

St Michael's Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy in how we intend to spend the funding in this academic year (2024-25)

School overview

Detail	Data
School name	St Michael's Primary
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	November 2021
Date on which it will be reviewed	Reviewed December 2024
Statement authorised by	Aimee Crofts
Pupil premium lead	Aimee Crofts
Governor / Trustee lead	Phil Knox-Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,430
Recovery premium funding allocation this academic year	£4,578
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	£195,008

Part A: Pupil premium strategy plan

Statement of intent

Our intention at St Michael's is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality Wave 1 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 ensure that all children are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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
- remove barriers to learning created by poverty, family circumstance and background

We recognise that not all pupils, who are socially disadvantaged are registered or qualify for FSM thus we use this funding to support any pupil or group of pupils, who we have identified as being socially disadvantaged.

Challenges

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

Many of our children arrive at school with a lack of independence and self-help skills and so need to learn how to learn these first.

Many children have speech, language and communication difficulties and these impact on their progress across the curriculum.

Some children have high level of emotional needs, which need to be met before they can engage fully in learning. These children require ELSA support to enable them to begin to feel happy, secure and ready to learn. This is even more of a barrier since COVID-19 and many children have had challenging experiences despite school's best efforts to engage them. Some of these children still require intensive support 6 months later.

Attendance of some children, in receipt of PPG is lower than that of their peers. Those children with persistent absence fall under to PPG group. Their attendance is closely monitored by Attendance Champions and the Attendance Support Worker.

Parents of children from the PPG group tend to be less engaged in their child's learning and are less likely to attend parent's evening or workshops to support their child's learning.

Challenge number	Detail of challenge
1	Many of our pupils are experiencing emotional and well-being challenges and so find it difficult to concentrate and focus in class. COVID has resulted in many of our pupils have heightened anxiety and fear. Our assessments, including well-being survey post lockdown, observations and discussions in pupils and families have indicated that social and emotional issues have been prevalent in many pupils.
2	There is a delay in speech and language support due to COVID, with national statistics and SEND needs highlighting communication and language development as the most prolific area of need. A high proportion of our EYFS children require speech and language interventions. The NELI assessment assesses children in: Expressive Vocabulary (EV) Receptive Vocabulary (RV) Sentence Repetition (SR)

	Listening Comprehension (LC)
3	Some pupils have gaps in reading, writing, maths and phonics. Evidence based interventions are used as these provide the most up-to-date support for children to make accelerated progress.
4	There are parents, who do not send their children to school regularly and do not realise that this has an impact on their child's learning. There are many hidden barriers to learning, which are not just academic. By working more closely with the parents and child, we will find these and provide support in school.
5	Some pupils find it difficult to know and remember more within a whole class group. Interventions are needed to give bespoke learning opportunities. Subject leaders need the opportunity to look at and support learning across the school.
6 (2022 – 2023)	Writing is making some improvement but we need to continue to work on providing high quality wave one teaching in order for this to make accelerated progress in the lowest 20%. Children are still at the novice stage and have not become proficient writers.
7 (2024-25)	Outcomes in maths and reading at the end of KS2 are lower than writing for disadvantaged pupils (higher than national and LA)

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. Ensure the individual emotional needs of disadvantaged pupils are being effectively supported.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • significant increase in participation in enrichment activities, particularly among disadvantaged pupils. School attendance for disadvantaged pupils is in line with the rest of the school.

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.	Assessments in EYFS and observations indicate significant improvement in: Expressive Vocabulary (EV) Receptive Vocabulary (RV) Sentence Repetition (SR) Listening Comprehension (LC) SCERTS programme used effectively to support pupils with social communication.
3. Ensure that the gaps identified in learning by class teachers for disadvantaged pupils are closed through quality Wave 1 teaching and effective interventions	Our KS1 and KS2 reading and maths data in the year 2024/2025 indicates that all pupils make progress that is well above average and that there is no pupil attainment gap between all pupils and disadvantage pupils.
4. Ensure that all barriers to learning are addressed for our pupil premium children by developing effective working relationships with parents and individuals	Sustained high levels of wellbeing from 2024/2025 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • School attendance for disadvantaged pupils is in line with the rest of the school.
5. Disadvantaged pupils make accelerated progress in phonics with the aspiration that they will all pass their phonics screening check.	Our phonics screening data in the year 2024/2025 indicates that all pupils make progress that is well above average and that there is no pupil attainment gap between all pupils and disadvantage pupils.
2022 – 2023 addition 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.	Writing samples across the school demonstrate: • Improved handwriting style for all pupils • Spellings are embedded in written work • Children have a wide spoken vocabulary which they can apply to their written tasks.

