



Cultivating Respect, Persevering, and Learning with Courage

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 C of E Primary
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	14%
Academic year that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Hayley Leyshon-Brady/Robin Conway
Pupil premium lead	Hayley Leyshon-Brady
Governor / Trustee lead	Robin Conway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,315
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£45,505

Part A: Pupil premium strategy plan

Statement of intent

It is our firm belief that all children should have the same opportunities irrespective of their background. When making decisions about how to use the Pupil Premium funding effectively, it is important for us to consider the context of the school and the impact of any additional challenges faced. It is also important



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that these decisions are rooted in our school vision to “do to others as you would have them do to you’ and the values of Courage, Perseverance and Respect, alongside research conducted by the EEF and other reputable sources.

Common barriers to learning for disadvantaged children can include less support at home, weaker language and communication skills, lower confidence, more frequent behaviour difficulties as well as attendance and punctuality issues. Compounding this, there may be challenging and complex family situations that prevent the children from flourishing. Each family is unique and therefore there is no “one size fits all”.

High-quality first teaching is at the heart of our approach, where identified individual barriers to learning are carefully planned for across the curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

This approach and commitment is also shared across the Abingdon Partnership of Schools with whom we work closely. We subscribe to the shared vision of ASPIRE

Ambition

Support

Pride

Interaction

Relationships

Engagement

Challenges

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

Challenge number	Detail of challenge
1	Engagement of parents – attendance at parents evenings and other extra curricular events is lower than parents of non-disadvantaged children. This is also true of homework completion and frequency of home reading.
2	Attendance and punctuality issues – the attendance of non-disadvantaged children is 94.8%. This is 89.6% compared to disadvantaged children.
3	Poorer vocabulary – this is evident across the curriculum including reading, writing.
4	Children’s Services involvement



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5	More frequent behaviour difficulties – of 58 number of behaviour incidents, 33 were logged to disadvantaged children. This is compared to 25 logged to non-disadvantaged children.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/2023 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/2023 show that more than 70% of disadvantaged pupils met the expected standard.
Attendance for children in receipt of PPG is consistently inline with peers	Attendance is 97% for all children. This includes a reduction in lateness and persistent absence.
Improve and sustain engagement in extra curricular activities	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £27,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership Release Time	EEF Implementation Strategy Document	1,2,4,5
OU Reading for Pleasure CPD	EEF Implementation Strategy Document	1,2,3,5
SLN Reading CPD for TAs	EEF Implementation Strategy Document	1,2,3,5
Leadership Coaching	EEF Implementation Strategy Document	1,2,3,5
Reduced class sizes in UKS2	EEF Implementation Strategy Document	1,2,3,5



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Non Class Based Inclusion Lead	EEF Implementation Strategy Document	1,2,4,5
CPD and Support for High Quality Responsive Teaching approach	EEF Implementation Strategy Document	1,2,4,5

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

Budgeted cost: £9,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP	EEF Teaching and Learning Toolkit	3
Daily reading with school adult	EEF Teaching and Learning Toolkit	3
Play Therapist 100hours	EEF Teaching and Learning Toolkit Play Therapy UK Research	1,2,5

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

Budgeted cost: £ 8,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded places at extra curricular clubs	EEF Teaching and Learning Toolkit	1
Trip subsidies and other enrichment activities	EEF Teaching and Learning Toolkit	1
ELSA Support 5 x afternoons each week	EEF Teaching and Learning Toolkit	2,3,5
Aspirations Week guest speakers	EEF Teaching and Learning Toolkit	1
Introduction of Class Dojo to communicate with parents	EEF Teaching and Learning Toolkit	1

Total budgeted cost: £

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 2021 to 2022 academic year.



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Comparative Statutory Key Stage data is set out below.

Internal data analysis shows that the progress of children in receipt of PPG is accelerated from Year 2 onwards. On average children's progress was in line with those who are not in receipt of PPG. The children made 6.4 points progress in Reading 6.5 points in Writing and 5.2 in Maths. This was compared to 6.4, 6.3, and 5.8 for their peers.

Attendance for children was compared 89.2% to their peers which was 96.3%

Children in the Early Years who completed the NELI early language intervention had an average standardised score of 127 (well above average) from a starting average standardised score of 94.6 (below average)

Attendance at extra-curricular clubs was 89.2% for children in receipt of PPG compared to 96.3% of their peers

The number of children in receipt of PPG who also had Children's social care involvement reduced over the last academic year. This was due to the good relationships that staff built with families, the early intervention to support from our Inclusion Lead and signposting to provision such as Family Links.