

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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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 with St Thomas CE Primary
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2024
Statement authorised by	M. Slingsby
Pupil premium lead	M. Slingsby
Governor / Trustee lead	K. Tennyson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,940
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£85,785

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To close the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- ✓ To support our children's social, emotional and mental health and wellbeing to enable them to access learning

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups - this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged
- Allocating funding following a needs analysis which will identify priority classes, groups or individuals

Achieving these objectives:

The range of provision the Trust and Directors will consider making for this group include (although not exclusive to):

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved, through high quality CPD opportunities for all staff
- Reducing class sizes in key year groups thus improving opportunities for effective teaching and accelerating progress
- Early intervention through 1-1 support for phonics in EYFS – Y2 to address acquisition of early reading skills
- Additional teaching and learning opportunities provided through trained staff including TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources will also be used to target more able children on Free School Meals to achieve above Age Related Expectations
- Additional learning support through 1:1 and small group interventions

- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour and emotional support through therapeutic activities for those pupils who have been identified as needing it

Challenges

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

Challenge number	Detail of challenge
1	A number of pupils eligible for PP have low prior attainment and are below ARE in all core subjects
2	Early literacy and maths skills have been significantly impacted on by the school closures due to Covid over the last two years.
3	Attendance rates for PP pupils are lower than non PP pupils (93.2% to 95.5%) with PA being significantly higher in PP pupils (28.3% to 11.4%)
4	A number of children who are eligible for PP, have social and emotional needs, which impact on their learning on a daily basis
5	Parental engagement with school of pupils with PP

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: Progress of disadvantaged children, matches or is improving towards that of other pupils, making accelerated progress from their starting points.	Academic interventions will be in place throughout the school, to support in diminishing the difference in core areas, so that pupils eligible for PP make the same or better progress as other groups
2. Accelerated progress of the children in KS1 who have been significant affected by the school closures in the previous two academic years, enabling them to reach ARE at the end of the school year.	Targeted intervention groups will take place twice a week, taught by teachers, to address gaps in learning and early literacy and maths skills which are stopping pupils from reaching ARE.
3: Attendance rates for PP children are in line with non PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving – all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP.	A targeted approach to both pupils and families using the FSW will decrease the % of PA in PP pupils. Family sessions will support parents of PP pupils in ensuring that they are in school each day. Punctuality and attendance awards will be used to raise the profile with students.
4: Pupils with significant Social and Emotional needs will not have a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points	A range of therapeutic interventions will be employed to ensure that pupils eligible for PP reach ARE or better, by removing the barriers caused by these needs.

<p>5: Positive and sustained parental engagement with school in all year groups to support pupils in their learning</p>	<p>Higher rates of attendance at Parent/pupil interviews, family learning sessions etc. Parents actively support the school in diminishing the difference for pupils eligible for PP, meaning they make the same progress as other groups</p>
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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: £ 56,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher linked to key classes to provide small group teaching. Work focused on overcoming gaps in learning to help pupils make improved progress and to raise their standards of achievement	<p>Rationale: <u>EEF Toolkit (Small Group Tuition) +4mths:</u> <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i></p> <p>We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.</p>	1
High quality CPD through accredited providers who meet the CPD standards, to ensure that staff knowledge and pedagogy remains excellent to support the highest levels of teaching and learning using the school's mastery approach to learning	<p>Rationale: <u>EEF Toolkit (Mastery Learning) +5mths:</u> <i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i> <i>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</i></p> <p>Through the NWLP, all staff, including support staff, will access a rich programme of CPD to enhance teaching and interventions throughout the school, leading to excellent provision and outcomes in all pupils.</p>	1 and 2

