



## St Michael and All Angels CE VA School Pupil premium strategy statement – 2022/23

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 and All Angels CE VA School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils in school Proportion (%) of pupil premium eligible v non eligible per class Reception 4% Year 1 37% Year 2 13% Year 3 27% Year 4 24% Year 5 17% Year 6 20%	20%
Academic year that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	Anita Hickey
Pupil premium lead	Sara Richardson
Governor / Trustee lead	Deborah Moses

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,920
Recovery premium funding allocation this academic year <i>(Based on 2021/22 funding level)</i>	£4495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£55, 415

## Part A: Pupil premium strategy plan

### Statement of intent

Our belief is -and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports) - that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. Improved continuing professional development and a personalised curriculum for the children at St Michaels are a central focus of the School Improvement Plan. They will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing teachers' expertise and a personalised curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make good progress from lower starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups.

While we know that enriching classroom experiences are paramount for pupil premium children, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly.

#### **Our aims:**

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by

- Assuring the best possible learning experiences in the classroom
- Having targeted interventions designed to support those with a specific need
- Offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils.

#### **Our intent:**

- To close the gap in attainment for PP pupils in core subjects.
- To improve independence and develop social skills and mental well-being.
- To provide opportunities to develop potential and participate in all aspects of school life.

## Challenges

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

Challenge number	Detail of challenge
1	Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading, writing, maths support or learning modelled to them. The children may not have adequate support for home learning.
2	Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
3	Social and emotional issues resulting in low confidence and self-esteem which affects behaviour for learning and a family's ability to support learning.
4	Attendance: Some children's attendance is low which will impact on 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
Improve oral language skills and vocabulary for all pupils across school	<ul style="list-style-type: none"> <li>• Whole school emphasis on vocabulary (anchor words/goldilocks words)</li> <li>• Early identification for children requiring S&amp;L intervention.</li> <li>• Children have access to a rich reading spine. exposing them to quality language and vocabulary</li> <li>• <b>As a result, children are able to communicate more effectively and have a wider range of vocabulary.</b></li> </ul>
Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	<ul style="list-style-type: none"> <li>• Children will have experienced a range of experiences, visits, bringing learning to life.</li> <li>• Children have access to a range of extra-curricular provision to broaden their experiences.</li> <li>• School will fund visits for PP children, taking away the financial barriers for families.</li> <li>• <b>As a result, all children will be able to draw on broader experiences and develop a lifelong love of learning.</b></li> </ul>
Improve the outcomes for our PP children, ensuring they make good progress from their starting points.	<ul style="list-style-type: none"> <li>• Children receive targeted intervention in small groups where necessary.</li> <li>• Children make good progress from their starting points, monitored through half termly pupil progress meetings.</li> <li>• Specialist teacher input where required to further support appropriate teaching strategies.</li> <li>• <b>As a result, all children make good progress from their starting points.</b></li> </ul>
Increased parental engagement with school	<ul style="list-style-type: none"> <li>• Increased active parental engagement, supporting learning.</li> <li>• Parents and families attending our celebration events during the academic year.</li> </ul>

	<ul style="list-style-type: none"> <li>• PP families attending parents' classes, helping to improve life chances and access to education/skills for life.</li> <li>• <a href="#">As a result children make good academic progress and are supported socially and emotionally.</a></li> </ul>
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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 £25,000**

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from their starting points	<ul style="list-style-type: none"> <li>• All class teams aware of the PP children</li> <li>• Allocated class HLTA/TA support, offering boosters and interventions, for all year groups, supporting quality first teaching across the curriculum.</li> </ul>	<p>The difference is diminishing between PP/non due to timely intervention and quality first teaching.</p> <p><a href="#">Making Best Use of Teaching Assistants   Education Endowment Foundation   EEF</a></p> <p>Sutton Trust – quality first teaching has direct impact on pupil outcomes</p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p>	<p>Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress.</p> <p>Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)</p>	1, 2, 4
	<ul style="list-style-type: none"> <li>• Regular CPD for teaching staff to ensure 100% of teaching is deemed good or outstanding</li> <li>• Provide staff training on effective pedagogy for teaching maths. (Maths Mastery year long course and bespoke training by Tim Kirk.</li> </ul>	<p>Highly quality CPD, to ensure skilled and confident staff will see better progress from children.</p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p>	<p>Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed. (Talk 5 and Talk 6 Literacy, Maths Mastery Training).</p>	1, 2, 4

	<ul style="list-style-type: none"> <li>Support from Nicola Martin English consultant to help year 2 and 6 moderate writing assessments</li> </ul>			
	<ul style="list-style-type: none"> <li>To ensuring a consistent approach to the teaching of early reading and phonics, supported by a high-quality reading spine. (Red Rose Phonics)</li> </ul>	<p>DfE/Ofsted/EEF reports evidence the impact on the teaching of high-quality phonics/reading and attainment across the curriculum</p> <p><a href="#">Preparing for Literacy   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 1   Education Endowment Foundation   EEF</a></p>	<p>Phonics/English/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.</p>	<p>1, 4</p>
	<ul style="list-style-type: none"> <li>Provide parents with clear and timely information on how children are progressing in relation to expected standards</li> </ul>	<p>EEF reports on positive impact on parental involvement on outcomes for children.</p> <p><a href="#">Working with Parents to Support Children's Learning   Education Endowment Foundation   EEF</a></p>	<p>Annual calendar of parental involvement (e.g. phonics, reading, maths, assemblies)</p>	<p>3</p>
	<ul style="list-style-type: none"> <li>Run parents classes to help improve the early phonics, maths and English skills of parents to help them support their children at home.</li> </ul>		<p>Parent class calendar of events/classes.</p>	<p>3,</p>

