

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Junior School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	14/11/2022
Date on which it will be reviewed	14/11/2023
Statement authorised by	Jenny Jones
Pupil premium lead	Corinna McCabe
Governor lead	Alan Jenner/ Kevin Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,782
Recovery premium funding allocation this academic year	£11,093
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£103,875

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activities that we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is integral to our ethos, with a focus on reading, writing and maths, in order to provide our children with the foundations for a successful future, both in and out of school. High-quality teaching is proven to be the most impactful way of closing any gaps in children's knowledge and therefore improving their attainment.

The wider school plans for recovery are shown through the use of tutors and the 'Communication and Interaction' team. (Further information on our tutors can be found within our Recovery Plan.) This will allow all children to improve their oral language skills, their vocabulary and their attainment in, reading, writing, maths and across the wider curriculum. An approved phonics scheme is being used to close any gaps in children's phonic knowledge and support their reading.

We will assess the impact of our plan regularly and adapt as needed to ensure the best possible outcomes for all of our children. The activities that we have chosen will work together to allow our children to have high expectations of themselves.

To ensure they are effective we will:

- ensure all staff understand that disadvantaged children should be supported and challenged in their work
- regularly assess the impact of our activities to ensure that they are having the desired outcome for our children
- ensure that all staff understand that they are champions for our disadvantaged children
- listen to the voice of the children and their parents
- communicate effectively with the school community about our intention for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data for this academic year so far, indicates that attendance among disadvantaged pupils has been 5.76% lower than for non-disadvantaged pupils. (The attendance data for the academic year 2021-22, shows that attendance among disadvantaged pupils was 3.3% lower than for non-disadvantaged pupils.) 29.54% of disadvantaged pupils have been 'persistently absent' compared to 8.51% for non-disadvantaged pupils so far this academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Observations and attendance of events such as parents' evening, show that parental engagement is an issue with parents/ carers of disadvantaged pupils. The EEF states that 'Parental engagement has a positive impact on average of 4 months' additional progress.'
3	Our assessments, observations and discussions with pupils and families, indicate that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Teacher referrals for support have increased since the pandemic. 34 pupils (44.1 of whom are disadvantaged) have currently been referred for additional support with social and emotional needs.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These gaps are evident across all year groups and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Assessments for reading, writing and maths indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Partial school-closures have resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. These findings are supported by national studies.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • the overall attendance rate for all pupils being no lower than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to zero. • the percentage of disadvantaged pupils who are persistently absent being 5% and in line with their non-disadvantaged peers.
To achieve and sustain greater parental engagement for all pupils. Particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • all parents will attend parents evening, either in person or by phone. • all parents will attend at least one parent workshop/ parent morning throughout the year. • an increase in parent supported measured by attendance at school events and support with homework.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from student voice, • student and parent surveys and teacher observations shows that there is an improvement in children's wellbeing • a significant reduction in additional social and emotional support needed through ELSA. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • significantly improved oral language among disadvantaged pupils. • engagement in lessons evidenced in learning walks, book monitoring and ongoing formative assessment.
To improve end of KS2 outcomes in reading, writing and maths.	<ul style="list-style-type: none"> • end of KS2 outcomes in 2022-23 show that at least 60% of disadvantaged pupils (who are not SEN) meet the expected standard in RWM.

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: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers to further improve quality first teaching in all subjects	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF (Education Endowment Foundation)	5, 4
Staff training for spelling and phonics	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	5
Support for subject leads	<p>The EEF states that ‘Curriculum adaptation is best seen as an iterative process, one which ensures that any modifications are agile and responsive to children’s needs. It is important to consider long-term retention of key knowledge and skills and how pupils can be helped to make links between ideas and topics. It is valuable to look for ways of reinforcing key knowledge and skills across the curriculum, capitalising on any crossover between topics and subjects where appropriate.’</p> <p>Support is given to subject leads to ensure that they are making necessary changes and taking into account where children may have gaps or barriers to their learning.</p>	5

