

Pupil premium strategy statement 2024/25

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 CE(A) First School
https://www.qrcode-monkey.com Number of pupils in school	148 (+Nursery)
Proportion (%) of pupil premium eligible pupils	20/148= 14.1% (NA 24.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Rachael James
Pupil premium lead	Samantha Hall
Governor	Jenny Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (Academic year)	£21,060
Recovery premium funding allocation this financial year (Academic Year)	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this financial year (Academic)	£21,060

Part A: Pupil premium strategy plan

Statement of intent

As a school, we have a small but steadily increasing number of disadvantaged pupils which means that we are best placed to identify and target their individual needs as well as using funding to offer universal initiatives which impact positively on quality educational outcomes.

Each eligible pupil accounts for a large % of the data, in some cases, one pupil accounts for 50% of a cohort's PP data. This can sometimes mean that data is misleading so care is taken to focus specifically on individuals, their barriers to learning and how we can support these pupils to make positive progress over time.

Of the 20 eligible pupils, 8 are currently on the SEND register, 3 are being monitored for poor attendance/punctuality and 14 (70%) pupils are in receipt of wave 2 intervention. Three pupils are new to the setting since September 2024 (2 in reception and 1 in Year 2).

Challenges

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

Challenge number	Detail of challenge
1	Low attainment compared with non-PP peers (Non-SEND attainment) <ul style="list-style-type: none">• In all area and all years, the PP group attain less well than their peers• The PP groups is relatively small so data can be difficult to interpret without looking at individuals• The gap to PP children and their peers is largest in writing• Of the PP group , 8 are SEND and the remaining 12 do not match the attainment of their non-pp peers in all areas.
2	Parental engagement <ul style="list-style-type: none">• Reading at home for PP pupils is variable but in KS1 and EYFS, levels of parental engagement are low. When making this judgement staff consider engagement in parent workshops, parent meetings, daily reading, homework and general communication with the class teacher.• 9/20 do not read regularly at home• 7/20 of families are perceived to have a low skill set

3	<p>Low English attainment. A large % of PP children fall into lowest 20% readers</p> <ul style="list-style-type: none"> • Half of all PP pupils fall within the lowest 20% reader group in school, half of these pupils do not read regularly at home • 1, of the 7 pupils who have completed year 1, passed their phonic screen check • Across the school, the lowest 20% of readers attain less well than their peers in other subjects
4	<p>Attendance below that of peers</p> <ul style="list-style-type: none"> • Of the 20 eligible children, 6 have a current attendance rate of below 95% • 2 of these children have attendance below 90% and are therefore considered Persistently absent.

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 (current position)	Success criteria
<p>To ensure that pupils identified as having low starting points make accelerated progress across the Early Years.</p>	<p>Baseline assessments are robust and swiftly identify specific challenges for individuals</p> <p>Quality first teaching and provision reflecting the schools pedagogical approach for each area of learning</p> <p>Where needed, outside agencies are used to support individual in a timely way</p> <p>Effective delivery of Twinkl Phonics across the setting</p> <p>Effective delivery of intervention which is measurable</p>

<p>To raise attainment in English for disadvantaged pupils</p>	<p>Disadvantage pupils make accelerated progress over time, termly data, pupil progress meetings</p> <p>Pupils have access to daily reading opportunities.</p> <p>All pupils have opportunities to go to the library over the course of the year and have weekly library slots to develop a love of reading</p> <p>High quality phonic interventions show progress over time, Lexia</p> <p>Reading buddies are in place for those lowest 20% readers</p> <p>Daily opportunities to apply newly taught skills to write across the curriculum, writing interventions are in place</p> <p>Pupil premium passports in place to identify specific barriers and areas of flourishing for individuals</p> <p>Pupil conferencing for targeted pupils to identify small steps, key staff focus of key areas moving pupils on swiftly</p> <p>Pupil progress meetings focus on PP children</p>
<p>Develop a strong parent partnership to support children beyond the classroom</p>	<p>Parent engage with regular opportunities to come into school; Termly parents' evenings, online profiles (Seesaw), social media, Parent volunteers actively engaged through PTFA, parent workshops etc</p>
<p>To improve attendance overall for eligible pupils</p>	<ul style="list-style-type: none"> • Attendance is monitored weekly • EWO support is in place • Parents engage with EWO and school to improve attendance • The proportion of eligible pupils meeting the school's attendance target (95%) increases • The proportion of PA pupils who are eligible is in line with or below others.
<p>To ensure that pupils have a voice and feel that their opinions and ideas are valued and that they can articulate these.</p>	<ul style="list-style-type: none"> • Pupils approach learning with confidence and are willing to share their ideas • Pupil voice capture is carried out termly for all eligible pupils • Where possible, pupil feedback is reflected in planning
<p>To ensure that disadvantaged pupils have the opportunity to engage in the wider curricular offer</p>	<ul style="list-style-type: none"> • Pupils from disadvantaged backgrounds engage in music lessons and school trips and visits • Pupils who are eligible, particularly those in KS1, are invited to attend clubs outside of school

