



Cultivating Respect, Persevering, and Learning with Courage

Pupil Premium Strategy Statement

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
School name	St Michael's C of E Primary
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	12% (23 pupils)
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Hayley Leyshon
Pupil Premium lead	Hayley Leyshon
Governor / Trustee lead	Tui Solomon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,950
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,950



## Cultivating Respect, Persevering, and Learning with Courage

### 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 that these decisions are firmly 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. This strategy is also strongly aligned with the Abingdon Learning Trust Vulnerable Learners Strategy.

It is imperative to recognise that children from disadvantaged backgrounds have the same aspirations and agency as every other child. Therefore, 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.

Common barriers to learning for disadvantaged children can include Adverse Childhood Experiences (ACE), reduced access to good quality EYFS Provision, poorer diet, less support at home, weaker language and communication skills, lower confidence, 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”.

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**



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**Challenges**

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

Challenge number	Detail of challenge
1	Belonging and Social Isolation – our assessments and observations demonstrate that 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. Engagement with school communication and wider school life is also lower than their peers which is symptomatic of a lack of connectedness and less positive experiences related to parents own experiences of school and the education sector.
2	Attendance and punctuality issues – the attendance of non-disadvantaged children is 95.5%. This is 87.3% compared to disadvantaged children. This is symptomatic of lower feelings of belonging and connectedness as detailed in Challenge 1.
3	Vocabulary Gap and Oracy – Research tells us that being in a language poor context can have far reaching adverse consequences of children (A Quigley, Closing the Vocabulary Gap). This is evident across the curriculum including reading and writing. This is also most significantly so in the Early Years where language acquisition and oracy is less advanced. This is inline with SALT needs for children in Early Years increasing.
4	Shame and trauma – Children from disadvantaged backgrounds are more likely to experience shame and trauma due to lower incomes, challenging relationships and lifestyle choices.
5	Background Knowledge and Cultural Capital – experience and conversations with our community tells us that children and families from disadvantaged background have different lived experiences compared to their peers. This is evident in the background knowledge that children bring to their learning.

**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, especially in EYFS	Assessments and observations indicate significant improvements in oral language. Evidence is triangulated through interactions, lesson engagement, book scrutiny, and participation in class dialogue.
Improved academic attainment among disadvantaged pupils.	KS2 outcomes and internal data show that at least 70% of disadvantaged pupils meet the expected standard in reading, writing, and maths.  Attitudes to Learning data will show an increase in disadvantaged children with an engaged or ambitious attitude to learning. This will be a move from hesitant or reluctant.
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 and severe absence.
Improve and sustain engagement in extra curricular activities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Shame and Trauma informed practice to be at the root of all we do.	Observations indicate that children from disadvantaged backgrounds show a reduction in shame-based behaviours and body language and are more able to be creative and take risks.



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	SDQ scores show an improvement for children where shame-based behaviours are most prevalent.
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**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: £11,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership Release Time	EEF Implementation Strategy Document  An updated Practical Guide to Pupil Premium – Marc Rowland pg 94	1,2,4,5
CPD and Support for High Quality Responsive Teaching approach	EEF Guidance Report – Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  EEF Teaching and Learning Toolkit  EEF Guide to Pupil Premium – High Quality Teaching  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	3,5
EYFS Language Lead	Teaching and Learning Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  EEF Early Years Toolkit – Communication and Languages Approaches  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>  Wellcomm Early Language - <a href="https://www.gl-assessment.co.uk/assessments/products/wellcomm/">https://www.gl-assessment.co.uk/assessments/products/wellcomm/</a>	3, 5

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

Budgeted cost: £16,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Provision – Play Therapy	Drisko et al., 2020 a Systematic Review  EEF Toolkit – Play based learning	2,5



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	Child Centered play therapy studies (Ray et al 2005)	
Additional Nurture and Well Being Forest School Sessions	Marjon University Research - The benefits of Forest School <a href="https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/">https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/</a>	2,4,5
Targeted reading comprehension support – 1:1	EEF Teaching and Learning Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	3, 4, 5
PAWS – People and Animal Well Being Service	PAWS Impact Report <a href="https://www.pawswellbeing.com">https://www.pawswellbeing.com</a>  DfE State of The Nation <a href="https://assets.publishing.service.gov.uk/media/63e11487d3bf7f172b673731/State_of_the_nation_2022_-_children_and_young_people_s_wellbeing.pdf">https://assets.publishing.service.gov.uk/media/63e11487d3bf7f172b673731/State_of_the_nation_2022_-_children_and_young_people_s_wellbeing.pdf</a>	1,2,5

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

Budgeted cost: £ 17,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded places at extra curricular clubs and other subsidies	Policy Institute <a href="https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-with-outcomes/">https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-with-outcomes/</a>  Social Mobility Commission <a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a>	1
ELSA Support 3 x days each week	ELSA Network <a href="https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf">https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf</a>  DfE State of the Nation <a href="https://assets.publishing.service.gov.uk/media/63e11487d3bf7f172b673731/State_of_the_nation_2022_-_children_and_young_people_s_wellbeing.pdf">https://assets.publishing.service.gov.uk/media/63e11487d3bf7f172b673731/State_of_the_nation_2022_-_children_and_young_people_s_wellbeing.pdf</a>	2,3,5



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SWIFT and Family Links courses for parents	EEF Teaching and Learning Toolkit – Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1
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**Total budgeted cost: £44,950**

**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.

Each activity in our strategy is backed by research from reputable sources such as the EEF, Marjon University, and the DfE, as well as industry experts including Marc Rowland and Alex Quigley, ensuring that interventions are grounded in proven methodologies. The statement of intent reflects a strong commitment to equity, high expectations, and trauma-informed practice. The emphasis on whole-school responsibility and early intervention is commendable.

Considering impact on our strategy outcomes falls into three primary areas.

**Attendance**

Whole School attendance for 24/25 was 95.5% This is higher than the national average for Primary phase children. The attendance for children in receipt of Pupil Premium funding was lower at 90.9% with several falling into the Persistently Absent category. The use of Attendance contracts and other supportive mechanisms has seen an positive increase since September 2024 and we hope that this will continue.

**Outcomes**

Internal data for Age Related Outcomes for children in receipt of Pupil Premium are generally lower than their peers, however, there is a significant correlation between PP and SEN. Nevertheless the children make good progress from their starting points. Good progress is defined as 6 points.

The average progress is as follows

Reading – 6.5 points compared to 6.4points for non PP children

Writing – 5.4 points compared to 6.1 points for non PP children

Maths – 6.5 points compared to 6.6 points for non PP children

**Statutory Outcomes**

In 2025, the statutory outcomes for PP children in KS2 were as follows

Reading – 33%

Average Scaled Score – 98.1

Writing – 33%

Maths – 0%

Average Scaled score – 75



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The outcomes for PP children in 2025 were significantly lower than in previous years. These outcomes are part of a bigger picture of mobility, parental engagement and specific needs.

The predictions for children in receipt of the PPG in 2025 are significantly higher.

### **Engagement**

Parental engagement remains lower in spite of our best efforts. Parents of children in receipt of Pupil Premium are contacted directly regarding Parents evenings, trip letters etc. There was an increase in attendance at in person Parents Evenings in October 2025 but this was still lower than non PP families.

Overall, the strategy is thoughtful, well-structured, and grounded in evidence, with a clear focus on equity and inclusion. The early signs of impact are encouraging, especially in reading and attendance. Continued refinement in areas like maths attainment and parental engagement will enhance the strategy's effectiveness further.