

Pupil premium strategy statement – St. Michael’s Church 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data 22.9.25
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	18.4% - 73 pupils
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)	2024-25 2025-26 2026-27
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Harrison
Pupil premium lead	Mrs Hibbitt
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£85,000

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's Church School, we are unwavering in our commitment to ensuring that every pupil, regardless of background or circumstance, has the opportunity to thrive academically, socially, and emotionally. The Pupil Premium funding is a vital resource that enables us to address barriers to learning and provide targeted support where it is needed most.

Recent changes in school leadership have brought renewed energy and a clear vision for the future. Underpinning this vision are our revised school values, which place inclusion, equity, and aspiration at the heart of everything we do. We are determined to ensure that all pupils, especially those who are disadvantaged, benefit from high-quality teaching and a nurturing environment.

Our strategy is sharply focused on developing adaptive teaching and inclusive classroom practices. We recognise that effective teaching is the most powerful lever for improving outcomes for disadvantaged pupils. By equipping our staff with the skills and tools to adapt their teaching to meet individual needs, we are building a culture where every child can succeed.

Ofsted inspections evaluate how schools use Pupil Premium funding to improve the attainment and progress of disadvantaged pupils, with particular attention to:

- The attainment of pupils who attract the funding
- The progress made by these pupils
- The gap in attainment between disadvantaged pupils and their peers
- Opportunities to enhance children's cultural capital through curriculum enrichment

At St Michael's, we go beyond academic measures. We are committed to developing confident, resilient, and well-rounded young people. We believe that when our disadvantaged pupils become effective learners, positive outcomes will follow. Our dedicated staff see the potential in every child, fostering trusting relationships and encouraging each pupil's unique interests and talents.

Every child at St Michael's is valued as part of our school family. We champion equity over equality, providing tailored support to meet individual needs and ensuring that all pupils are empowered to achieve their very best.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance: In the 2024/25 academic year, attendance among Pupil Premium pupils at St Michael’s Church School rose to 91.2%, marking a 2% improvement on the previous year. However, this remains below the attendance rate for non-Pupil Premium pupils, which stands at 95.4%. Persistent absence continues to be a significant challenge: 25.4% of Pupil Premium pupils were persistently absent, compared to 9.2% of their non-Pupil Premium peers.</p> <p>Our analysis shows that persistent absence not only disrupts learning but also increases the risk of pupils experiencing multiple disadvantages. These patterns of absenteeism can have a compounding effect, negatively impacting pupils’ self-esteem, sense of belonging, and academic progress. Addressing attendance gaps remains a central priority within our Pupil Premium strategy, as we recognise that regular attendance is fundamental to improving outcomes and ensuring every child can benefit fully from the opportunities available at St Michael’s.</p>
2	<p>Engagement in Enrichment Opportunities to access the full curriculum and beyond is limited: To give the children additional opportunities that the family budget wouldn’t allow them to do at home. Pupil Premium funding budgeted to accommodate 50% contribution from school towards Pupil Premium pupil educational trip costs. 20% of all Extra Curricular Club places to be prioritised to Pupil Premium pupils to ensure equity in access and provision.</p>
3	<p>Pupil levels of English and Maths Skills on entry are below national: Internal assessments and observations indicate that writing attainment for disadvantaged pupils is generally lower than non-disadvantaged pupils and significantly behind national expectations with an average of between a term (KS1) and a year (KS2) behind age-related expectations in most year groups.</p> <p>Internal assessments and observations indicate that maths attainment for disadvantaged pupils, is lower than non-disadvantaged pupils and significantly behind national expectations with an average of between a term (KS1) and almost two terms (KS2) behind age-related expectations in most year groups.</p>
4	<p>Spoken English skills (EAL) and vocabulary poverty: Analysis of attendance and progress data at St Michael’s Church School reveals a notable distinction between Pupil Premium pupils who speak English as an Additional Language (EAL) and those who do not. EAL Pupil Premium pupils consistently demonstrate higher rates of attendance and punctuality, as well as stronger academic progress, compared to their Non-EAL Pupil Premium peers. This positive trend suggests that EAL pupils, despite facing the challenge of learning English, are highly</p>

	<p>engaged with school life and benefit from a strong sense of routine and aspiration within their families and communities.</p> <p>However, it remains evident that many pupils—particularly those eligible for Pupil Premium—arrive at school with limited exposure to a wide variety of English books and language-rich experiences. This can hinder the development of vocabulary and language comprehension, which are crucial for academic success across the curriculum. Addressing this gap is a key focus of our strategy, with targeted interventions and enrichment opportunities designed to broaden all pupils’ language experiences and support their ongoing progress.</p>
5	<p>Parental skills in supporting academic progress: Assessment and observations of disadvantaged children show that parental engagement (reading nights/homework) is low and not supporting learning at home. Some disadvantaged children struggle with reading at home and fail to engage with homework activities consistently.</p> <p>Although higher proportion of pupils making accelerated progress are not Pupil Premium, there is only a small discrepancy in the percentage of Pupil Premium pupils making <u>at least</u> expected progress when compared to Non-Pupil Premium pupils.</p> <p>Statistically, there is a higher likelihood of SEND needs amongst Pupil Premium pupils., however the number of these pupils making accelerated progress must be a focus for this academic year.</p>

