# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 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 (updated Autumn 2025)

| Detail | Data |
|---|---|
| School name | St Michael's CE Primary School |
| Number of pupils in school | 115 pupils |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | 16.09.25 |
| Date on which it will be reviewed | 16.09.26 |
| Statement authorised by | Michele Lewis |
| Pupil premium lead | Michele Lewis |
| Governor / Trustee lead | Jon Hughes STG Chair |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £20, 370 |
| Recovery premium funding allocation this academic year | £2320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £22,690 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our objective for pupil premium pupils is the same as for all our pupils at St Michael's CE Primary School. Our aim is to develop lifelong learners who thrive in our care and are fully prepared for the next stage of their education.

We strive to:

- Close the gap between disadvantaged and non-disadvantaged pupils.
- Ensure all pupils reach the expected standard by Year 6.

We recognise that quality first teaching is what makes the most difference to pupil outcomes. At St Michael's, we work hard to overcome barriers such as poor attendance, adverse early childhood experiences, poor early language skills and is some cases complex family situations. Staff knowledge of our families is crucial in a small community.

Barriers are:

- Learning gaps (covid) and prior experiences
- Poor attendance
- Low attainment on early entry (baseline)
- Adverse early childhood experiences/family circumstances

At St Michael's, we will overcome these barriers through a range of strategies outline in the EEF guidance documentation.

Below are some examples of the support given:

- Access to all trips, activities, workshops and residential trips throughout the year.
- Small group work with experienced teacher/teaching assistants focused on overcoming gaps in learning.
- 1:1 support
- New SENCO in place (one day a week) for PP children with SEND.
- School counsellor employed one day a week, priority given to PP children.
- Quality CPD for staff e.g Little Wandle training (Phonics), Reading, Maths Hub

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|---|
| and Talk 4 Writing. |

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Reading-lack of prior experience, lack of home support and engagement. |
| 2 | Varying previous experiences, in year transfers and Covid. |
| 3 | Maths- language and understanding in problem solving and reasoning. |
| 4 | Adverse childhood experiences/SEMH |
| 5 | Limited face to face engagement with Parents pre 2022 |
| 6 | Writing-focus on structure and spelling patterns. |
| 7 | Attendance |
| 8 | Early communication skills not at expected level in EYFS. |

## 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 |
|---|---|
| All children have secure assessment. | Next steps for every child are precise, shared and actioned. |
| Maths attainment improves | Standards in Maths are at National for Year 2 and Year 6.<br>Year 4 MTC at National.<br>White Rose assessments show progress<br>Gaps in all other year groups closing. |
| Writing attainment improves | SPAG assessment scores show progress across all year groups (using NFER test materials).<br>Standards in English writing are at National for Year 2 (optional tests to be used for 2024) and Year 6. |

| | |
|---|---|
| Reading attainment improves | Standards in reading are at National for Year 2 and Year 6.<br>Our Key2Reading weekly sessions will have a positive impact (focusing on fluency).<br>New phonics scheme and new reading scheme to have a positive impact.<br>Standards in phonics are at National for Year 1 and 2.<br>Daily phonic interventions are in place for PP children who did not reach national standard.<br>Children have a love of reading and read widely across subjects.<br>Class reading areas will attract children with carefully chosen texts to engage. |
| All PP children have access to specialist counselling where necessary.<br><br>All PP children have access to ELSA support where necessary. | Children are able to access learning and develop resilience as a result of interventions. |
| Parental engagement with learning is good. | Improved attendance to our workshops, collective worship events and 'celebration afternoons' every term.<br>Children are supported with daily reading, phonics.<br>Online platform allows parents to engage with learning and will have a positive impact. |
| Early communication skills are good | Improvement in overall attainment, self-esteem and behaviour. |

