

Pupil premium strategy statement

St Michael's CE Primary School

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 Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Lorna Anderton
Pupil premium lead	Alison Palmer
Governor	Dr Margaret Perkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,210
Recovery premium funding allocation this academic year	£2,610
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	£27,820

Part A: Pupil premium strategy plan

Statement of intent

- To improve education outcomes for disadvantaged pupils.
- To provide a holistic and inclusive approach to meeting the needs of disadvantaged pupils and their families.
- To ensure all adults in school are aware of the individual needs of our disadvantaged pupils and feel confident supporting these children to be the best they can be.
- • Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age related expectation and matching the attainment of their peers
- To inspire disadvantaged pupils to recognise the value of education and learning and to recognise how they can make a valuable contribution to life in th 21st century.

Challenges

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

Challenge number	Detail of challenge
1	The gap in attainment, between disadvantaged and non -disadvantaged pupils has widened since COVID 19 lockdown.
2	Speech and language has become a challenge to access learning for younger pupils.
3	Increase in social emotional behaviours due to COVID.
4	To improve attitudes to learning.
5	

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
<p>Disadvantaged pupils make progress and achieve outcomes in line with their non-disadvantaged peers.</p> <p>Evaluate the impact of teacher led intervention and targeted provision, particularly disadvantaged and PP</p>	<p>Data demonstrates pupils make expected/above expected progress and are on track to make pre-Covid targets.</p>
<p>Disadvantaged pupils have access to pre-teaching of key language by experienced support staff and teachers.</p> <p>Every class teacher has identified pre-teaching groups and shared planning with teaching partners.</p> <p>Teaching partners are confident delivering pre-teaching of language and concepts.</p>	<p>Disadvantaged pupils approach lessons with greater confidence and motivation. As a result, attitudes to learning improve and pupil outcomes improve.</p> <p>Tracking of pupils involved in pre teaching/interventions make progress in line with or above that of their peers.</p> <p>Pupils are on track to achieve pre-Covid targets.</p>
<p>Pupils have the opportunity to explore coping mechanisms and strategies for managing their own behaviour.</p> <p>Children have access to a range of SEB interventions such as ELSA, Play Therapy and after school clubs</p>	<p>Children have access to a range of SEB interventions such as ELSA, Play Therapy and after school clubs. Children feel included and valued. Behaviour and attitudes to learning improve and pupils make subsequent progress.</p> <p>. Children feel included and valued. Behaviour and attitudes to learning improve and pupils make subsequent progress.</p>

Activity in this academic year 2021/22

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership of Mathematics Mastery Programme and related CPD training to support disadvantaged pupils who are not making progress in relation to their non-disadvantaged peers. CPD training for staff across the school in 'Outdoor Learning.'	Data obtained from tracking pupils' progress and attainment from starting points to end of each term. Staff evaluations on their own strengths and areas for development. Planning reflects provision for PP and disadvantaged pupils.	18 pupils

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

Budgeted cost: £ 20,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-teaching and targeted, structured group work for reading, writing and mathematics.	6 weekly evaluations of provision. Evaluations of IEPs and targets, supported by tracking of individual pupil's data.	24

Educational Psychologist, SENCO, Inclusion Lead, additional costs as a result of disruption to children's learning	As above	Across the school as identified by teachers, SENCO, SLT and Ed P.
--	----------	---

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

Budgeted cost: £4,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy to support pupil's emotional needs	<ul style="list-style-type: none"> Improved attendance. Improved attitudes to learning Improved behaviour in classroom with less disruption to learning. Feedback from parents on their child's emotional health Improved pupil well-being- Spring term 2022 Pupil voice- pupil questionnaire. Parent questionnaire Summer Term 2022 	18 pupils.
After School Clubs- e.g- Art, homework, 'Magical Maths', maths, BA Sports, dance.	<ul style="list-style-type: none"> Pupils have access to cultural and artistic experiences in line with their non- disadvantaged peers. Pupil well-being. Pupil voice. Parent's feedback. 	18 pupils
Residential Educational Visits	<ul style="list-style-type: none"> Children feel included and access rich experiences in line with their peers. 	5 pupils.

Total budgeted cost: £ 27,820