

Part B: Review of outcomes in the previous academic year (2023-24)

Externally provided programmes

Programme	Provider
Phonics	Read, Write Inc
Spellings (RWI) new 2023-24	Read, Write Inc
Handwriting	Nelson
NELI	Oxford Owl
Number Sense	Number Sense Maths
Powermaths	Pearson

Pupil premium strategy outcomes

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

Target 1: Ensure the individual emotional needs of disadvantaged pupils are being effectively supported.

- The ELSA provides extensive and significant support to a number of pupils, through: ELSA sessions; sand therapy and 'draw and talk'.
- The school provides morning sensory circuits to support pupils with regulation and transition for a range of pupils. There is an additional sensory circuit provision for the pupils attending our SEMH provision. This has had significant impact for the pupils in regulating their emotions and being ready to learn.
- Additional therapeutic support is school-funded, including: play therapy; massage therapy and MHST.
- We are part of the school's link project to raise awareness of mental health and offer regular opportunities for parents to engage with this school support by offering parent support meetings.
- The school receives support from the RISE LA SEND team and their advice has supported the emotional regulation and wellbeing of pupils by further tailoring their provision.

- The use of therapeutic behaviour plans has improved consistency in our approach to support specific pupils and this has impacted the pupils wellbeing positively.

Target 2: Ensure that the disadvantaged pupils in EYFS have the communication, language and oracy skills to enable them to fully access and engage in their curriculum.

For Reception cohort 23-24, 35.8% of pupils are disadvantaged.

Significant progress has been made in pupil's achievements in communication and language and this is evident in the comparative data below:

Prime Goal: Communication and Language

2022-23

% Disadvantaged Pupils achieving School	% Disadvantaged Pupils achieving LA	% Disadvantaged Pupils achieving National
40%	68.3%	69.6%

2023-24

% Disadvantaged Pupils achieving School	% Disadvantaged Pupils achieving LA	% Disadvantaged Pupils achieving National
61.1 %	71%	68%

Target 3: Ensure that the gaps identified in learning by class teachers for disadvantaged pupils are closed through quality Wave 1 teaching and effective interventions

Reception

2022-23

% Disadvantaged Pupils achieving GLD School	% Disadvantaged Pupils achieving GLD LA	% Disadvantaged Pupils achieving ELG National
40%	52.5%	52.2%

2023-24

% Disadvantaged Pupils achieving GLD School	% Disadvantaged Pupils achieving GLD LA	% Disadvantaged Pupils achieving ELG School
55.6%	55.3%	51.5%

This is a positive increase for 23-24 as the school has increased the number of children achieving GLD substantially and has exceeded LA and National.

Year 1 Phonics Screening Check – see Target 5

End of KS12023-24

ASSESSMENTS

Subject	Level	St Michael's Primary School (2029)	Local Authority - Reading		NCER National	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	75.0% 	58.6% 	+16.4%	58.2% 	+16.8%
	GDS	0.0% 	8.6% 	-8.6%	9.7% 	-9.7%
Writing	≥EXS	41.7% 	46.8% 	-5.1%	48.4% 	-6.7%
	GDS	0.0% 	1.9% 	-1.9%	3.9% 	-3.9%
Maths	≥EXS	50.0% 	60.8% 	-10.8%	58.8% 	-8.8%
	GDS	0.0% 	9.6% 	-9.6%	8.6% 	-8.6%

The reading outcomes at the end of KS1 was significantly above LA and National. Writing remains a focus for 2024-25 and the school development plan reflects this. The teaching of disadvantaged pupils and appropriate scaffolding will be further developed through the Mobius Hub in 2024-25.

Year 4 Multiplication Check

2023-24

Estab. No.	Estab. Name	Cohort	Eligible ¹	Score						Average Score ³ (out of 25)
				No Score ²	0-5	6-10	11-15	16-20	21-25	
-	NCER National	25,510	24,810	4.7%	3.5%	9.5%	14.9%	18.0%	49.5%	18.8
-	Local Authority - Reading	416	396	8.1%	3.5%	9.3%	15.2%	15.7%	48.2%	18.6
2029	St Michael's Primary School	18	17	0.0%	0.0%	0.0%	5.9%	11.8%	82.4%	22.6

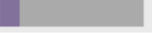
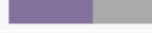
2022-23

Estab. No.	Estab. Name	Cohort	Eligible ¹	Score						Average Score ³ (out of 25)
				No Score ²	0-5	6-10	11-15	16-20	21-25	
-	NCER National	180,590	175,150	6.6%	4.0%	10.1%	15.7%	18.2%	45.4%	18.3
-	Local Authority - Reading	532	519	6.4%	5.4%	11.8%	15.2%	17.1%	44.1%	17.8
8702029	St Michael's Primary School	21	20	0.0%	0.0%	0.0%	5.0%	20.0%	75.0%	22.4

The average score for St Michael's Primary is significantly above LA and National for the past two academic years.