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: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to support leaders in school and promote QFT</i>	EEF recognised quality first teaching in its tiered approach to PP spending.	1,2,3

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

Budgeted cost: £13,000 Support staff to deliver intervention; £4500 for Lexia licences, £100 per half termly session per PP pupil under S&L £300; EP @ £500 per pupil £2500
TOTAL= £20,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention delivery	EEF toolkit: Small group tuition	3, 1
Fund intervention licences- Lexia (£4500)	EEF teacher toolkit: Digital technology, Individualised instruction, Phonics,	3, 1
Speech and Language support	EEF: Small group/individual instruction	3, 1
Educational Psychology assessment and training	EEF: Small group/individual instruction	3, 1
TT Rocks	EEF teacher toolkit: Digital technology, Individualised instruction, Maths fluency	1
White rose	EEF Mastery learning	1

Speech and Language staff member	EEF teacher toolkit: Digital technology, Individualised instruction, Phonics, Oral language interventions	1,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500 rewards, £1000 for school visits, EWO £1500 TOTAL= £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of value based behaviour rewards (£1500 per annum)</i>	EEF - behaviour interventions	2
<i>Review feedback policy</i>	EEF - feedback	1,3,2
<i>Payment for music tuition</i>	EEF- wider strategies	2,3
<i>Payment of school trips and visits</i>	EEF- wider strategies	2,3
<i>EWO SLA</i>	EEF- wider strategies	4

Total budgeted cost: £31,300 Total PP/Recovery Funding planned for: 148%

Part B: Review of outcomes in the previous academic year

Aut 2024 review:

Some small gains are visible below but many children who are eligible for funding make progress as a result of intervention but not significant enough to mean that they have closed the gap to their peers.

The table below shows the proportion of pupils @ or above expectation in Summer and Autumn .

Year Group	Maths Summer attainment 2023	Maths Autumn attainment 2023	Maths Summer 2024	Maths Aut 24
Leavers 2027	17% (1/6)	33% (2/6)	33%	43%
Leavers 2026	67% (2/3)	67% (2/3)	67%	67%
Leavers 2025	20% (1/5)	40% (2/5)	40%	40%
Leavers 2024	50% (1/2)	50% (1/2)	75% (3/4) inc new pupil	

Year Group	Writing Summer attainment	Writing Autumn attainment	Writing Summer 2024	Writing Autumn 2024
Leavers 2027	0% (0/6)	33% (2/6)	17% (1/6)	(2/7) 29%
Leavers 2026	67% (2/3)	67% (2/3)	33% 1/3	67%
Leavers 2025	0% (0/5)	0% (0/5)	20% (1/5)	20%
Leavers 2024	50% (1/2)	50% (1/2)	50% (2/4)	

Year Group	Reading Autumn 2023	Reading Summer 2024	Reading Autumn 2024
Leavers 2027	33%	50% 3/6	(5/7)71%
Leavers 2026	67%	67% 2/3	67%
Leavers 2025	60%	60% 3/5	60%
Leavers 2024	100% (2 pupils)	75% (3/4) inc new pupil	

2023/24 Activity/Action	IMPACT
DHT as teaching and learning lead providing personalised CPD for staff	<ul style="list-style-type: none"> The profile of teaching and learning continues to be strong Practitioners are challenged to continually improve practice
Fund intervention licences- Lexia (£4500)	<ul style="list-style-type: none"> Pupils who are identified as the lowest 20% readers all receive up to an hours bespoke intervention per week Reading standardised scores for many of these children are improving over time Pupils are developing confidence and fluency when reading
Speech and Language support	<ul style="list-style-type: none"> Individual pupils are now working on individualised learning plans Early intervention is effective in identifying barriers to progress Specific intervention is being delivered by a trained adult in school
Educational Psychology assessment and training	<ul style="list-style-type: none"> Pupils are receiving the right support at the right time Staff have a greater awareness of how to support individuals with their specific needs
Purchase of value based behaviour rewards (£1500 per annum)	<ul style="list-style-type: none"> Behaviour is exemplary, pupils are positively engaged in the behaviour systems Pupils are ready to learn