## 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: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Use of accurate system of assessment which pin points next steps. | *Provides accurate assessment of each child's needs and next steps.<br>Evidence based teaching toolkit:<br>Teaching and Learning Toolkit \| EEF (educationendowmentfoundation.org.uk) | 1,2, 3 and 6 |
| Talk 4 Writing training<br>And Subject Lead 2 year project. | *CPD has greater impact on standards than other interventions and solutions.<br>*Ongoing assessment demonstrates this is an area of need.<br>Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK (www.gov.uk) | 1 |
| NCETM Maths mastery workshops and leadership groups | *CPD has greater impact on standards than other interventions and solutions.<br>*Ongoing assessment demonstrates this is an area of need.<br>Mastery learning \| EEF (educationendowmentfoundation.org.uk)<br>Developing Great Leadership of Continuing Professional Development and Learning \| Centre for the Use of Research & Evidence in Education (CUREE) | 3 |
| Employment of a part time Teaching Assistant to provide small group teaching focused in KS2. | *In line with DFE guidance.<br>*EEF research shows 'moderate impact'<br>One to one tuition \| EEF (educationendowmentfoundation.org.uk) | 1, 2,3,and 6 |

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

£5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Maths intervention including over teaching, TT rock stars. | *Shine Trust demonstrates increased speed of TT recall using TTRS at 38%.<br>*Internal data and information shows that disadvantaged children do not succeed as well in reasoning due to basic maths skill gaps.<br>Literacy and numeracy catch-up strategies (publishing.service.gov.uk)<br><br>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) | 2 and 3 |
| Phonics, Reading, Spelling and writing interventions e.g Little Wandle intervention, Key 2 Reading and fluency interventions | *EEF points to 'extensive evidence' that phonics is a key component of reading development.<br>Phonics \| EEF (educationendowmentfoundation.org.uk) | 1 and 2 |
| KS2 Reading focus on lower Ks2 and current Year 6 | Phonics \| EEF (educationendowmentfoundation.org.uk) | 1 and 2 |
| NELI screening and intervention or EYFS/KS1 | Good early communication skills will help children flourish throughout the curriculum.<br>NELI search shows that this improves children's language skills. | 8 |

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

£5690

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Counselling service provided once a week (PP a priority)<br><br>ELSA support for individuals-working on aspects such as self-esteem and relationships | *Anxiety is a key barrier to children's attendance and level of attainment (www.acamh.org).<br>*EEF confirms 4 months additional progress.<br>Improving Social and Emotional Learning in Primary Schools \| EEF (educationendowmentfoundation.org.uk) | 4 and 7<br>All areas addressed. |
| Prioritisation for clubs | *Improved confidence, resilience, social skills and communication. Evidenced through the EEF teachers' toolkit. | 2, 4 and 7 |
| Sessions in well-being room with Elsa trained Teaching Assistant | *Anxiety is a key barrier to children's attendance and level of attainment (www.acamh.org).<br>Improving Social and Emotional Learning in Primary Schools \| EEF (educationendowmentfoundation.org.uk) | 4 and 7 |
| Supporting Attendance | Improved attendance will lead to better outcomes.<br>LA have new approach to supporting schools from Sept 2023.<br>Working together to improve school attendance - GOV.UK (www.gov.uk) | All areas addressed |
| Parental engagement activities every term per class plus workshops/ events | Improved enagagement. EEF guide to parental involvement in schools | 1, 4, 5 and 7 |
| Music/wider opportunites | Every child has the right to learn an instrument.<br>Encore involvement<br>Opportunity for all - Strong schools with great teachers for your child (publishing.service.gov.uk) | 2, 4 and 7 |
| Breakfast/after school clubs | Providing breakfast can lead to progress in attainment<br>(EEF Magic breakfast study) | 2 and 7 |
| Support with funding trips | Building resilience, confidence and experiencing wider opportunities.<br>Arts participation | 2, 4 and 7 |

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|---|---|---|
| Recovery premium | Held centrally to support with CPD for teaching, EY, safeguarding | All areas addressed |

# Part B: Review of outcomes in the previous academic year

***2024-2025***

***GLD -1*** **PP Pupil**

*100% passed*

**Phonics -4 PP Pupils**

3/4 passed 75% (1 pupil below test level)

**Year 4 MTC- 1 PP Pupil**

100% achieved

**KS2 SATs -3 PP Pupils**

Reading expected standard: 100%

Writing expected standard: 1/3 33% (2 EAL pupils)

Maths expected standard: 3/3 100% (33% Greater Depth Standard)

SPAG expected standard: 3/3 100%

## 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 |
|---|---|
| Talk 4 writing | Pie Corbett |
| NELLI | Nuffield |
| Mastery in mathematics | NCETM |
| ELSA | ELSA Network |
| Times Table Rock Stars | TT Rockstars |