End of KS2

A high proportion of the 2023-24 cohort were disadvantaged pupils (41.7%) (LA – 27.9%)

Subject	Level	St Michael's Primary School (2029)	Local Authority - Reading		National (State-funded schools)	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	43.5% 	36.7% 	+6.8%	43.5% 	0.0%
	GDS/High Score	4.3% 	2.4% 	+1.9%	3.1% 	+1.2%
Reading	≥Exp.Std.	60.9% 	55.0% 	+5.9%	59.6% 	+1.3%
	High Score	17.4% 	13.8% 	+3.6%	17.0% 	+0.4%
Writing (TA)	≥EXS	78.3% 	51.7% 	+26.6%	57.5% 	+20.8%
	GDS	8.7% 	3.9% 	+4.8%	6.4% 	+2.3%
Maths (test)	≥Exp.Std.	60.9% 	51.2% 	+9.7%	58.4% 	+2.5%
	High Score	8.7% 	9.4% 	-0.7%	12.6% 	-3.9%

This data shows the disadvantaged pupils have achieved in line with LA and National figures. For the writing data 2023-24, the writing was LA moderated and exceeded national substantially, for disadvantaged pupils.

Target 4: To ensure that all barriers to learning are addressed for our pupil premium children by developing effective working relationships with parents and individuals

- An extensive range of varied clubs were offered to pupils, with majority of clubs being funded by the school. For the places offered, 31% of the pupils were SEND registered and 47% were pupil premium. The school continues to prioritise disadvantaged groups when offering and selecting attendees.
- Specific support has been given to individual families, for example in offering clubs and in supporting families to enable children to attend the Y5 and Y6 residentials.
- Persistent absence has declined to 17.1% (23-24) from 21.3% (22-23) and attendance increased slightly to 94%.
- The school continues to address attendance for disadvantaged groups as their attendance is lower than non-disadvantaged pupils.
- Children who are attending part-time have their timetables continually reviewed to increase their attendance incrementally.
- Parent workshops and opportunities for parents to engage has continued and attendance tracked. This engagement continues to be a key target.

Target 5: Disadvantaged pupils make accelerated progress in phonics with the aspiration that they will all pass their phonics screening check.

Year 1 Phonics

2023-24

Estab. Name	Cohort	Mark						APS	Outcome				
		No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
NCER National	137,540	4.9%	14.1%	6.2%	6.7%	31.9%	36.2%	30.2	0.0%	0.5%	4.4%	27.1%	68.1%
Local Authority	388	5.2%	9.5%	4.9%	6.7%	39.7%	34.0%	31.7	0.0%	0.5%	4.6%	21.1%	73.7%
St Michael's Primary School	18	11.1%	11.1%	0.0%	5.6%	44.4%	27.8%	32.0	0.0%	0.0%	11.1%	16.7%	72.2%

From the above data it can be seen that 72.2% of disadvantaged pupils achieved the screening check, which is in line with LA and above National. This is an increase from the previous year 2022-23 when 69.2% of disadvantaged pupils achieved the screening check.

Target 6: Provide all children with the necessary basic skills including spoken language to ensure that these early components of writing are stuck in the long-term memory before more complex writing can be successful.

In 2023-2024, 36 children (Reception to Year 6) registered with Speech and Language needs, received 1:1 support from a trained member of staff. Nine children had completed the programme, at the beginning of the Autumn Term 2024-25. Six children are completing language and screen assessments as they have achieved all of their targets. These children will be assessed by the end of December 2024 and many will have successfully completed the provision and leave the programme.

The data for writing shows that disadvantaged pupils, at the end of KS2 achieve well and the percentage for 2023-24 was significantly above LA and National averages.

In 2023-24, the number of KS2 pupils achieving expected and greater depth, in GPS (Grammar, Punctuation and Spelling), increased.