

Pupil premium strategy statement and recovery plan

This statement details our school's use of pupil premium and recovery premium for the 2021 to 2022 academic year. This funding will enable us to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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 School, Lichfield
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	4% (5.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Helen Robertson
Pupil premium lead	Mrs Helen Robertson
Governor / Trustee lead	Mrs Nicky Menmuir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,795
Recovery premium funding allocation this academic year	£2,320
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	£23,115

Part A: Pupil premium strategy plan

Statement of intent

Excited to learn with confidence together in God's hands



At St Michael's, we are guided by our Christian values to inspire one another; encouraging confident, committed and caring children to flourish through life's journey.

'Love God with all your heart and with all your mind and with all your strength; and love your neighbour as yourself.' Mark 12:³³

At St Michael's we want all of our children to be excited and confident learners. Our enthusiastic teachers and teaching assistants create an environment where children are inspired to learn and where learning is personalised to meet the individual needs of pupils. Through our enriched curriculum children experience a wide range of learning opportunities both within the classroom and beyond, which enables them to flourish and achieve well. Some children require additional support to overcome barriers to learning and we use a variety of strategies to facilitate this, enabling the children to achieve and thrive. Other children require additional challenge and this is provided through opportunities to learn at a deeper level.

All children are entitled to first quality teaching with their class teacher that is at least good in every lesson. Each year a number of key interventions and additional activities are facilitated to support those children who have additional learning, sensory or self-regulation needs. These approaches are provided for all children who require them, but some are made possible by allocating Pupil Premium and / or catch-up funding. Individual profiles are in place for all of our Pupil Premium children which identify the targeted support they are receiving. Our aim is for our Pupil Premium children to achieve as well as their peers with similar starting points, who are not eligible for Pupil Premium.

As school leaders here at St Michael's we are committed to ensuring that all of our Pupil Premium children, including those who are able, gifted and talented, receive targeted support if they have 'fallen behind' their peers. Additional time and support is allocated to those children who may have missed learning; those who may take longer to master new knowledge or skills; those who have significant sensory needs; or those who struggle to self-regulate.

Our funding is allocated annually by financial year. As a leadership team we identify the needs of the current cohort of children in receipt of Pupil Premium funding and draw upon a range of research, such as the Education Endowment Foundation and The Sutton Trust to inform the support programme we provide. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium / disadvantaged children make slower progress than other children. They have knowledge gaps and often find it difficult to retain / recall prior knowledge. The impact of Covid-19 has resulted in this gap widening for a number of PP / disadvantaged children
2	A barrier to making progress is children's understanding of vocabulary. Many of our children are eloquent and confident speakers, but our pupil premium / disadvantaged children often have a restricted vocabulary.
3	Staff are increasingly drawing on mastery approaches for the teaching of number and phonics. Pupil premium / disadvantaged children with gaps in their learning need to be quickly identified and supported through targeted intervention.
4	A number of our children, including PP children, find unstructured times (e.g. lunchtime) challenging due to sensory overload or an inability to self-regulate. This can particularly impact on the children's readiness and ability to learn, particularly during the afternoon.

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
<ul style="list-style-type: none"> Staff are developing expertise in their understanding of cognitive science and its impact on pupils. Teachers confidently use retrieval practice to activate schema and prior knowledge in lessons. Increased number of disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. Disadvantaged SEND pupils make progress in line with school expectations 	<ul style="list-style-type: none"> By 2024/25 100% of disadvantaged children will have reached the expected standard in reading, writing and maths. Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make good progress compared to prior attainment standards. 85% of children who receive targeted high-quality intervention make accelerated progress.
<ul style="list-style-type: none"> Disadvantaged children's vocabulary and oracy deficit is narrowed through whole class teaching of reading. 	<ul style="list-style-type: none"> By 2024/25 100% of disadvantaged children will have reached the expected standard in reading by the end of KS2. Children falling behind are targeted through precision teaching reading intervention, resulting in 85% making accelerated progress.
<ul style="list-style-type: none"> The Read, Write, Inc. system of phonics is being introduced in Reception, Years 1 and 2. Children who are falling behind in whole class sessions have been prioritised for the direct instruction reading intervention. The daily whole class Mastering Number sessions are embedded in Reception, Years 1 and 2. Children who are falling behind in whole class sessions have been prioritised for intervention using the additional resources provided within the programme. 	<ul style="list-style-type: none"> By 2024/25 100% of disadvantaged children meet the phonics threshold in year 1. By 2024/25 100% of disadvantaged children meet the expected standard in maths at the end of KS1.
<ul style="list-style-type: none"> Interventions have enabled targeted children to develop their ability to better self-regulate (e.g. Forest School, Malachi Counselling) 	<ul style="list-style-type: none"> An analysis of behaviour logs demonstrates that the number of incidents and accidents has reduced.
<ul style="list-style-type: none"> NELI (Nuffield Early Language Intervention) is used for all children in Reception which improves language and early literacy skills. 	<ul style="list-style-type: none"> Each year, 100% of disadvantaged children have accessed NELI and made substantial progress from entry data.