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
1. To close the gap in English and Maths between disadvantaged and non - disadvantaged children	<p>KS2 SATS results the gap will narrow and increased number of PP children will achieve age expected in English and Maths. For children who start school with low attainment, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.</p> <p>High quality English curriculum is book based with high focus on vocabulary acquisition.</p>
2. To improve the attendance of PP children	More PP children in school regular to reduce their number of unauthorised absences.
3. To have more PP children attending clubs and residential	Increase number of children enjoying the extra-curricular clubs we have on offer to develop their social skills and improve their confidence. For more PP children to attend residential to give them different experiences away from home.
4. To support parents to gain skills to support their children	Family Support Workers to liaise with families to increase home school liaison. Targeted

	<p>workshops for reading and general English Skills for all parents - but more so for our disadvantaged children.</p> <p>As of September 2025:</p> <ul style="list-style-type: none"> • 29% of all Pupil Premium pupils are accessing in school Family Support Workers. • Although Pupil Premium pupils make up 18.4% of school population, 47% of pupils working with school's Family Support Workers are Pupil Premium.
--	---

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of interventions in Reading, Writing and maths across the school	<p>Evaluations of interventions</p> <p>Timetable of interventions</p> <p>Children's work produced during the interventions</p> <p>Observations of the interventions</p> <p>Children's voice Education Endowment Foundation (Research to suggest that trained TAs delivering an intervention frequently is better than an untrained TA)</p> <p>Skilling up Support work force to deliver high quality of teaching</p>	1
Training for Parenting course	<p>Attendance and completion of training</p> <p>Courses and support for identified families</p>	4
Training for Attendance Officer	<p>Active support to reduce Persistent absences and improve attendance for all PP pupils.</p>	2

	Invitation to parents of our Disadvantaged children to workshops to support their children across the school	4
--	--	---

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Intervention	Reading, Spelling & Phonics Support	1
PiXL Therapies	Reading & Maths	1
Destination Reader	Reading	1
Little Wandle SEND Programme for Reading	Reading	1
Writing Intervention	Writing	1

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer ongoing training and participation in Trust and LA information sharing	Attendance officer working with families to improve the attendance of all children but noticeably PP children.	2
Actively support PP children to access curriculum and extended opportunities	Work directly with PP families to support attendance at after school activities	3

Total budgeted cost: £85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

School Context - St Michael's Church School serves a diverse community of 401 pupils, with 16.5% eligible for Free School Meals (Pupil Premium), a figure below the national average. The school's population is notably diverse, with 45.9% of pupils from minority ethnic backgrounds and 31.7% identified as having English as an Additional Language (EAL). The proportion of pupils with Special Educational Needs and Disabilities (SEND) is slightly above national averages, with Speech, Language and Communication needs being the most prevalent.

Strategic Priorities and Leadership - Recent changes in school leadership have brought a renewed focus on inclusion, adaptive teaching, and the development of a values-driven culture. The Senior Leadership Team (SLT) has been restructured to prioritise educational outcomes, with core subject leaders now included to drive curriculum development. Teaching Assistants have been strategically redeployed to ensure that vulnerable and disadvantaged pupils are supported to access a classroom-based curriculum.

Targeted Support and Provision - Adaptive Teaching: The school's Academy Improvement Plan (AIP) prioritises the development of adaptive teaching, particularly for SEND and EAL pupils, ensuring that classroom practice is responsive to individual needs.

- **Reading and Vocabulary** A whole-school reading strategy is being embedded, with a focus on phonics in EYFS/KS1 and fluency/comprehension in KS2. This is particularly important for Pupil Premium pupils, many of whom have limited exposure to English books and language-rich experiences outside school.
- **Nurture and Inclusion:** The relocation of the Dragonflies provision and the refinement of the Rainbow Room Nurture provision have strengthened support for pupils with significant barriers to learning, including those eligible for Pupil Premium. These provisions offer targeted interventions that reinforce both academic and emotional development.
- **Attendance:** While overall attendance remains above 90% across all year groups, disadvantaged pupils show greater variability, with some year groups dipping below 90%. EAL Pupil Premium pupils generally have higher attendance and academic progress than their Non-EAL peers, highlighting the need for continued focus on persistent absence among the most vulnerable.

Outcomes and Impact - Academic Performance: Statutory assessment data shows that the school performs at or above national averages in several areas, particularly in writing

and grammar at the expected standard. However, there are areas for improvement, such as greater depth outcomes in writing and mathematics, and phonics outcomes in KS1.

Wellbeing and Behaviour: Behaviour and social, emotional, and mental health (SEMH) concerns remain significant, accounting for a large proportion of reported issues. The school's investment in nurture provision and restorative practice is designed to address these challenges and support the holistic development of disadvantaged pupils.

Community and Stakeholder Engagement - The school has actively engaged parents and carers in shaping its revised values and vision, ensuring that the needs and aspirations of disadvantaged families are reflected in its ethos. Events such as the Year 6 production, Sports Day, and PTA Summer Fair have fostered a strong sense of community and inclusion.

Summary - St Michael's Church School demonstrates a clear commitment to supporting disadvantaged pupils through targeted provision, adaptive teaching, and a culture of inclusion. The school's strategic priorities, leadership structure, and investment in nurture and classroom-based support are well-aligned to address the needs of Pupil Premium pupils. Continued focus on attendance, vocabulary development, and the emotional wellbeing of disadvantaged children will be key to further narrowing gaps and ensuring that every pupil can achieve their full potential.

Externally provided programmes

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

Programme	Provider
Nessy Reading and Spelling	Nessy
Nessy Dyslexia screener	Nessy

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils