

# St Michael's RC Pupil premium strategy statement 2023 - 25 (2 year plan)

This statement details our school's use of pupil premium (and recovery premium for the 2023 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 RC Primary              |
| Number of pupils in school  | 208                                  |
| Proportion (%) of pupil premium eligible pupils   | 25.6%                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | <b>2023 - 24</b><br><b>2024 - 25</b> |
| Date this statement was published   | October 2023                         |
| Date on which it will be reviewed   | July 2025                            |
| Statement authorised by   | Mr D Proctor                         |
| Pupil premium lead  | Mrs T Grogan                         |
| Governor / Trustee lead   | C Pritchard                          |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £64,577 |
| Recovery premium funding allocation this academic year  | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £68,272 |

## Part A: Pupil premium strategy plan

### Statement of intent

- We aim for our disadvantaged children to achieve their full potential and for there to be no barriers to progress, both academic and personal, between disadvantaged and non-disadvantaged pupils. We aim for disadvantaged children to be equally well prepared for the next stage of their education as their non-disadvantaged peers.
- Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils 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.
- We provide targeted support from school staff to address gaps in learning and address areas of need with regard to pupil's emotional wellbeing. Attendance is monitored closely with high expectations for all children and we work closely with our Attendance Officer in the Academy Trust and the Early Help Whitefield Locality Team to provide a team around the family model to support attendance.
- We are a caring Roman Catholic Primary school, and we know that a strong and supportive relationship with our families is key to successful development of our children. We aim to work closely with our families' and to understand their individual needs, recognising that families have individual strengths and barriers to their learning, engagement and achievement. We have high aspirations for all children and work to address any barriers individually and supportively.

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2.</p> <p>Pupils enter Reception below typical levels particularly in communication and language, PSD and Maths and English. Speech and language skills and difficulties impact negatively on learning, social interaction and behaviour.</p> <p>There are 19 children on the SALT register. 9 out of 19 children (47%) on the SALT register are Pupil Premium.</p> |

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|---|---|
| 2 | <p>26.1% of pupils in receipt of Pupil Premium have identified SEND needs.</p> <p>15.9% of children identified with SEN in school are in receipt of PPG (50% of those have a primary need of SEMH).</p>   |
| 3 | <p>Challenges at home effecting emotional wellbeing, learning, engagement and behaviour. Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. 21% of PPG pupils have, or have had, a social worker at some point tin their school life.</p> |
| 4 | <p>Attendance data over the last year indicates that attendance for Disadvantaged pupils is lower that non – disadvantaged pupils. Persistent Absence rates are also higher for disadvantaged pupils compared to non – disadvantaged pupils.</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  |
|--|---|
| <p>1. To increase the vocabulary, speech and language skills of children in receipt of PPG to improve outcomes in EYFS.</p> <p>Ensure high quality (DFE validated) Phonics scheme is in place as phonics has shown significant impact on early reading skills, which are fundamental to language development. Training to be ongoing and include practical assessments to ensure effectiveness. Feedback mechanisms should be established to incorporate learning back into teaching practices. (Reference: Education Endowment Foundation)</p> <p>To increase the vocabulary, speech and language skills of KS1 &amp; KS2 pupils and narrow the gap with peers to improve engagement with learning, social interaction and self-esteem.</p> | <p>Early Years Wellcomm assessments progress for children whose Speech and Lang skills were below age related on entry.</p> <p>All pupils access high quality synthetic Phonics teaching and learning and outcomes continue to improve.</p> <p>Wellcomm 5-11 assessments show progress for children whose Speech and Lang skills were below age related expectations.</p> |
| <p>2. Maintain/improve attainment and progress of disadvantaged pupils with SEND at St Michael's.</p>  | <p>Disadvantaged pupils with SEND, to make progress in Reading, Writing and Maths, from individual pupil starting points.</p>   |

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|  | Individual targets set and monitored through APDR cycles.  |
| <p>3. Ensure a comprehensive professional development programs that enhance teachers' abilities in dealing with diverse emotional and social needs of pupils. These programs should focus on practical strategies for creating inclusive, supportive classroom environments that encourage open expression of feelings and foster emotional resilience.</p> <p>Invest in a Pastoral Support designated member of staff to provide support for pupils with SEMH needs.</p> <p>Pupils with social workers to be well supported by single or multi-agency support which focusses on pupil/family needs.</p> <p>Parental engagement is strong, mutually supportive relationships between parents, pupils and staff are recognised as being key to effectively supporting pupils.</p> | <p>Single agency and multi-agency meetings regularly take place to support vulnerable families, logged on CPOMS System.</p> <p>Pastoral support provision is a regular feature within the school day providing a range of support for different children and families who need pastoral support.</p> <p>Games Club to provide opportunities for children to develop strategies to manage SEMH needs.</p> <p>Parents feel supported by school and relationships between school and families are strong to support vulnerable pupils. Parental Voice gathered as evidence.</p> |
| <p>4. Use software tools (such as Arbor) that enable teachers to monitor attendance patterns in real time alongside academic performance. This dual approach aids in quickly identifying trends and issues, allowing for timely interventions.</p>   | <p>Attendance patterns are tracked and children and families supported to ensure good attendance for all children.</p>   |

