



St Michael's Catholic Primary School

Pupil premium strategy statement 2022 - 2023

This statement details our school's use of pupil 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 Catholic Primary School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	11% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 <i>The aims cover 3 years but we have focused on funding overview for one)</i>
Date this statement was published	September 2022
Date on which it will be reviewed	Termly and July 2023 for 2023/2024 funding overview
Statement authorised by	Christina Parker
Pupil premium lead	Christina Parker
Governor / Trustee lead	Elizabeth Hidson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,020
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	£28,020



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Part A: Pupil premium strategy plan

Statement of intent

At St Michael's School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed*
- Having individualised approaches to address barriers to learning at an early age through intervention*
- Make decisions based on detailed data analysis and responding to evidence and research*
- Focussing on high quality teaching and effective deployment of staff to support disadvantaged children*
- Providing high quality reading teaching and learning for all pupils*
- Enhance oracy skills and language skills across school*

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children
2	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
3	The attendance of some of our pupil premium children is lower than that of the whole school impacting on their learning.
4	Pupils who are eligible for pupil premium do not enter early years at age related expectations, communication and language is lower than non-pupil premium children
5	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading
6	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.

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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
<i>For the attendance of our PP children to be no lower than the attendance for non PP children. For the attendance to be good compared to national attendance (96%)</i>	<ul style="list-style-type: none"> • SBM will promptly call families who have an absent child without reason • Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher • Promoting the importance of attendance through weekly awards • Communication is open between HT and PP families with support being offered when needed to improve attendance. • The children's attendance will be good as they feel happy and safe at school.
Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition and in turn writing skills	<ul style="list-style-type: none"> • PP children will develop a love of reading • They will be regularly heard in school and an adult at home • Parents will be supported in helping their child read at home • High quality reading lessons will take place in school • Children will receive systematic phonics teaching • % of PP children meeting the expected standard in phonics improves from 2022.
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at St Michael's School	<ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions • Discount in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits and residential etc
Pupils eligible for Pupil Premium in EYFS make expected or rapid progress in all areas to meet national expectations.	<ul style="list-style-type: none"> • A higher proportion of PP children meet a good level of development than 2022.
Provide children with high quality teaching and feedback to ensure progress in learning.	<ul style="list-style-type: none"> • Increased proportions of PP pupils will reach ARE in English and Maths across school



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<p>Ensure PP children are provided with interventions when needed.</p>	<ul style="list-style-type: none">• Flexible and set interventions are in place for PP children
<p>Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.</p>	<ul style="list-style-type: none">• By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to assessments from summer 2022.

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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield Early Learning Language Intervention with all EYFS children across the year. (£100)</p>	<p>On average, children who are involved in communication and language approaches make approximately six-month additional progress over the course of a year. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language intervention.</p> <p>EEF toolkit: Communication and language approaches – additional 6 months progress NELI – additional 10 months progress</p>	<p>4</p>
<p>New staff to access in-house RWI training to ensure consistency in this approach to systematic synthetic phonics across the school. (£0)</p> <p>Staff to have access to RWI online subscription to support the teaching of phonics. (£250)</p>	<p>Overall the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words.)</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>Read Write Inc is a DFE accredited systematic synthetic phonics programme.</p> <p>EEF toolkit: Phonics – additional 4 month progress. RWI evidence.</p>	<p>1</p>

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<p>The teacher in charge of SEND and PP will identify any support staff who would benefit from further CPD in Speech and Language (2 x£40= £80)</p> <p>Speechlink subscription-</p>	<p>On average, children who are involved in communication and language approaches make approximately six-month additional progress over the course of a year. All children appear to benefit from such approaches but some studies show slightly larger effects for children from disadvantaged backgrounds. Training provided by NHS.</p> <p>Speechlink EEF – oral language interventions consistently show positive impact on learning Proven interventions are used with evidence supporting the development of social skills , speech and language, behaviour and mental health.</p>	4
<p>Senior Mental Health Lead training for one member of staff (We have received a Grant of £1200 for this)</p>	<p>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)</p> <p>EEF: There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.</p>	6

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

Budgeted cost: £ 28,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions will take place daily</p>	<p>Higher attainment in reading indicates better life chances.</p> <p>Reading a wide variety of genres will support vocabulary acquisition.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like</p>	5

