

St Michael's Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (2025-2028) 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 (2025-26)

School overview

Detail	Data
School name	St Michael's Primary
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Reviewed December 2026
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	£194,135
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	£194,135

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy at St Michael's is designed to overcome the specific barriers faced by our disadvantaged pupils so they can make strong progress and achieve well. The challenges identified—social and emotional barriers, underdeveloped oral language, gaps in reading, writing and mathematics, and lower attendance—shape the core purpose of our work.

In line with the EEF model, our approach prioritises high-quality teaching, targeted academic support, and wider strategies that address non-academic barriers to learning. A key intention threaded through all activity is to ensure pupils secure strong foundational and basic skills in reading, writing, communication, and mathematics, as expected in the new Ofsted framework, enabling them to access the full curriculum.

Many disadvantaged pupils experience social and emotional difficulties linked to deprivation, trauma, vulnerability, and SEND needs. These can affect wellbeing, self-esteem, engagement and social interactions. We therefore aim to overcome these barriers so pupils are emotionally ready to learn.

We know disadvantaged pupils are more likely to have gaps in oral language, vocabulary, early writing development, reading fluency and mathematical understanding. Through high-quality Wave 1 teaching and evidence-based targeted intervention, we aim to close these gaps and ensure that pupils achieve age-related expectations.

Lower attendance for disadvantaged pupils reduces learning time and widens attainment gaps. Improving attendance is therefore central to our intent so that pupils benefit consistently from the curriculum and support available.

Our approach is underpinned by robust diagnostic assessment and early identification of need. We maintain high expectations for all pupils and adopt a whole-school responsibility for the progress of disadvantaged children. We will ensure that disadvantaged pupils are challenged appropriately, that interventions happen promptly, and that all strategies work together to address the challenges identified.

Ultimately, our intention is that disadvantaged pupils develop secure basic skills, grow in confidence, and achieve well across the curriculum, and that their outcomes are sustained and improved over time in line with their peers.

Challenges

Challenge number	Detail of challenge
1	Our assessments, observations and internal information, indicate social and emotional factors, which affects their wellbeing and in turn their self-esteem, engagement with learning and social skills. These factors relate to: social deprivation, trauma, vulnerability and SEND needs. There is also a strong correlation between pupils in receipt of PPG and our monitoring of vulnerable children due to current or previous social care involvement. The number of children on a CIN plan (IDSR – 2024-25) is well above average.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Assessments, observations, and external key stage two data suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
5	Our assessments and observations suggest that early writing development in achieving basic skills is more difficult for disadvantaged pupils.
6	Analysis of attendance data shows that attendance for disadvantaged pupils is lower than non-disadvantaged pupils.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • observations indicate improved learning behaviours • observations and behaviour records demonstrate developing social skills • qualitative data from student voice, student and parent surveys and teacher observations indicate high-levels of wellbeing • high participation in enrichment activities, particularly among disadvantaged pupils.

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, book scrutiny and ongoing formative assessment within speech and language programmes.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more show that more disadvantaged pupils met the expected standard, in line with national outcomes.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more show that more disadvantaged pupils met the expected standard, in line with national outcomes.
Improved early writing attainment among disadvantaged pupils	EYFS Literacy and KS1 writing outcomes in 2027/28 show that more disadvantaged pupils met the expected standard, in line with national outcomes.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: - the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced and in line with national. - the percentage gap of a disadvantaged pupils being persistently absent when compared to non-disadvantaged pupils is reduced and in line with national.

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: **£85,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2,3,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training and release time. For example, Walkthrus: think pair share.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Fund associated teacher and teaching assistant training.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2, 4
Enhancement of our phonics teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and ensure high-quality teaching.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	3

Maths Hub resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. Our approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1

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

Budgeted cost: **£52,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. This is to include: • Basic skills tuition for English and maths • Phonics • Reading fluency	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 3, 4, 5
Listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills taught through intervention	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	2

	Oral language interventions Teaching and Learning Toolkit EEF	
Additional phonics sessions in class, targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2, 4

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

Budgeted cost: **£65,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour to include understanding relating to trauma, key skills in de-escalation and therapeutic approaches. Behaviour Leader allocated time.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 6
Individual social, emotional and behaviour interventions to support wellbeing. This is to partly include: • ELP's • Behaviour Leader – to support and implement support • Rise Regulation Consultation	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 6

- Targeted support for SEMH for pupils or groups of pupils - SEMH unit provision funded by the school		
Embedding principles of good practice set out in the DfE's guidance on improving school attendance and in-line with the school's attendance policy This will involve allocated time for DHT to develop and implement new procedures and meeting time with attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Total budgeted cost: £202,980