Pupil Premium Strategy statement

St. Michael's R.C. Primary School

This statement details our school's use of pupil premium (and recovery 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 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	202 (inc 26 Nursery)
Proportion (%) of pupil premium eligible pupils	26.73% (54)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2025/2026-2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Trish Grogan Headteacher
Pupil premium lead	Trish Grogan
Governor / Trustee lead	C Pritchard Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers base on their starting points and ongoing assessment.

We will consider the challenges faced by our vulnerable pupils, this alongside research conducted by the EEF will form our strategy.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1.	Assessments and observations show on entry to Reception, a high % of children had low Language and Communication skills –Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to

	have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and observations show disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that mathematical skills among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class a significant % of our pupils arrive below age-related expectations.
4	Our assessments and observations have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. An increased number of children currently require additional support with social and emotional needs, requiring small group interventions e.g. Caritas and Pastoral support.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 £54,500

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

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessments (WELLCOMM).
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction on incident reporting • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils in line with national	Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 21%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£54,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge Gaps in Maths & Falling Behind Age-Related Expectations	**Professional Development in Evidence-Based Maths Teaching Techniques:** Invest in training staff through systematic programmes, such as those with a mastery approach to ensure deep understanding of mathematical concepts. Evidence suggests that teacher professional development is one of the most effective ways to improve pupil outcomes (EEF Toolkit- improving Mathematics). E.g Maths hub and NCTEM	1
Increased Social and Emotional Issues	**Supporting Staff to Meet Emotional and Behavioural Needs:** Provide specialised training on strategies to support children's well-being and mental health in the classroom. This supports a positive school environment and enhances pupil engagement and readiness to learn.	2
Persistent Absenteeism Among Disadvantaged Pupils	**Mentoring and Coaching for Teachers on Engagement Strategies:** Equip teachers with skills to engage and motivate pupils, particularly those at risk of absence. Train staff to identify early signs of disengagement and to implement techniques to re-engage pupils effectively.	3
Low Language and Communication Skills	**Professional Development:** Invest in systematic training for teachers using programmes validated by the DfE, focusing on early years language acquisition and communication strategies. This ensures that teaching practices are evidence-based and tailored to enhance vocabulary and communication skills from an early age. *Evidence from EEF suggests high-quality professional development leads to improved educational outcomes.*	4
Difficulties with Phonics	**Curriculum Enhancement:** Embed a systematic synthetic phonics programme across Reception to Year 2, ensuring	5

	consistency and rigor in phonics instruction. Resources like Phonics Tracker can be used for diagnostic assessments to tailor teaching and interventions. Such approaches are backed by research indicating strong impacts on literacy, especially for younger learners.	
Below Expected Mathematical Reasoning Skills	**Enhanced Mathematical Curriculum:** Implement a mastery-based approach to teaching mathematics, which focuses on depth before breadth, ensuring every child understands mathematical concepts fully before moving on. *Research has demonstrated that mastery approaches can be particularly effective for low-attaining pupils.*	6

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Knowledge Gaps in Maths & Falling Behind Age-Related Expectations	**One-to-One and Small Group Maths Tuition:** Implement focused sessions utilising trained school staff, prioritising diagnostic assessments to tailor the sessions to specific needs. This approach can add up to 5 months' additional progress per pupil per year (EEF Toolkit). E.g. Numberstacks intervention	1
Increased Social and Emotional Issues	**Employment of Teaching Assistants for SEMH Support:** Utilise teaching assistants to deliver emotional and social skills support alongside the curriculum. This provides reinforcement and aids in maintaining focus among distressed pupils.	2
Persistent Absenteeism Among Disadvantaged Pupils	**Targeted Interventions for Attendance:** Implement mentoring or buddy systems where older students or adults mentor those struggling with regular attendance. This interpersonal connection can provide social support and motivation for consistent attendance.	3

Low Language and Communication Skills	**Targeted Language Interventions:** Implement small group or one-to-one sessions utilising evidence-based interventions like the Talk Boost to boost language skills. This targeted method aids in rapidly improving vocabulary and communication abilities among young learners. Training for staff to ensure oracy skills are embedded across the curriculum, e.g. PTI training.	4
Difficulties with Phonics	**Phonics Tutoring:** Utilise in house staff to provide additional, focused phonics support to students who are lagging behind their peers. This allows for reinforcement and practice in a targeted setting that complements classroom learning.	5
Below Expected Mathematical Reasoning Skills	**Mathematics Intervention Programs:** Establish small group interventions using evidence-backed frameworks such as Numberstacks which specifically address gaps in mathematical understanding and reasoning.	6

