

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Church School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	(16.58%) 67 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	9th September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Smith
Pupil premium lead	Mrs Hibbitt
Governor / Trustee lead	Reverend Andrew Avery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,020
Recovery premium funding allocation this academic year	£0
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	£98,020

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need and therefore what the funding might best be used for.

Ofsted inspections (Government's method of assessing the performance of a school) report on how the schools' use of the funding affects the attainment of their disadvantaged pupils with particular focus towards;

1. The attainment of the pupils who attract the funding
2. The progress made by these pupils
3. The gap in attainment between disadvantaged pupils and their peers; referred to as "others"
4. Improving children's cultural capital opportunities by providing them with curriculum enrichment activities.

The "gap" that is referred to is the difference between the results of a school's disadvantaged students and non-disadvantaged students (others) at Key Stage 2 (attainment in year 6).

At the St Michael's Church School, whilst we appreciate the importance of children's academic progress, our focus is also concerned with developing confident and resilient young people who feel assured in everything that they do. We believe that if our disadvantaged students are good learners then the results will come.

We have dedicated and enthusiastic members of staff who see the potential in all their children. Encouraging a child in their area of interest develops their confidence and the trusting relationship grows between child and adult, this in turn leads to a happier content child who will grow academically and socially at our school.

Every child at St Michael's is part of our family and we believe in equity over equality and support all our children's independent needs.

Challenges

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

Challenge number	Detail of challenge
1	Attendance

	Lower attendance of disadvantaged children of 89% compared to 95.74% for non-disadvantaged children 26.18% of disadvantaged pupils during 23/24 were persistently absent. Our observations indicate that absenteeism has negatively impacted on disadvantaged children's self-esteem and progress.
2	Engagement in Enrichment Opportunities to access the full curriculum and beyond is limited To give the children addition opportunities that the family budget wouldn't allow them to do at home
3	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. 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.
4	Spoken English skills (EAL) and vocabulary poverty Generally, children who come to school have not been exposed to a wide variety of English books to support the development of their vocabulary.
5	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.

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	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.

	High quality English curriculum is book based with high focus on vocabulary acquisition.
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 residentials	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 residentials 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 workshops for reading and general English Skills for all parents - but more so for our disadvantages children.

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: £ 49,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of interventions in Reading, Writing and maths across the school	Evaluations of interventions Timetable of interventions Children's work produced during the interventions Observations of the interventions Children's voice Education Endowment Foundation (Research to suggest that trained TAs delivering an intervention frequently is better than an untrained TA) Skilling up Support work force to deliver high quality of teaching	3
Training for Parenting course	Attendance and completion of training Courses and support for identified families	5
Training for Attendance Officer	Active support to reduce Persistent absences and improve attendance for all PP pupils.	1
	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: £ 4,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Intervention	Reading, spelling and phonics support	3
<i>PiXL Interventions</i>	Reading and Maths	3
<i>Little Wandle SEND programme for reading</i>	Reading	3

<i>Destination reader programme</i>	Reading	3
<i>Writing intervention</i>	Writing	3

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

Budgeted cost: £ 43,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Officer</i>	Attendance officer working with families to improve the attendance of all children but noticeably PP children.	1
<i>Actively support PP children to access curriculum and extended opportunities</i>	Work directly with PP families to support attendance at after school activities	2
<i>Actively support PP children to attend school residential in KS2</i>	Offer financial support to enable PP pupils to attend KS2 residential	2

Total budgeted cost: £ 98,020

This can be on a 1:1 basis, Parenting course, EHA process, Staff meeting with parents to provide relevant academic support. We also have a Café for All project planned which has had to be deferred due to pandemic. We have two TEFL trained staff members who work alongside new to English parents and families.

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 2023-2024 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The pandemic shouldn't be ignored with the impact we are still seeing on our children and their academic achievements and Social, Emotional and Mental Health wellbeing. The pandemic has impacted all of our children and we are continuing to identify and bridge the gaps its created. We are making great steps to help our PP children who have fallen behind. We continue to support our PP children, we support the government scheme of food vouchers over the holiday.

When making decisions about using pupil premium funding it is vital to consider the context of the school and the challenges we face. Common barriers for FSM children can be a lack of support at home, weak language and communication skills, a lack of confidence, behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from reaching their potential. This can be for a short period of time or ongoing. The challenges are different for everyone and there is no "one size fits all". With this in mind we have two Family Support Workers who support our families to get them the help they need to enable them to improve their child's attendance and their communication with the school.

We start each year looking at and considering the needs of our school, the context and what worked well in previous years. In addition to this we have identified some key principles which we believe will maximise the impact of our pupil premium spending. We have regular Pupil Premium Meetings to identify need and plan for support and interventions. These happen termly and Teachers and SLT look at each child and put in place interventions suitable to their areas of need.

In our SEMH Nurture HUB, we support children in year 1 and year 2 for the Autumn and spring term then in the summer term move onto the current reception children ready for when they start tier1. The nurture provision supports the children's social emotional and mental wellbeing needs. We have seen a dramatic improvement with children's confidence levels and ability to engage with their classroom from having our nurture provision – this is backed up by the Boxall profiles on each child.

We have provided Pupil Premium children with a 50% reduction on residential visits which has enable them to have a fun, exciting time away from home to grow in confidence and create a greater bond with their peers. We have supplied school uniform and additional clothing for children and families that need it.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy Reading and Spelling	Nessy
Nessy Dyslexia screener	Nessy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding was available to subsidise after school activities and residential.
What was the impact of that spending on service pupil premium eligible pupils?	The child was enabled to engage in afterschool programme developing positive friendships with his peers.