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	reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	
1:1 pupil progress meetings with teachers and Head teacher/SENDCO and PP lead	Time for ongoing professional dialogues regarding further support for these children will help keep this a priority. There is a collected responsibility for PP children's progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress.	1
Teaching assistants will lead flexible intervention groups to support pupils in 'keeping up'. (£13,543) All SEND children have dedicated time to work on recommended outcomes from specialists. (£14,985)	Short regular sessions (about 30 minutes three to five times a week) over a set period of time appear to result in optimum impact. Evidence also suggest tuition should be additional to, but explicitly linked with normal teaching. EEF Teaching and Learning Toolkit: small group tuition – additional 4 months progress EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. EEF Evidence 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.	2

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

Budgeted cost: £ 1,785

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A TA will have specific time set aside to support children with challenging behaviour and social and emotional needs. (£1,385)</p>	<p>Overall it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>Social and emotional learning improves interaction with others and self-management of emotions impacting on attitudes to learning and social relationships in school, which increases progress in attainment</p> <p>EEF teaching and learning toolkit: behaviour interventions – additional 3 months' progress</p> <p>EEF toolkit: social and emotional learning</p>	6
<p>More books purchased based on recommendations of pupils to engage them in reading for pleasure. (£200)</p>	<p>Children who enjoy reading are motivated to read more frequently and make better progress. Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p>Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p> <p>EEF Improving Literacy in Key Stage 1</p>	5
<p>Engaging with families to celebrate their child's success and with ways to support their child at home through parental engagement activities</p>	<p>Using emails and Facebook to inform parents of their child's success e.g. Treat Friday, postcards, Family bead treats and celebrated in celebration assemblies.</p> <p>Increased parental engagement improves relationships between staff and parents and in turn supports</p>	5



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	<p>parents with supporting and engaging their children at home. Parental engagement has a positive impact on average of 4 months additional progress</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	
<p>Extra-curricular activities will be offered to tap into our children's passions so that pupil premium children can enjoy the wide range of enrichment activities we have on offer at St Michael's School.</p> <p>Reduction in costs of trips for PP.</p> <p>Sports events promoted to PP.</p> <p>Outdoor learning encouraged.</p> <p>Holiday clubs subsidised and promoted for PP pupils. (£200)</p>	<p>Cultural capital experiences are promoted in the curriculum, Ofsted research (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self confidence</p>	<p>6</p>

Total budgeted cost: £ 30,743



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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.

Attendance

For the academic year 2021-22, the average attendance for our pupil premium pupils was 90.76% compared to 95.28% for non pupil premium pupils. Analysis of reasons for absence indicate that a high proportion of the absences were due to family holidays. The significant price difference between term time holidays and non-term time holidays could be contributing to this. Other absences were due to COVID and other sickness. Holidays requests are not authorised during term time and therefore not encouraged. Increased parental engagement to promote the importance of taking holidays outside of term time. There is no longer a requirement for children to take COVID tests and so we expect covid-related absences to be fewer moving forward. Despite the discrepancy between pupil premium and non-pupil premium, these figures are an improvement compared to 2020-2021 where there were many covid-related absences. As there is a 5% difference between PP and non-PP, attendance will continue to be a focus on our current plan.

Attainment

Early Years- This data is based on 4 pupils one of whom is on the SEND register. 50% met the age-related expectations for Reading and Writing and 75% met the age-related expectations for Maths. As reading is pivotal to academic attainment, daily interventions are in place for the children not meeting expectations in reading.

Year 2- This data is based on 6 children one of whom is on the SEND register. 33% met age-related expectations for Maths and Writing and 50% met expectations for reading. Moving forward, there are daily reading interventions, daily arithmetic interventions and a whole school approach to developing engagement in writing. Only 48% of the whole class met age-related expectations which is below the national average. We identified this class as the most affected by the pandemic having missed half of Reception class and a significant portion of Year 1 due to their bubble closing several times and lockdown 2. Due to their age and limitations with technology at home, this class did not engage well home learning. We have focused teaching on



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identifying gaps and small steps as well as building up basic skills which have not been acquired.

Year 6- This data is based on 3 children who were also all on the SEND register. Only one out of the 3 children met age-related expectations for Maths, reading and writing. One child who did not meet expectations was also a persistent absentee.

Personal development and mental well-being

All pupil premium children attended each trip offered including the Year 6 residential.

Fewer pupil premium children than non PP engage with after school clubs with the main reasons being issues with transport home. Unable to offer discount for clubs provided by external provider such as French Club and Football club. If we provided clubs using school staff, we could ensure that pp children are able to attend.

Regular social and emotional support sessions provided for pp children as required which in turn kept them engaged with school when friendship issues and self-esteem issues arose.

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