



## Vision

### “Life in all its fullness”

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, ‘life in all its fullness’ (John 10.10).

This statement details our school’s use of pupil premium and recovery 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 C of E Primary School
Number of pupils in school	108 pupils + 16 nursery
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	December 2021
Date this statement was reviewed	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Beth Dawson Headteacher
Pupil premium lead	Beth Dawson
Governor / Trustee lead	David Bowes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,400
Recovery premium funding allocation this academic year	£1,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,995

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention 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.

High-quality 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 and high attainers will continue to progress well.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are disadvantaged or not. Our ultimate objectives are to:

- Remove the barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils have secure code knowledge to apply to the skills of reading.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils
- To plan and implement support through a tiered approach:
  1. Teaching
  2. Targeted Academic Support
  3. Wider Strategies

## Challenges

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

Challenge number	Detail of challenge
1	Observations, monitoring, discussions and internal assessments indicate that writing attainment is below national average.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures.
3	Our assessments, observations and discussions an increased number of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
4	To continue to increase, develop and sustain parental engagement in supporting children at home.

## 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 improved writing attainment among disadvantaged pupils.	The writing outcomes show that disadvantaged pupils, met the expected standard, to ensure their achievement is at least in line with national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by <ul style="list-style-type: none"><li>• student voice, surveys (staff, parents, teachers) and observations.</li><li>• a significant reduction in behavioural issues</li></ul> A significant increase in participation in activities, particularly among disadvantaged pupils
To ensure pupils access the support and interventions they require to meet their needs.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets.
To increase and sustain parental involvement in their child's learning.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. To ensure children achieve their target and/or in line with national expectations.

## 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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The English lead has lead training on the school's English sequence, how to structure learning and assess appropriately.</p>	<p>Our English cycle of work is based on the EEF guidance which states that writing should be a process not a single event. The curriculum lead has reviewed the English cycle in light of the training and ran additional training to support staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>The English lead has supported all staff, on a 1-1 basis, to develop their understanding of the process of writing, expectations and how to support the children.</p>	<p>We ensure that all CPD that staff receive is well planned and designed to meet the needs of the school and individual. The ongoing support links with the EEF guidance that states, 'professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>To train a member of staff on the Thrive approach to further develop knowledge and understanding of children's social needs.</p> <p>To integrate Thrive into the structure of the school.</p>	<p>The Thrive approach links with the EEF social and emotional learning research showing that explicit teaching, embedding the skills and integrating it into the ethos of the school impacts on the children.</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><a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools/">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>To use Thrive to support with behaviour giving children strategies to support their needs.</p>	<p>The Thrive approach will give staff a greater insight into the needs of their children, how to integrate specific strategies into their teaching and support the children with managing their emotions. The understanding of their needs allows staff to support them in using a variety of strategies to improve their behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-behaviour-in-schools/">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>The SENCo has led training, worked with classes or individuals to ensure the needs of pupils are met.</p> <p>The SENCo ensures appropriate referrals and support is put in</p>	<p>The EEF cycle of assess, plan, do review approach ensures that the SENCo is reviewing the needs of the children, supporting staff and ensuring the children are making progress towards their targets. Through the use of the restorative approach, zones of regulation work and ongoing training the staff have created a positive learning environment.</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
place to met the needs of the children.	<a href="https://www.educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	

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

Budgeted cost: £4681.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through assessment and observations, the school will identify a small group of children to receive intervention.  The SLT will monitor interventions to ensure there is a consistent approach.	To support the children in narrowing the gap, the teacher will lead a 15-minute intervention on writing. The lesson will happen before school to ensure the children don't miss learning time and will be specific to the needs of the children. The EEF research shows this strategy can be used to ensure effective progress, or to teach challenging topics or skills.  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1
The children will receive specific interventions to meet their needs.  The SENCo will monitor the interventions and support staff, if required.	Through ongoing assessment, referrals and discussions with the teachers, children will receive carefully selected small-group and/or one-to-one interventions based on their needs. These interventions are carefully targeted through identification and assessment of need.  <a href="https://www.educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
The SENCo will support parents to support their child at home.	The SENCo will support the parents with accessing support from external agencies, working with home to support with learning and as the main point of contact. This is supported by the parental engagement research which shows that involving parents in their child's education has a positive impact.  <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 4

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

Budgeted cost: £4681.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
The SENCo will lead support staff training on the Thrive programme.	The use of quality and carefully planned CPD improves outcomes in school. The use of Thrive will allow the staff to support children, put strategies in place and give them the opportunity to make progress.  <a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	2, 3

Total budgeted cost: £18,725

## 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 2022 to 2023 academic year.

Aims	Outcomes
Improved writing attainment among our disadvantaged pupils.	Due to a small number of children, we didn't achieve national but the majority of our disadvantaged children achieved expected.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Across the year, we have created targeted interventions to support our disadvantaged children. For example, allocating a child an adult to support transitions into school on a morning.
To ensure pupils access the support and interventions they require to meet their needs.	Across the year, the children accessed individual interventions based on their needs. The interventions allowed the children to make progress and is narrowing the gap between children.
To increase and sustain parental involvement in their child's learning.	Last year, our attendance was in line with national. We implemented a new attendance policy to raise the profile of attendance. We also implemented the Arbor app so parents could access their child's ongoing attendance.

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*