## 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: £51,756

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Small Group Tuition:</b><br/>Implement evidence-based small group or peer tutoring sessions focusing extensively on spoken language and written communication skills. These groups should use interactive, dialogic learning methods to facilitate active engagement and personalised feedback, ensuring language skills are developed in a context that mirrors real-life usage.</p> | <p>Evidence from EEF Communication and Language approaches</p> <p><a href="#">Communication and language approaches   EEF</a></p>  | 1                             |
| <p>Training for all staff on Inclusion and meeting SEND in school, focus on early identification of needs and IQFT.</p>   | <p>Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff:</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p> | 1, 2 & 3                      |
| <p>Regular training through the Spring/Summer Term for all support staff in meeting SEND needs (de-escalation techniques, SEMH needs, developing positive relationships, observation skills).</p>   | <p>Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff:</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p> | 1, 2 & 3                      |
| <p>Implement interventions by specially trained teaching assistants who can deliver programs aimed at developing emotional intelligence, conflict resolution skills, and stress management.</p>   | <p>Evidence from the Social and Emotional EEF research and guidance for schools.</p> <p><a href="#">Social and emotional learning   EEF</a></p>  | 3 and 4                       |

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| These interventions are regular and integrated seamlessly into the school day to ensure continuous support and reinforcement.  |   |          |
| Implement a Pastoral Lead staff member to work with children and families to support SEMH needs.   | Evidence from the Social and Emotional EEF research and guidance for schools.<br><br><a href="#">Social and emotional learning   EEF</a>  | 3 and 4  |
| Establish a dedicated mentoring program where teachers/teaching assistants work specifically with students who frequently miss school. These assistants should be trained to build strong relationships and to understand the socio-emotional and environmental factors influencing attendance, working collaboratively with families and the wider school community to tailor support for each student. | Evidence from Supporting School Attendance EEF.<br><br><a href="#">Supporting attendance   EEF</a>  | 4        |
| Talk Boost Training and staff release.   | Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff:<br><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a> | 1, 2 & 3 |

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

Budgeted cost: £11,516

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Screen pupils and WELLCOMM speech and language early intervention in EYFS, KS1 & KS2. | Evidence from the EEF Teaching & Learning Toolkit, which shows that oral intervention programmes have a low cost and high impact on pupil outcomes. | 1, 2                          |

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|  | <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>  |      |
| Implement Talk Boost intervention and Speech and Language strategies in KS1.   | EEF Teaching & Learning Toolkit shows that oral intervention programmes have a low cost and high impact on pupil outcomes.<br><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>    | 1, 2 |
| Provide high quality support for disadvantaged pupils to access additional out of hours learning. Soft starts, Boosters, Games Club etc. | Evidence from the EEF Teaching & Learning Toolkit indicates that small group tuition is low cost, and has a moderate impact on pupil outcomes<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 2, 3 |

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

Budgeted cost: £5,000

| Activity   | Evidence that supports this approach                        | Challenge number(s) addressed |
|--|---|-------------------------------|
| Funding after-school programs specifically designed to enhance language skills through interactive stories, drama clubs, and speech training. These activities not only augment formal learning but also provide a relaxed environment conducive to experimentation with language use. | <a href="#">Communication and language approaches   EEF</a> | 1 and 3                       |
| Continue to promote and use breakfast club to provide a nourishing start to the day, which is known to boost attendance. Alongside, provide funded transport solutions for students from disadvantaged   | <a href="#">Free school breakfast provision   EEF</a>       | 4                             |