Review feedback policy	<ul style="list-style-type: none"> Feedback is now more dynamic and intervention is delivered more flexibly to have the greatest impact in the moment. 																					
Payment for music tuition	<ul style="list-style-type: none"> Pupils who are eligible have the opportunity to engage in the wider curriculum offer should they show an interest 																					
Payment of school trips and visits	<ul style="list-style-type: none"> All pupils engage with extra-curricular opportunities giving them equal access to learning as their peers 																					
EWO SLA	<table border="1"> <thead> <tr> <th>Attendance measure</th> <th>Percentage</th> <th>Ranking ⓘ</th> </tr> </thead> <tbody> <tr> <td>Overall attendance</td> <td>96.8%</td> <td>You are ranked 11 out of 298 schools</td> </tr> <tr> <td>Overall absence</td> <td>3.2%</td> <td>You are ranked 11 out of 298 schools</td> </tr> <tr> <td>Authorised absence</td> <td>2.4%</td> <td>You are ranked 11 out of 298 schools</td> </tr> <tr> <td>Unauthorised absence</td> <td>0.8%</td> <td>You are ranked 48 out of 298 schools</td> </tr> <tr> <td>Persistently absent</td> <td>3.4%</td> <td>You are ranked 13 out of 298 schools</td> </tr> <tr> <td>Severely absent</td> <td>0.0%</td> <td>You are ranked 1 out of 298 schools</td> </tr> </tbody> </table>	Attendance measure	Percentage	Ranking ⓘ	Overall attendance	96.8%	You are ranked 11 out of 298 schools	Overall absence	3.2%	You are ranked 11 out of 298 schools	Authorised absence	2.4%	You are ranked 11 out of 298 schools	Unauthorised absence	0.8%	You are ranked 48 out of 298 schools	Persistently absent	3.4%	You are ranked 13 out of 298 schools	Severely absent	0.0%	You are ranked 1 out of 298 schools
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Summer term data 2024

- Across the year in maths PP attainment was stable although the difference diminished in Year 4
- Across KS1 the gap has widened in writing, in Year 3 attainment is stable, Year 4 saw gap closing.
- In reading, the attainment gap closed slightly in Year 1, Remained the same in years 2 and 3 and widened with the arrival of a new eligible pupil in summer.

Objective	Review 2021/22
<p>To raise attainment in Writing and Maths for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Spring data demonstrates that 2 of the 4 Year 1 PP pupils who were not at ARE for writing in Autumn are now on track. • The one PP pupil in Year 2 remains on track for writing • No PP pupils are currently on track in Year 3 for writing • Year 4 remains at 50% <p>Summer data demonstrates that:</p> <ul style="list-style-type: none"> • In Year 1 33% of PP pupils were working at expectation in R, W and M • In Year 2, (1 pupil) pupil was at expectation for reading but not for writing and Maths • In Year 3, neither of the 2 PP pupils were at expectation for writing and 50% (1) achieve age expectation in maths. • In Year 4, 50% of PP pupils (3/6) reached expectation in writing and 83% in Maths. • Whole school PP performance (13 pupils) 58% on track in maths overall 33% for writing <p>Some positive gains in Year 4 over the year. Despite short term gains following 121 support KS1 pupils did not sustain improvement.</p>
<p>To provide targeted early intervention to support children in the EYFS to</p>	<p>Not currently any PP pupils in Reception but attainment overall has increased significantly</p> <ul style="list-style-type: none"> • No PP in reception in 2021/22.

