extra one to one SEMH sessions. This enabled transition of support for those children moving onto the High School. SDQ profiling was carried out for disadvantaged pupils and those with additional SEMH needs. For the majority of pupils their profiles went up positively.

There was increased uptake of extended schools for all pupils including those receiving reduced rates due to PP and those who were compound disadvantaged and therefore able to access extended schools free of charge.

Breakfast and healthy snacks were provided for children who came into school without eating properly, this made a noticeable difference to their attention span and concentration in class.

PP children were able to attend the residential and other trips due to subsidising from the PP grant.

Accelerated Reader has continued to ensure children are reading at the appropriate level for their ability and developing comprehension, reasoning and retrieval skills. Improvement in attainment was tracked through the system as well as evidenced in pupil voice when the children would talk excitedly about the books they had read and quizzes they had completed. Data showed Accelerated Progress for the majority of PP children whilst using the scheme.

All staff have had training re-embedded in the use of Little Wandle letters and sounds to deliver differentiated phonics learning for all pupils.

Reading Vipers was used across the school to improve comprehension skills for all curriculum subjects, with PP pupils receiving extra support.

White Rose maths scheme allowed for targeted support to be arranged and internal monitoring showed an increase in attainment.

Parental engagement has been built upon by ensuring teachers, and nurture support staff are on the playground at the beginning and end of the day. The mental health champions have made it normal to be chatting to parents, so risk of perceived stigma attached to talking to school staff has been removed. Attendance has improved due to increased support for families including driving to collect children if deemed necessary.

More parental engagement has seen several children engage more with behaviour systems at school, alongside a new behaviour curriculum. We have sent home more behaviour letters to engage parents and set up a structured system to relay this information to parents.

The school has worked with the local church and Foodbank to provide food parcels in the holidays, and in term time when necessary, and food vouchers were sent to all families eligible for PP.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Accelerated Reader	Renaissance Learning
Times table Rockstars	Maths Circle
Spelling Shed – Ed Shed	The Literacy Shed Plus
Reading Vipers	The Literacy Shed Plus
White Rose	Trinity Mat
My Concern	The Safeguarding Company
Little Wandle Letters and Sounds	Wandle Learning Trust

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
See above N/A
The impact of that spending on service pupil premium eligible pupils