

St Michael's RC Pupil premium strategy statement

2021-23 (2 year plan)

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 RC Primary
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23
Date this statement was published	March 2022
Date on which it will be reviewed	October 2022 (reviewed, see Pupil Premium Impact report Oct 2022)
Statement authorised by	Mrs C Maddocks
Pupil premium lead	Mrs H Birkett-Rothwell
Governor / Trustee lead	Vacancy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,756
Recovery premium funding allocation this academic year	£11,516
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	£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.
- 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 Education Welfare Team and 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>Speech and language skill difficulties impacting negatively on learning, social interaction and behaviour.</p> <p>19% of PPG pupils have S&L needs.</p> <p>52% Children started Reception class with Speech and Language skills that are below age related expectations.</p> <p>2020 and 2021 lockdown periods when children were not attending school have had a negative impact on pupil's speech and language skills due to 'missed learning'.</p>
2	<p>25% of pupils in receipt of Pupil Premium have identified SEND needs.</p> <p>25% of children identified with SEN in school are in receipt of PPG (50% of those have a primary need of SEMH). 2020 and 2021 lockdown periods when the majority of children were not attending school have had a negative impact on pupil progress due to 'missed learning'.</p>
3	<p>Challenges at home effecting emotional wellbeing, learning, engagement and behaviour.</p> <p>25% of PPG pupils have, or have had, a social worker. 2020 and 2021 lockdown periods when the majority of children were not attending school have had a negative impact on SEMH needs and has increased the challenges that many of our vulnerable families were already facing.</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>To increase the vocabulary, speech and language skills of children in receipt of PPG to improve outcomes in EYFS.</p> <p>To increase the vocabulary, speech and language skills of KS1 & 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>KS1 Talk Boost assessments show rapid progress for children in KS1 who's Speech and Lang skills were below age related on entry.</p> <p>Wellcomm 5-11 assessments show progress for children whose Speech and Lang skills were below age related expectations.</p>
<p>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> <p>Individual targets set and monitored through APDR cycles.</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 Edaware System</p> <p>Family Support Worker works actively with vulnerable families and pupils, Edaware log of contacts/actions.</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>

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
Training for all staff on Inclusion and meeting SEND in school, focus on early identification of needs and IQFT.	Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1, 2 & 3
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).	Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1, 2 & 3
NASENCO Training for SENCO.	Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1, 2 & 3
Support from external EYFS SLE to work with staff and develop EYFS provision.	Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1, 2 & 3
Talk Boost Training and staff release.	Evidence from EEF Pupil Premium Guide, tiered approach with Quality First Teaching and training and development for staff: https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Implement Talk Boost intervention in KS1.	EEF Teaching & Learning Toolkit shows that oral intervention programmes have a low cost and high impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Provide high quality support for disadvantaged pupils to access additional out of hours learning, in after school 'Booster' club, led by a teacher.	Evidence from the EEF Teaching & Learning Toolkit indicates that small group tuition is low cost, and has a moderate impact on pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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
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. https://www.traumainformedschools.co.uk/about-tisuk	3
Family Support Worker (LH) deployed to work closely with families facing the challenges through TAF/CiN process and linking	Evidence from the EEF Toolkit shows that working with parents to increase parental engagement has a moderate impact, for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3

with outside agencies to gain support for families, as per individual circumstances.		
Breakfast Club Nurture Group for vulnerable pupils needing additional support on arrival at school.	<p>When children have eaten a healthy breakfast they are more physically prepared for learning.</p> <p>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.</p>	2, 3
Family Support Worker to work with school staff and local authority Education Welfare Officer to act swiftly on attendance concerns and support vulnerable families to improve attendance.	<p>Evidence from the EEF Toolkit shows that working with parents to increase parental engagement has a moderate impact, for low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	2, 3

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 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.

Academic Year 2020-2021

There were 36 children who received pupil premium funding in KS1 and KS2.

Year 6 Results (5 pupils PP, 3 of the 5 were also on the SEN register)

Reading: **40%** (2/5) of PP children achieved the 'Expected level'

Writing: **40%** (2/5) of PP children achieved the 'Expected level'

Maths: **40%** (2/5) of PP children achieved the 'Expected level'

Science: **40%** (2/5) of PP children achieved the 'Expected level'

Overall in RWM **40%** (2/5) achieved 'Expected'

KS1 – Y2 results

There were 5 children who received PP funding (1/5 who did not reach ARE has an EHCP)

Reading: **60%** (3/5) of PP children achieved the 'Expected level'

Writing: **60%** (3/5) of PP children achieved the 'Expected level'

Maths: **60%** (3/5) of PP children achieved the 'Expected level'

Progress from EYFS – 7 PP children

All 7 made expected progress in R, W, M.

5/7 achieved GLD at the end of Reception (2/7 who did not achieve GLD were on the SEN register)

PHONICS – November 2020 – Y2 cohort 20-21

In Y2 – 80% of the PP children (4/5) passed the phonics test compared to 72% of the class (20/28). In a July re-test 84% of the whole cohort passed their phonics test.

In addition:

- All PP children were able to access the full range of educational experiences offered as a part of a broad and balanced curriculum.
- Additional resources were purchased for the children and some music provision was provided.
- Before and After school club was made available to children if required.
- In all KS2 classes progress for the whole year as an overall average was good or better.

Attendance:

Whole school attendance was 97.17% during 2020-21

Attendance of pupils in receipt of PPG was 96.02% during 2020-21

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

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 used towards a Family Support Worker supporting Service pupil families.
What was the impact of that spending on service pupil premium eligible pupils?	Emotional wellbeing of Service Pupil Premium pupils is met and regularly reviewed.