

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Number of pupils in school	151 (+Nursery)
Proportion (%) of pupil premium eligible pupils	14/151= 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	27.9.21
Date on which it will be reviewed	1.7.22
Statement authorised by	Martin Officer
Pupil premium lead	Zoe Cahalan
Governor / Trustee lead	Jenny Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic financial year	£17,106
Recovery premium funding allocation this academic financial year	£11,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£28,786

Part A: Pupil premium strategy plan

Statement of intent

As a result of 2 school closures, attainment and progress for most pupils has been affected. As a school, we have a small proportion 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.

This academic year, we are working to recover attainment for all pupils, including disadvantaged pupils. Due to low numbers % can distort reports and we need to be mindful that, in some cases 100% of the PP cohort relates to one pupil.

Of the 14 pupils who were eligible for PP in the last academic year, 4 attended key worker/vulnerable provision. We provided 3 PP pupils with devices to support learning at home.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment as a result of school closures
2	Self-confidence and self-regulation
3	High quality intervention
4	

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 raise attainment in Writing and Maths for disadvantaged pupils	The proportion of pupils meeting age expectations in these areas increases by July 2022
To provide targeted early intervention to support children in the EYFS to achieve age expectations	The proportion of PP pupils achieving GLD increases.
To improve attainment of identified pupils through group intervention	Pupils in receipt of targeted intervention make accelerated gains from starting points
To improve attainment of identified pupils through 121 intervention	Pupils in receipt of targeted intervention make accelerated gains from starting points
To provide the right specialised service to pupils who need it	Outcomes for pupils improve because barriers which can be addressed by a specialist service have been successful
To ensure that pupils have a voice and feel that their opinions and ideas are valued and that they can articulate these.	Pupils approach learning with confidence and are willing to share their ideas
To promote positive behaviour both inside and outside the classrooms	Pupils behaviour in lessons and at other times during the school day is good
To ensure that feedback to pupils has a positive impact on pupil outcomes	Pupils know how to improve their learning and this results in progress over time

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: £ 10,000 to offset 1/5 of DHT salary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>DHT as teaching and learning lead providing personalised CPD for staff</i>	EEF recognised quality first teaching in its tiered approach to PP spending.	1,2

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

Budgeted cost: £14,000 (£12,000 from PP/Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Procure training to support Teaching and support staff in the delivery of evidence-based intervention programmes	EEF toolkit: Small group tuition	1,3
Fund intervention licences- Lexia (£4500)	EEF teacher toolkit: Digital technology, Individualised instruction, Phonics,	1,3
121 Tuition	EEF toolkit: One to one tuition	1,2,3

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

Budgeted cost: £ 7,100 (£6786 funded with PP/Recovery funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Philosophy for children training (£2000)	EEF metacognition and oral language interventions	
<i>Purchase of value based behaviour rewards (£1500 per annum)</i>	EEF - behaviour interventions	
<i>Review feedback policy and provide pupil conferencing opportunities (release £3600)</i>	EEF - feedback	

Total budgeted cost: £ 31,100 Total PP/Recovery Funding planned for: 100%

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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> <p>Monitoring of reading evidence show that teaching of early reading/phonics has improved.</p>
Total cost of priority area for period Sep 2019- March 2021			£16,000

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.