Staff training and development for maths	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for LSAs for specific interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF	3, 4, 5
New spelling and handwriting schemes	The EEF states that 'If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription.'	5
Phonics interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF	5
Tutoring (more detail in Recovery Plan)	The EEF states that 'Small group tuition has an average impact of four months' additional progress over the course of a year.'	5
S&L interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF	4
FMS&GMS interventions	Research which focuses on teaching assistants who provide	5

(fine motor skills and gross motor skills)	one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF	
C&I team support (communication and Interaction)	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF</p>	4
Maths resources	<p>The concept of ‘mastery’ was first proposed in 1968 by Benjamin Bloom. At this time, the phrase ‘learning for mastery’ was used instead. Bloom believed students must achieve mastery in prerequisite knowledge before moving forward to learn subsequent information. Bloom suggested that if learners do not understand something the first time, then they should be taught again and in different ways until they do.</p> <p>Looking more specifically at the origins of the CPA (concrete, pictorial and abstract) approach, we again need to go back to the teaching methods of the 1960s, when American psychologist Jerome Bruner proposed this approach as a means of scaffolding learning. He believed the abstract nature of learning (which is especially true in maths) to be a ‘mystery’ to many children. It therefore needs to be</p>	5

	<p>scaffolded by the use of effective representations and maths manipulatives.</p> <p>He found that when pupils used the CPA approach as part of their mathematics education, they were able to build on each stage towards a greater mathematical understanding of the concepts being learned, which in turn led to information and knowledge being internalised to a greater degree.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (social and emotional learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Interventions which focus on improving social interaction tend to be more successful (+6 months). EEF</p>	3
FSW	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By</p>	1, 2, 3

	<p>designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement has a positive impact on average of 4 months' additional progress. EEF</p> <p>National Foundation for Educational Research (NFER) Briefing for School leaders identifies addressing attendance as a key step.</p>	
EAL lead English as an Additional Language	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF</p>	2, 3, 5
Subsidy for trips	<p>The EEF states 'We think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.'</p>	3
Subsidy for music lessons	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The average impact of arts participation on other areas of academic learning appears to be about an additional three months progress. EEF</p>	3
Subsidy for sports clubs and local sports events	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. There are wider benefits from regular physical activity in terms of physical</p>	3

	<p>development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF</p>	
<p>External provider to present workshops for parents and children around growth mindset</p>	<p>The changing Mindsets Project found that 'FSM-eligible pupils who were involved in the professional development intervention gained a better understanding of the malleability of intelligence. Pupils involved in both interventions achieved higher scores on these measures than those in the control group.'</p> <p>Previous research from the US has suggested that growth mindset interventions can have a positive impact on attainment (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and achieve better results.</p>	<p>2, 3</p>

Total budgeted cost: £96,000

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 2020 to 2021 academic year.

- The government will not publish KS2 school level data for the 2021-2022 academic year. Our KS2 data from 2021-22 shows attainment was in line with our predictions. There is a gap between disadvantaged children and others at the end of KS2.
- Across the school the attainment gap between disadvantaged and their peers did reduce in Reading and Maths although this needs to continue to be an area of focus to close the gap further.
- Children accessed trips and residential activities through the PP funding and two children received funding for music lessons. – further analysis will be needed next year.
- Average attendance this year nationally and in school is below 95% so this will need to be reviewed.
- In July 2022 whole school attendance was 94%, PP attendance was 90%, 4 points below the whole school. In 2019 PP children were 1 point below all children and in 2018 they were 2 points below. The school is working to raise attendance across the whole school post COVID. Specific strategies have been identified for the 2022-23 academic year.
- A designated member of the middle leadership team will have responsibility of PP next year to raise the profile of disadvantaged children.
- A new FSW was appointed during Spring 2022 who established successful relationships with children and families.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • A teacher ran a lunchtime club for Service children once a week • Local cluster Service meetings were attended to share initiatives
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Children were aware of other children who were service and their shared experiences • Children felt part of a community within school and were able to discuss and develop their own identities • To be reviewed for next year.

	In 2022-23 we will continue to attend cluster meetings and further increase the provision for Service children.
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Further information

PP spending is reviewed by governors and SLT each year and the first review will be in July 2023. All PP pupils' progress is monitored regularly throughout the year and actions are taken to improve progress if it is not at the expected rate.