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| backgrounds who might struggle with getting to school on time. This initiative should encompass safe, reliable, and student-friendly transportation facilities.                                    |   |         |
| All staff trained in Trauma Informed Schools approaches to recognise the impact of Adverse Childhood Experiences and respond appropriately, to better support pupils.                              | TISUK's training is highlighted in the <i>DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018</i> as supporting and promoting positive mental health.<br><br><a href="https://www.traumainformedschools.co.uk/about-tisuk">https://www.traumainformedschools.co.uk/about-tisuk</a>   | 3       |
| Pastoral Support worker deployed to work closely with families facing the challenges   | Evidence from the EEF Toolkit shows that working with parents to increase parental engagement has a moderate impact, for low cost<br><br><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>  | 3       |
| Breakfast Club Nurture Group for vulnerable pupils needing additional support on arrival at school.  | When children have eaten a healthy breakfast they are more physically prepared for learning.<br><br>By having a 'softer start' to the school day in calm and nurturing environment, children's emotional wellbeing is improved and they are more able to access learning successfully.  | 1, 2, 3 |
| Attendance lead at STOC Trust to work with school staff and local authority Education Welfare Officer to act swiftly on attendance concerns and support vulnerable families to improve attendance. | Evidence from the EEF Toolkit shows that working with parents to increase parental engagement has a moderate impact, for low cost<br><br><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><br><br><a href="#">Supporting attendance   EEF</a> | 4       |

|  |  |             |
|--|--|-------------|
| <p>Improve access to enrichment activities for disadvantaged pupils by school using PPG to fund trips, holidays and enrichment activities as per individual circumstances no child misses opportunities.</p> | <p>In school we have seen the benefit to our pupils Personal, Social and Emotional Development of providing trips, visits, experiences and immersion into music. Ensuring no child misses out on enrichments experiences due to economic disadvantage is important to St Michael's.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> | <p>2, 3</p> |
|--|--|-------------|

**Total budgeted cost: £68,272**

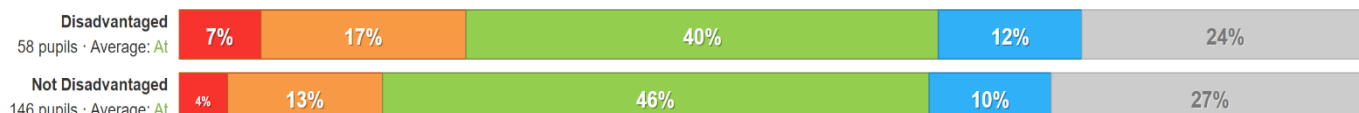
# Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

## Academic Results 2023/2024 – Disadvantaged and Non-Disadvantaged

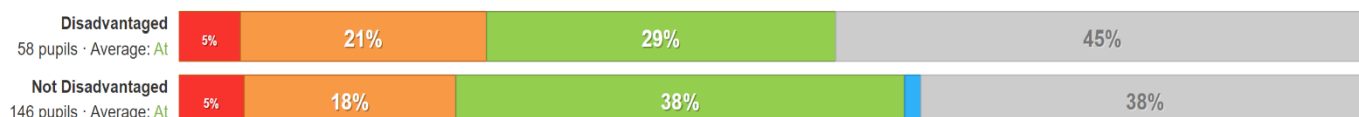
### Reading

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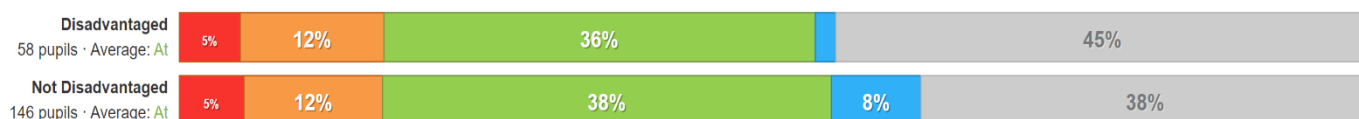
### Writing

Legend Well below Just below Expected Above No data



### Maths

Legend Well below Just below Expected Above No data



## Key Stage 2 2023 2024

| Key Indicators             | EAL  |      |      |       | Pupil Premium |      |      |      | SEN  |      |      |      |
|----------------------------|------|------|------|-------|---------------|------|------|------|------|------|------|------|
|                            | 2021 | 2022 | 2023 | 2024  | 2021          | 2022 | 2023 | 2024 | 2021 | 2022 | 2023 | 2024 |
| Attainment Cohorts         | 4    | 2    | 3    | 2     | 5             | 7    | 6    | 10   | 5    | 4    | 5    | 5    |
| Expected Standard+ (RWM) % | 75   | 100  | 33   | 100.0 | 40            | 43   | 33   | 40.0 | 0    | 0    | 20   | 20.0 |

## Key Stage 2 PP data – 2023 2024

10 Children were Pupil Premium in Year 6 in 2024. 40% of these children achieved the Expected standard in RWM.

## Attendance for academic year 2023/2024

Whole School Attendance –

Attendance for all Disadvantaged pupils – 91.5%

Attendance for Non-Disadvantaged pupils – 94.2%

### 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*

| <b>Programme</b>                                    | <b>Provider</b> |
|---|-----------------|
| Curriculum for Computing, Art and Design Technology | KAPOW           |
| PSHE Programme                                      | SCARF           |