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number (s) addressed
Knowledge Gaps in Maths & Falling Behind Age-Related Expectations	**Extended School Time:** Fund additional hours for maths boosters or support sessions to reinforce learning. This also provides structure which can help mitigate absenteeism.	1
Increased Social and Emotional Issues	**Employment of Teaching Assistants for In-Class Support:** Utilise teaching assistants specifically trained in delivering emotional and social skills support alongside the curriculum. This provides immediate reinforcement and aids in maintaining focus among distressed pupils.	2

Persistent Absenteeism Among	**Supporting Attendance:** Enhance communication with parents about the importance of regular attendance through meetings and personalised outreach. Implement a recognition	3
Disadvantaged Pupils	System for improved or consistent attendance, providing positive reinforcement to encourage habitual attendance.	
Low Language and Communication Skills	**Parental Engagement Programs:** Develop initiatives that facilitate parental involvement in their children's learning, particularly focusing on enhancing home school links and supporting parents. Workshops can be organised to educate parents on effective communication and interaction techniques with their children. Resources shared in hard copy and online to support parents when working with their children at home. This aligns with evidence that a supportive home environment significantly contributes to the language development of children.	4
Difficulties with Phonics	**Extra curricular opportunities:** Offer reading clubs that focus on phonics and reading for enjoyment. These clubs can provide a relaxed environment where pupils practise reading skills, thereby improving their phonetic abilities through consistent practice and exposure.	5
Below Expected Mathematical Reasoning Skills	**Breakfast :** Studies show that a nutritious start to the day can improve concentration and cognitive function, directly impacting pupils' abilities to engage with and understand complex mathematical concepts during the school day. Offering breakfast/ snack can provide disadvantaged pupils with the necessary nutritional support for effective learning in mathematics.	6

Total budgeted cost: £114,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

READING- Attainment 2024-25
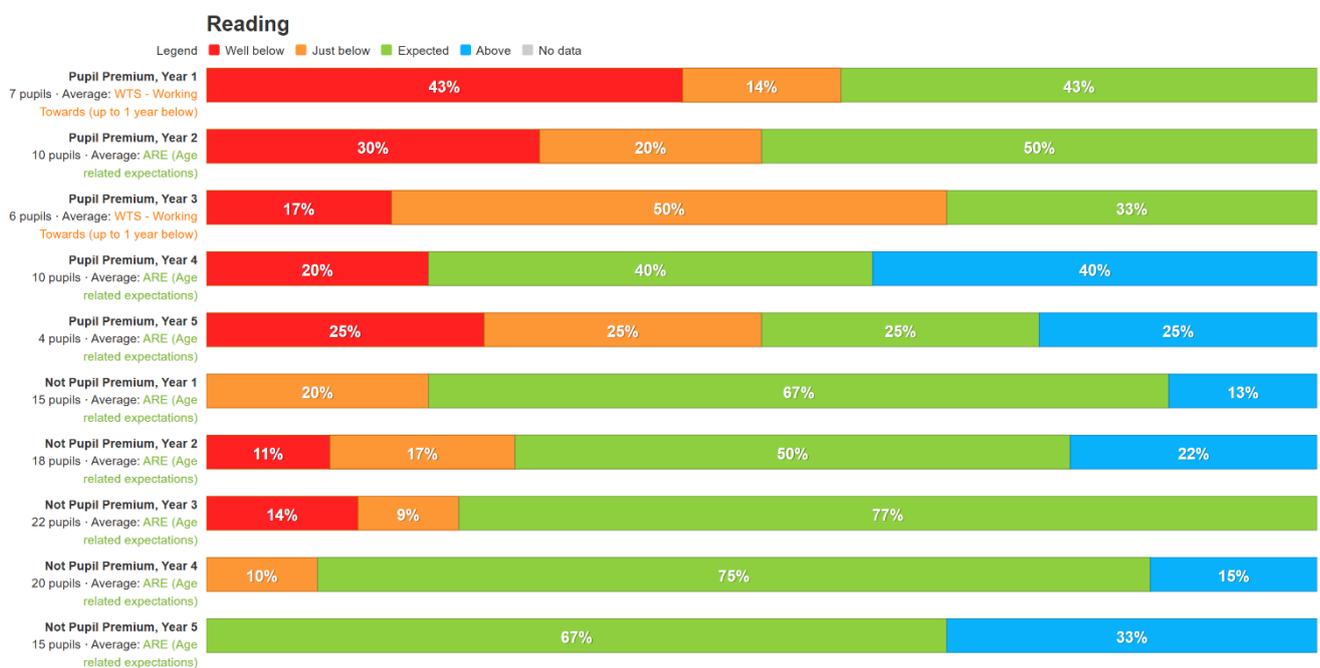
Progress in Reading 2023/2024- 2024/2025
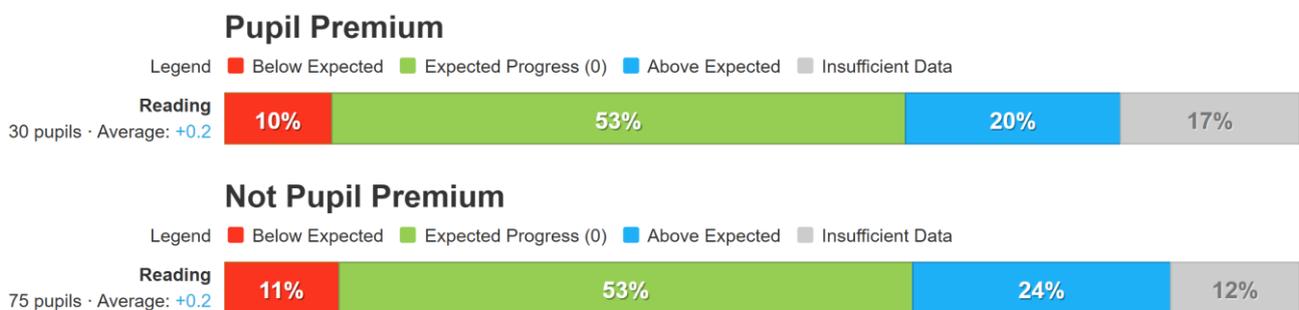
Attainment shows a significant gap between PP and non PP children across the school. KS1 there is a gap between PP and non PP achieving GDS. Progress of PP children are in line with non PP children.