<p>Training will ensure staff can best support attainment, development and emotional well-being of all Pupil Premium children</p>	<ul style="list-style-type: none"> <li>Staff CPD focusing on mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early trauma, complex trauma, safeguarding</li> </ul>	<p>Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils  <a href="#">Improving Social and Emotional Learning in Primary Schools   Education Endowment Foundation   EEF</a></p>	<p>CPD log          General interactions with children round school CPOM's</p>	<p>1, 2, 4,</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted Cost: £18,000**

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
<p>All Pupil Premium children make at least good progress from their starting points</p>	<ul style="list-style-type: none"> <li>Additional mathematics sessions for pupils in year 4 and 6 (Catch-up phonics)</li> <li>2x phonics sessions daily in EYFS to help ensure children progress in line with National expectations</li> <li>Whole school phonics training Red Rose phonics scheme purchased</li> </ul>	<p>Communication and Language is the highest area of need on our SEND register – research supports the effectiveness of the chosen strategies  <a href="#">Special Educational Needs in Mainstream Schools   Education Endowment Foundation   EEF</a></p>	<ul style="list-style-type: none"> <li>Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly IPM meetings with SEND Co.</li> </ul>	<p>1, 2, 3, 4</p>
			<ul style="list-style-type: none"> <li>Phonics assessments will be conducted regularly and monitored by Phonics/English lead to ensure at least good progress</li> </ul>	<p>1, 2, 3, 4</p>
	<ul style="list-style-type: none"> <li>Daily readers for (at least) the lowest 20% of children and those who don't get support/read at home.</li> </ul>		<ul style="list-style-type: none"> <li>Targeted readers will be monitored by phonics/English lead</li> <li>Pitch of phase/text</li> </ul>	<p>1, 2, 3, 4</p>

			matched monitored by phonics/English lead	
<ul style="list-style-type: none"> <li>Mastery maths curriculum in KS1 and KS2 to accelerate the progress of ALL learners through quality first teaching and same day intervention.</li> </ul>	<p>High expectations of ALL children – no ceiling/differentiation in expectations</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   Education Endowment Foundation   EEF</a></p>	<ul style="list-style-type: none"> <li>Maths leader monitoring calendar/SLT Monitoring calendar</li> <li>Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress.</li> <li>Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms</li> </ul>		1,2 ,3, 4
<ul style="list-style-type: none"> <li>SEND Lead to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to ensure best outcomes from starting points.</li> </ul>	<p><a href="#">Special Educational Needs in Mainstream Schools   Education Endowment Foundation   EEF</a></p>	<ul style="list-style-type: none"> <li>Appraisal of SEND Co's in school</li> <li>IPMs</li> <li>Parental engagement of SEND children through termly meetings</li> </ul>		2, 4
<ul style="list-style-type: none"> <li>Subscriptions to online/web-based programs to support children at home (Numbots, Espresso)</li> </ul>	<p>Use of digital technologies – clear evidence to support technology at home for maths, English and phonics.</p> <p><a href="#">Using Digital Technology to Improve Learning   Education Endowment Foundation   EEF</a></p> <p><a href="#">Pupil Premium Guide   Education Endowment Foundation   EEF</a></p> <p><a href="#">Working with Parents</a></p>	<ul style="list-style-type: none"> <li>SLT to monitor use of chosen technologies at home.</li> <li>Tasks set online to support the children's learning journey.</li> </ul>		1, 3, 4

		<a href="#">to Support Children's Learning   Education Endowment Foundation   EEF</a>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**  
**Budgeted Cost: £7000 + 5415 for extracurricular and ASC/Breakfast club.**

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children have excellent attendance	<ul style="list-style-type: none"> <li>Increased home-school support pastoral lead to support families with attendance and Safeguarding matters (attends TAF, CAT, CIN, CP meetings).</li> </ul>	Parent surveys Dedicated person in role, who builds a trusted relationship with parents and provides the supported where needed, leading to better outcomes for all.  <a href="#">Working with Parents to Support Children's Learning   Education Endowment Foundation   EEF</a>	<ul style="list-style-type: none"> <li>Parent surveys</li> <li>Weekly attendance figures</li> <li>Termly HT report to the Governing Board</li> </ul>	3, 4, 5
	<ul style="list-style-type: none"> <li>Each half term attendance report will be produced, stating attendance figures, comparing the current week's figure to previous weeks/National.</li> <li>The pastoral lead will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance.</li> <li>The pastoral lead will ensure the attendance policy is followed up, with daily calls home/home visits etc.</li> <li>Children with poor</li> </ul>	Attendance data – improving trend over 6 years (exc. Covid)  Reduction in term-time absence requests  <a href="#">Working with Parents to Support Children's Learning   Education Endowment Foundation   EEF</a>		3, 4, 5

	attendance encouraged to attend Breakfast club free of charge.			
All children have access to a quality, rich curriculum, developing cultural capital	<ul style="list-style-type: none"> <li>Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences – all subject leaders informed of PP children across school to offer additional extra-curricular provisions during the year (subsidised by school)</li> </ul>	<p>Learning is contextualised in concrete and language rich experiences.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>SHUE data EEF – sports participation increase educational engagement and attainment EEF – outdoor learning shows positive benefits on academic learning and self-confidence.</p>	<ul style="list-style-type: none"> <li>A rich curriculum offer, with a range of opportunities for first-hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term)</li> <li>Enrichment Overview, S of W, Extra Curricular offer, year 6 residential to Robinwood.</li> </ul>	1, 2, 4, 6