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: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review Therapeutic Training for all Staff Succession planning for ELSA provision Regular advice from PMHW team 2024-25 Therapeutic Refresher for all staff Two additional ELSA's training and to attend LA training for succession planning.	Reading Borough Council have introduced a Trauma Informed approach to all services and the school has adopted a therapeutic approach to behaviour in line with them. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Provide funding for 2 speech and language TAs for the year to deliver specific interventions given by Speech and Language Therapist 2024-25 Additional S&L TA for Lower KS2 team Advanced training and support from recruited SEND teacher	Interventions for children identified as having primary speech and/or language disorders include a variety of practices (methods, approaches, programmes) that are specifically designed to promote speech and/or language development or to remove barriers to participation in society that arise from a child's difficulties, or both. There has been limited access to these resources during the pandemic and a number of children have missed out on this vital service. In order for children to make progress, staff need specific training and programmes as laid out with a speech and language specialist.	2
NELI teaching by all staff in Early Years with purchase of the NELI scheme and recording.	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	2

Overstaffing in both reception classes to enable focused language teaching. 2024-25 SCERTS training in addition to NELI to support social communication EYFS team supported with understanding of updates in EYFS handbook relating to communication.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	
Talk Through Stories in reception to develop oral language and comprehension skills in reception	There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2
Number sense development and training in EYFS and KS1 2024-25 MathsHub Project (Intensive Support) to further develop maths provision	Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children's 'number sense' https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches	3
Wave 1 focused training for all teachers in VIPERS and Novel Study to enhance skills in teaching and use of assessment	Training in the use of accelerated reader and also VIPERS to include RWI strategies ensures that all children have targeted reading lessons and questioning. 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.	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Purchase of online training and development days from RWI to secure stronger phonics teaching for all. Release time for the phonics lead to enable her to work alongside all phonics teachers.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5
Enhancement of our maths teaching and curriculum planning through the purchase on Power Maths – a Maths Hub recommended scheme. 2024-25 Maths Hub Project (Intensive Support) to further develop maths provision	Evidence suggest that: Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact. Powermaths programme enables for the teaching of maths to be in line with the EEF recommendations https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3, 7
Sustained training in early number acquisition through Number sense and multiplication	Evidence suggests that a systematic programme for the teaching of early number skills and manipulatives enables children to make sustained progress in maths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3, 7
Release time for subject leaders to support in their subject across the school.	Continual improvement of the quality of the curriculum through lesson observations, book scrutiny and pupil voice will enable for sustained growth for all children. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in	3

	delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Provide whole school training for all staff on handwriting and spelling and fund both systematic schemes.	The latest evidence from the EEF states that all primary pupils need to learn the necessary basic skills first in order to move from novice to expert learners. The white paper states that the single most effective way to improve pupil outcomes is by the quality of the teacher. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	6

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all children in need are in a targeted group for phonics and that the staff receive the training in order to support their group to the maximum	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5

Phonics lead is released during phonics lesson time to ensure quality provision and adherence to the programme Disadvantaged children have daily 1:1 phonics and fluency phonics Overstaffing in EYFS and all year groups enables for us to provide this additional 1:1 time.		
Provide daily Number sense lessons in KS1 to include: subitising, addition and subtraction facts to ensure that the basics are embedded and component parts build on one another. Pupils in Years 3 and 4 to learn times table facts through additional sessions. Those children, who do not keep up, get an addition pre-teach session. Provide pre-teach and needs practise sessions in the afternoon to embed component parts of mathematics.	Evidence suggest that: Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact. Powermaths programme enables for the teaching of maths to be in line with the EEF recommendations https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Evidence suggests that a systematic programme for the teaching of early number skills and manipulatives enables children to make sustained progress in maths. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3, 7
Give all children, who are below in reading focused intervention either through Fresh Start (Years 4, 5 and 6) or 1:1 phonics (Year 3) For those children whose phonics is accurate, assess for fluency or	Training in the use of accelerated reader and also VIPERS to include RWI strategies ensures that all children have targeted reading lessons and questioning. 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.	3

comprehension issues. Use specific strategies within class and catch-up sessions to address these. Use Accelerated Reader across all KS2 Year groups to monitor fluency and comprehension and increase reading for pleasure.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Overstaff in EYFS to ensure adult models and provide a language rich environment. Assess language needs of all reception children through the NELI programme Plan in specific 20-week intervention for all of these children, who have gaps in learning. Provide speech and language specialist TA's to ensure that all children at St Michael's in need of Speech and Language support are assessed and then work to complete their programme. 2024-25 Additional staff member trained as speech and language specialist.	The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	2
Ensure staff prioritise disadvantaged pupils in writing lessons with high quality conferencing Provide additional adult support in English lessons to allow for more children to have support time in writing.	Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf	3

Provide time for staff to moderate writing for consistency Curriculum planning and units of work in English are well-sequenced so children can know more, remember more and can do more at the end of a writing unit. These are adhered to, to ensure logical sequence of learning. Knowledge organisers adapted to allow for component parts to be sequenced and built on over time.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being ELSAs to support group and 1:1 children to provide targeted support for all children	Reading Borough Council have introduced a Trauma Informed approach to all services and the school has adopted a therapeutic approach to behaviour in line with them. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Attendance support for children and parents	Currently the EEF are looking at attendance and how this will impact the learning of pupils and strategies to support children and parents to attend school more.	4

Focused meetings between the Attendance Support Officer and School attendance champions Group reports shared with HT to identify children of concern (2024-25 DFE dashboard) Regular letters to parents in relation to attendance Weekly assembly and termly rewards for children, to celebrate attendance 2024-25 SDP – improve parental engagement with WEDUC to encourage attendance from parents to workshops. Adaptation to provide online workshops.	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	
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Total budgeted cost: £243,000