achieve age expectations	
To improve attainment of identified pupils through group intervention	<ul style="list-style-type: none"> • Outcomes of intervention programmes are clearly measurable <p>Despite small gains and improvements that are clearly measurable in isolation, overall impact of intervention are not notable through % summary data trawl.</p> <p>Intervention summaries show clear impact of intervention over time. Lexia reading continues to demonstrate positive impact on pupils fluency.</p>
To improve attainment of identified pupils through 121 intervention	<ul style="list-style-type: none"> • Targeted groups have shown good gains as a result of 121 /small group tuition with a good proportion of children moving to age expectation for the area targeted. • Targeted support for pupils in KS2 had a pleasing impact particularly in those Year 4 pupils who were not previously at age related expectation. Initial gains made by S1 children were not sustained over time when intensive support was no longer delivered.
To provide the right specialised service to pupils who need it	<ul style="list-style-type: none"> • Pastoral support has been sought for a number of pupils • Support services allocated to eligible pupils included: <ul style="list-style-type: none"> ○ Speech and Language • Educational psychology
To ensure that pupils have a voice and feel that their opinions and ideas are valued and that they can articulate these.	<p>P4C is now planned to be covered as part of other curriculum areas. BIG questions have been identified by staff.</p> <ul style="list-style-type: none"> • P4C is embedded in the curriculum and is w beginning to feature as part of home learning.
To promote positive behaviour both inside and outside the classrooms	<p>Trickbox strategies are embedded and pupils now have and utilise a range of skills associated with de-escalation</p> <p>External verification received to support the judgement that pupil behaviour is at least good.</p>

To ensure that feedback to pupils has a positive impact on pupil outcomes	<p>Feedback and marking policy has been re-reviewed with staff. Staff have now had the opportunity to use the policy and feed back on its practical application.</p> <p>Pupil voice to be used to identify how pupils are using their marking.</p>
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Pupil premium strategy outcomes 2020/21

Pupil Premium Review 2019-2021

St Michael's CE (A) First School

At St Michael's we strive to develop and inspire **courageous, respectful** and resilient learners encouraging them **serve with kindness, respect** and tolerance guided by our Christian values so that they can flourish, living 'life in all its fullness'. (John 10:10)

Cohort Numbers of eligible children:

Nursery EYPP	2
Reception	4
Year 1	0
Year 2	2
Year 3	4
Year 4	8

PP Grant income for the period: Sep 2019 and March 2021: **£27,700**

Data:

Data Set	Cohort overall	PP Eligible %	Non PP %
Autumn 2020 Phonic check for pupils in Year 2 who missed the Year 1 check in Summer 2020	76%	100% pass (3 children)	74% (20/27)

PIRA Return to school baseline data

Year Group	PIRA % @+		PUMA %@+	
	Overall	PP Pupils	Overall	PP Pupils
Year 1				
Year 2	57%	50%	72%	50%
Year 3	76%	75%	68%	75%
%	69%	62%	68%	71%

Pupil Premium Review 2019-2021

St Michael's CE (A) First School

Priority Area	Specific Objective	Actions/Spending	Anticipated Impact/Actual Impact
1. Teaching and Learning	<p>To ensure quality first teaching across the school To support and embed new systems and policies for teaching and learning</p> <p>To ensure that early reading is taught well across the EYFS</p>	<p>Supplement the cost of a 3 day non-class based DHT to support teaching and learning (£10,000)</p> <p>Contribute to EYFS advisor to support with EYFS teaching and learning (£1,000)</p>	<p>The teaching profile has improved and as a result of targeted support</p> <p>Following COVID-19 school closure the role of the DHT was refocussed to lead on the development of a high quality home learning offer.</p> <p>We had a 97% take up rate of pupil engaged in home learning during lockdown 2.</p> <p>Additional support and guidance given to parents to support with delivery of home learning.</p> <p>Wellbeing checks made by DHT to families who were struggling with the logistics of home schooling.</p> <p>Monitoring of quality of home learning submission.</p> <p>Identification of pupils who needed ICT in the home and sourcing of devices.</p>

Priority Area	Specific Objective	Actions/Spending	Anticipated Impact/Actual Impact
2. Intervention	To close the gap between underperforming pupils and their peers	Deployment of support staff to deliver wave 2 intervention (£7689) Resourcing for interventions (£500)	Individual impact sheets for Summer 2019 and Autumn 2019, Autumn 2020 show good gains for targeted children. Assess Plan Do reviews started for those children who did not make anticipated gains. Intervention was interrupted for Summer 2020 and Spring 2021 due to school closure. A range of interventions are available to meet the needs of children. From January 2021 to March 2021, support staff were responsible for the supervision of Key worker and vulnerable children including those in school by invite because they had been identified by school as vulnerable.
Total cost of priority area 2			£12,300

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
Trickbox	Trickbox
Lexia Reading	Lexia UK
Wellcomm	GL

Further Information

The previously published PP strategy template was completed prior to the beginning of the academic year. This is also available to view on the school website.