Writing - Attainment 2024-25

Writing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data

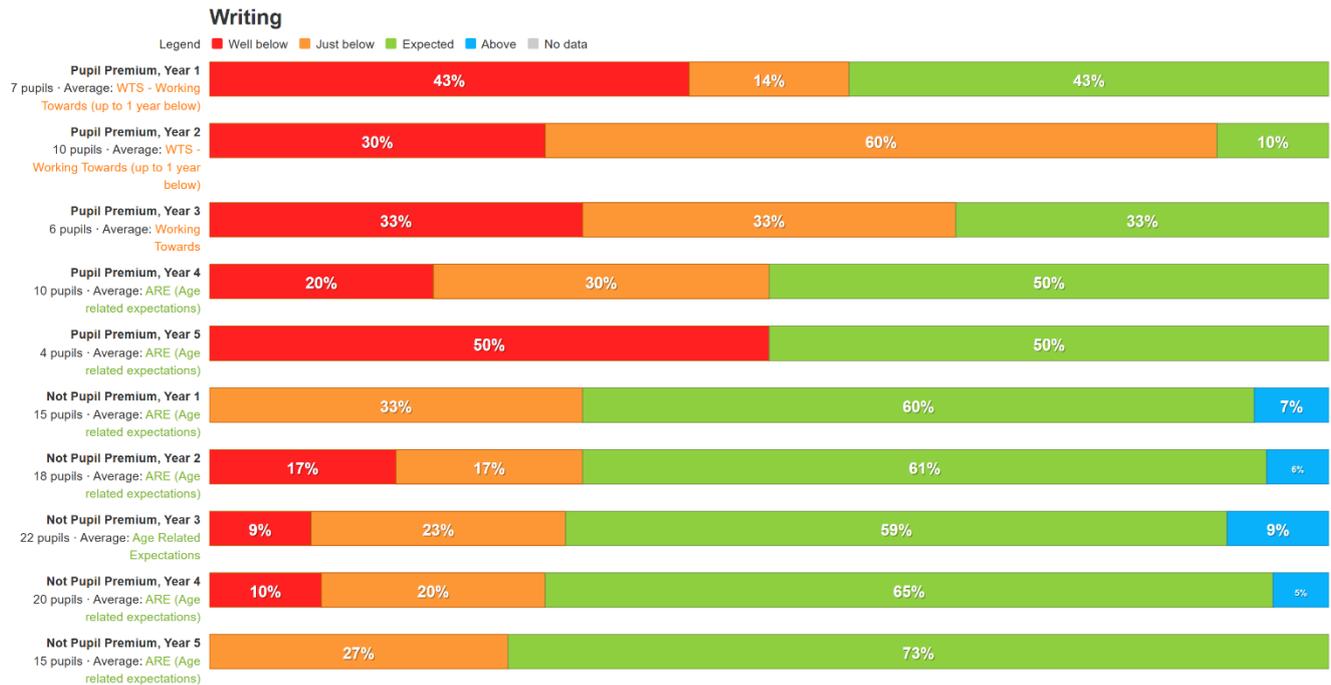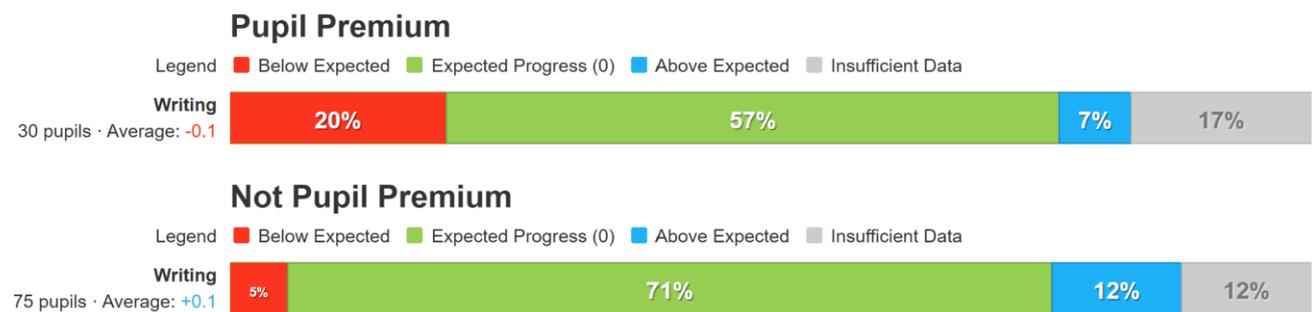|		
Pupil Premium, Year 1 7 pupils · Average: WTS - Working Towards (up to 1 year below)	43% / 14% / 43%	
Pupil Premium, Year 2 10 pupils · Average: WTS - Working Towards (up to 1 year below)	30% / 60% / 10%	
Pupil Premium, Year 3 6 pupils · Average: Working Towards	33% / 33% / 33%	
Pupil Premium, Year 4 10 pupils · Average: ARE (Age related expectations)	20% / 30% / 50%	
Pupil Premium, Year 5 4 pupils · Average: ARE (Age related expectations)	50% / 50%	
Not Pupil Premium, Year 1 15 pupils · Average: ARE (Age related expectations)	33% / 60% / 7%	
Not Pupil Premium, Year 2 18 pupils · Average: ARE (Age related expectations)	17% / 17% / 61% / 6%	
Not Pupil Premium, Year 3 22 pupils · Average: Age Related Expectations	9% / 23% / 59% / 9%	
Not Pupil Premium, Year 4 20 pupils · Average: ARE (Age related expectations)	10% / 20% / 65% / 5%	
Not Pupil Premium, Year 5 15 pupils · Average: ARE (Age related expectations)	27% / 73%	