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

Budgeted cost: £ 21,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ Teachers to provide small group tutoring for PP children currently working below age-related expectation in RWM, implementing structured interventions and providing immediate feedback on learning</p>	<p>Rationale: Sutton document ‘One-to-one tutoring +5 months moderate impact’</p> <p>‘For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve expected at KS2 and to make expected progress than those who did not receive tuition.’</p> <p><u>EEF Toolkit (Teaching Assistant Interventions)</u> +4mths: The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p> <p>Teachers will be employed to deliver bespoke interventions in Y1 and Y2 groups, to ensure that pupils make accelerated progress where ARE is not being achieved. These sessions will take place x2 weekly and will be planned and delivered by class teachers. Robust monitoring of interventions is in place by leaders to ensure maximum efficacy and to continually review pupils attending for maximum impact.</p>	<p>1 and 2</p>
<p>Early Intervention with EYFS/KS1 – TAs delivering oral and speech and language intervention programmes to identified pupils 1:1 or in small groups</p>	<p>Rationale: <u>EEF Toolkit (Oral Language Interventions)</u> +6mths: The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Having analysed data and need within school, we have identified that there is a need for early intervention of speaking, language and listening skills with our youngest year groups, as the previous 2 years has had a significant impact on this. The number of referrals to Chatterbug (our school S&L programme) have risen dramatically, and leaders have made the decision to allocate funding to the training and delivery of an in house S&L programme to directly address this need.</p>	<p>1 and 4</p>
<p>Termly Assertive mentoring through individual</p>	<p>Rationale: Sutton document – effective feedback + 9 months. Very high impact</p>	

<p>pupil/parent interviews established and embedded</p>	<p><i>EEF Toolkit (Metacognition) +7mths: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</i></p> <p><i>EEF Toolkit (Effective Feedback) +6mths: Feedback studies tend to show high effects on learning.</i></p> <p><i>Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</i></p> <p>Staff will be released for a day each term, to meet individually with pupils and parents to hold mentoring meetings. These will enable parents to be fully informed and involved in the review and target setting process, as well as ensuring that pupils play an active role in their learning, developing essential metacognition skills.</p>	<p>1 and 4</p>
<p>Investment in online reading programmes (Reading Plus – KS2 – Reading Eggs – KS1/EYFS) to support the acquisition of phonics, language and comprehension skills</p>	<p>Rationale:</p> <p><i>EEF Toolkit (Reading Comprehension Strategies) +6mths: The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</i></p> <p>Online interventions will be purchased and staff will attend relevant training to ensure that they are appropriately embedded across the school. Family learning sessions will support parents in the use of these programs to attain maximum engagement and impact.</p>	<p>1, 2 and 5</p>

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

Budgeted cost: £ 24,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FSW employed to embed attendance procedures and offer 1:1 support to families and pupils to raise attendance and decrease PA %</p>	<p>Rationale: <i>EEF Toolkit (Parental engagement) +4mths: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p>FSW will be employed and trained to support the HT to embed policies and procedures for attendance in the school. This will include holding 4-6weekly Attendance Contract meetings and working with families to put in place support to enable them to improve attendance for their child.</p>	<p>3 and 5</p>
<p>FSW to support pupils' attainment and progress through parenting support and increasing parental engagement with school and learning</p>		<p>3 and 5</p>
<p>FSW to embed a regular timetable of therapeutic interventions with identified pupils, to support SEMH and engagement in pupils with school and learning</p>	<p>Rationale: <i>EEF Toolkit (Behaviour Interventions) +4mths: The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p> <p><i>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. School-level behaviour approaches are often related to improvements in attainment...</i></p> <p><i>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.</i></p> <p>The differing patterns of needs within the school have been analysed and the FSW will attend relevant training that will support with the most prevalent needs within the school (DA, MHWB, Solution Focused Approaches, Attachment Theory). This will enable her to plan and deliver a timetable of therapeutic interventions to support identified pupils with ongoing needs, as well as supporting any high</p>	<p>4</p>

	level needs that present themselves throughout the year as a barrier to education.	
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Total budgeted cost: £ 101,493

