



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 2021 to 2022 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 | 173 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year that our current pupil premium strategy plan covers | 2021/2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Hayley Leyshon-Brady/Kevin Moyes |
| Pupil premium lead | Hayley Leyshon-Brady |
| Governor / Trustee lead | Robin Conway/Nick Field |

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 values of Courage, Perseverance and Respect, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of 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’re 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

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 |
| 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. |

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, |



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| | |
|---|---|
| | including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2021/2022 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 2021/2022 show that more than 70% of disadvantaged pupils met the expected standard. |
| To achieve and sustain reduction in behaviour incidents. | Sustained low levels of behaviour demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • Restorative approaches and Zones of Regulation are embedded in all we do |
| 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 |
|---|--------------------------------------|-------------------------------|
| Family Links Training for 2 staff | Family Links impact report | 1,2,4 |
| Restorative Approaches training for all staff (Teachers and Tas) | EEF Teaching and Learning Toolkit | 1,2,4,5 |
| Leadership Release Time | EEF Implementation Strategy Document | 1,2,4,5 |
| Additional Support staff to support live feedback, pre-teaching and same day catch up | EEF Teaching and Learning Toolkit | 3,5 |



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| Library update to reading for pleasure | | 3 |
|--|--|---|

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 |
|---------------------------------------|--------------------------------------|-------------------------------|
| One to One support | EEF Teaching and Learning Toolkit | 1,2,4,5 |
| Book Club through Oxford Story Museum | EEF Teaching and Learning Toolkit | 1,3 |
| NELI Early Language Programme | EEF Teaching and Learning Toolkit | 3 |

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 |

Total budgeted cost: £45,505

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Using internally assessed data, PP children have made on average 10 points progress from their starting points in Reading, and Maths 8points progress in writing and 8 points in RWM combined.

The engagement of PP during remote learning was in line with their peers, welfare checks and other strategies support this and ensured that they were not significantly far behind.



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