Progress in Writing 2023/2024- 2024/2025

Pupil Premium

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data

Writing 30 pupils · Average: -0.1	20% / 57% / 7% / 17%

Not Pupil Premium

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data

Writing 75 pupils · Average: +0.1	5% / 71% / 12% / 12%

Attainment shows a significant gap between PP and non PP children across the school. In KS1 and KS2 there is a gap between PP and non PP achieving GDS. Progress of PP children is not in line with non PP children.
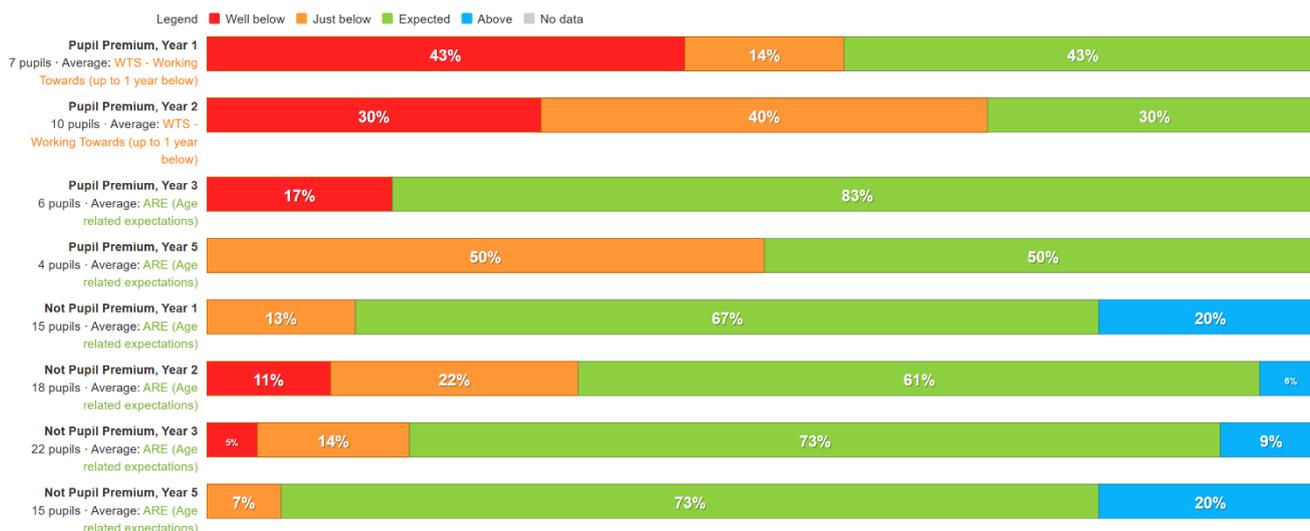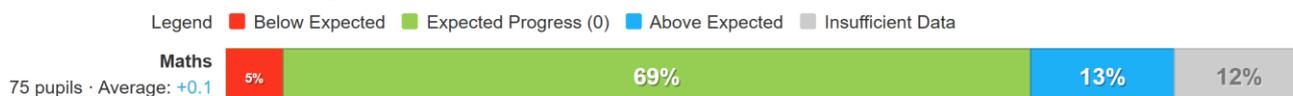
Maths- Attainment

Maths

Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data

Pupil Premium, Year 1
7 pupils · Average: WTS - Working Towards (up to 1 year below)
| 43% | 14% | 43% |

Pupil Premium, Year 2
10 pupils · Average: WTS - Working Towards (up to 1 year below)
| 30% | 40% | 30% |

Pupil Premium, Year 3
6 pupils · Average: ARE (Age related expectations)
| 17% | 83% |

Pupil Premium, Year 5
4 pupils · Average: ARE (Age related expectations)
| 50% | 50% |

Not Pupil Premium, Year 1
15 pupils · Average: ARE (Age related expectations)
| 13% | 67% | 20% |

Not Pupil Premium, Year 2
18 pupils · Average: ARE (Age related expectations)
| 11% | 22% | 61% | 6% |

Not Pupil Premium, Year 3
22 pupils · Average: ARE (Age related expectations)
| 5% | 14% | 73% | 9% |

Not Pupil Premium, Year 5
15 pupils · Average: ARE (Age related expectations)
| 7% | 73% | 20% |

Progress in Maths 2023/2024- 2024/2025

Pupil Premium

Legend: ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data

Maths
30 pupils · Average: 0
| 10% | 60% | 13% | 17% |

Not Pupil Premium

Legend: ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data

Maths
75 pupils · Average: +0.1
| 5% | 69% | 13% | 12% |

Attainment shows a significant gap between PP and non PP children across the school with the exception of Year 3 where PP children have performed better. In KS1 and KS2 there is a gap between PP and non PP achieving GDS. Progress of PP children are broadly in line with non PP children.

2024/2025 Statutory Assessment Headlines

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	24	58%	■ Below	62%	40th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	24	4%	■ Below	8%	39th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	30	53%	● At or above	~ 38%	81st
Phonics Screening Check	% of pupils passing in Year 1	22	82%	● At or above	80%	50th
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	23	70%	● At or above	~ 69%	50th

Please note that some school results may vary from official statistics. This can happen if Insight doesn't have data for all pupils. For example, data will be missing for a pupil who left school before you started using Insight.

Override any school results by clicking them, then enter the correct data from another source, such as ASP.

Go to detailed results: KS2   MTC   KS1   Phonics   EYFS

Legend
⊕ Above national (statistically significant)
● At or above national
■ Below national
■ Below national (statistically significant)
○ Missing data
~ Estimated national

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback and retrieval. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

- Offering high quality PPA cover using specialist teachers for PE and MFL.

- The pupil premium lead and SENDCo in school have regular pupil progress meetings with staff and tracks the progress and attainment of children and interventions.