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact
<p>1: Progress of disadvantaged children, matches or is improving towards that of other pupils, making accelerated progress from their starting points.</p>	<p>Academic interventions will be in place throughout the school, to support in diminishing the difference in core areas, so that pupils eligible for PP make the same or better progress as other groups.</p>	<ul style="list-style-type: none"> • Progress of PP compared to PP pupils with no SEN, is broadly in line, with R in Y4 and Y5, W in Y2 and Y6, And M in Y5 showing PP without SEND pupils have made better sustained progress than those without PP • Y4 R, Y3 W and Y3/Y4 M show that there is a significant variation between the progress of PP and non-PP pupils – this will remain a focus next year and these children will be targeted through booster sessions monitored closely as part of pupil progress meetings. • Comparison to National data for KS2 shows that pupils have exceeded national in reading, writing and maths.
<p>2. Accelerated progress of the children in KS1 who have been significant affected by the school closures in the previous two academic years, enabling them to reach ARE at the end of the school year.</p>	<p>Targeted intervention groups will take place twice a week, taught by teachers, to address gaps in learning and early literacy and maths skills which are stopping pupils from reaching ARE.</p>	<ul style="list-style-type: none"> • GLD - % of PP children achieving GLD was 78% compared to 87% of non-PP pupils, however this equates to 2 pupils in each group (7/9 PP, 13/15 non-PP) • Phonics Y1 – No variation in PP and non-PP data • Phonics Y2 – There is a slight variation between PP and non-PP pupils achieving expected standard in phonics in Y2, with 2 children not passing the PSC, both of whom are PP, however both are SEND and have additional needs. • KS1 data shows that disadvantaged pupils achieve better than national in reading and writing, however there is variation in the attainment of disadvantaged pupils in comparison to national in maths. • KS1 disadvantaged students were particularly impacted during the Covid school closures, despite high quality remote education being offered and school ensuring that all pupils had access to devices and internet. Parental support was low and engagement was challenging. This has impacted on the basic skills and was a focus of the catch-up funding to provide bespoke booster groups to identified children

		<ul style="list-style-type: none"> • KS1 GD shows a variation between PP and non, with no PP children achieving GD. • KS2 data shows that there is a variation between PP and non-PP attainment in RWM separately, however there is no variation in groups of pupils who achieved combined. • Comparison to National data for KS2 shows that pupils have exceeded national in reading, writing and maths.
<p>3: Attendance rates for PP children are in line with non-PP pupils, targeting those who previously had exceptional rates of absence and ensure this is rapidly improving – all above 96%. To ensure a reduction in persistent absenteeism in pupils eligible for PP.</p>	<p>A targeted approach to both pupils and families using the FSW will decrease the % of PA in PP pupils. Family sessions will support parents of PP pupils in ensuring that they are in school each day.</p> <p>Punctuality and attendance awards will be used to raise the profile with students.</p>	<ul style="list-style-type: none"> • Attendance of PP pupils compared with non-PP is slightly below – 93.2% compared to 95.6% - with Reception being the lowest PP attendance at 90.2% • PA for PP pupils is still higher than non-PP, with PP PA at 13.6% and non-PP 8.2%.
<p>4: Pupils with significant Social and Emotional needs will not have a barrier to their learning so that they reach ARE, and that progress matches or is improving towards that of other pupils with the same starting points</p>	<p>A range of therapeutic interventions will be employed to ensure that pupils eligible for PP reach ARE or better, by removing the barriers caused by these needs.</p>	<ul style="list-style-type: none"> • Limited therapeutic interventions have been able to take place this year, and the focus has been on pupils who have been significantly affected during the previous two years. Where pupils have regularly attended TIs, Boxall and SDQ reports show impact on the pupils' wellbeing and engagement in classwork including behaviours for learning have been improved. • Where pupils have been identified as needing significant intervention, external support agencies have been engaged and wider support through MAPs initiated. • Due to these interventions, KS2 pupils with significant needs have been supported to remain in school, with minimum FTEs, to achieve in their end of KS assessments
<p>5: Positive and sustained parental engagement with school in all year groups to support pupils in their learning</p>	<p>Higher rates of attendance at Parent/pupil interviews, family learning sessions etc. Parents actively support the school in diminishing the difference for pupils eligible for PP, meaning they make the same progress as other groups</p>	<ul style="list-style-type: none"> • Parental support of booster groups throughout the school has been high, due to regular and clear communication by staff • FSW has qualified to run in-house parent support classes, and has successfully completed the first course with parents engaging well. Two parents who have engaged in the course have made significant impact in their child's attendance since starting, as well as reporting better home routines which support with holistic family wellbeing • These courses will run twice a year, and parents will be able to apply for a place, with bespoke places being offered to support identified families and add to the school's early help offer

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
Maths Mastery	Ark

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?	X2 pupils – this funded contributed to the FSW salary, who offered therapeutic interventions as part of a multi-agency plan
What was the impact of that spending on service pupil premium eligible pupils?	Pupils received bespoke therapeutic interventions where needed, planned from the outcomes of Boxall profiles. Work with one pupil is ongoing through a MAP.

Further information (optional)

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