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: £5,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop staff understanding of cognitive science and its impact on pupils. Develop teacher pedagogy in the use of retrieval practice to activate schema and prior knowledge in lessons	Research by Black and Wiliam, concluded that formative assessment is perhaps the most effective educational practice when it comes to improving academic achievement (by a mean effect of 0.32) and disproportionately beneficial for underachieving students. The EEF Teaching and Learning Toolkit (2021) identifies the impact of Feedback as +7 months)	1 £500 supply to attend QLC
Whole class teaching of Reading is a priority and focus for all children.	Reading is taught daily across KS2 and consistently follows a planning structure. In KS1, Read, Write, Inc. is embedded and there are improved outcomes for all children.	2 £500 Alex Quigley Course £3,825 RWI training resources
Use mastery teaching approaches for the daily teaching of Phonics and Number in Reception, Years 1 and 2	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Mastery Learning as +5 months	3 £360 supply costs Maths Mastery

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

Budgeted cost: £22,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify children falling behind for precision teaching reading intervention	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Individualised Instruction as +4 months	2 £12,600 (half an hour a day per year group)
Children making slow progress in reading have daily access to Reading Plus using the dedicated class Chromebooks	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Individualised Instruction as +4 months	2 £4,200 Reading Plus Subscription
Reception children are screened and identified to participate in NELI	EEF identifies the impact of NELI as +4 months	2 £400 supply costs to release staff for training
Additional TA support to be provided for 45 minutes each day after lunch in Reception to support children who are struggling to self-regulate. Activities to focus developing social and emotional skills	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Social and Emotional Learning as +4 months	4 £2,840
Fortnightly Forest School session for Year 3 pupils	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Social and Emotional Learning as +4 months	4 £1,041
Lego Express	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Metacognition and Self-Regulation as +7 months .	4 £200 Sensory needs training £520 (half an hour per week)
National Tutoring Programme???		£810 School contribution

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise children for support from Malachi Counselling	£1,500	
Calm Brain?	£500	
Quiet Club at lunchtime?	£1,800 (TA for half an hour a day)	

Total budgeted cost: £31,446

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.

Desired Outcomes	Impact
Embed the use of Floppy's Phonics to provide a multi-sensory structure to the teaching of phonics from Reception to Year 2.	<ul style="list-style-type: none"> A daily phonics lesson using consistent resources. Daily reading has increased children's fluency.
Establish small group interventions (Reading, Writing and Maths) for disadvantaged pupils who are falling behind age-related expectations (Years 2 and 6)	<ul style="list-style-type: none"> In year 6, 100% of disadvantaged children achieved the expected standard in Maths with 33% achieving Greater Depth. In Reading, 83% of disadvantaged children achieved the expected standard and in writing 50% achieved the expected standard. In year 2, 33% of disadvantaged children achieved the expected standard in maths.
Develop a whole school, consistent approach to promoting pupils' well-being and mental health as an early adopter school for the RHE curriculum	<ul style="list-style-type: none"> This has been introduced and taught, using the PSHE Association planning. Through high quality CPD, staff confidence in delivering RHE has improved and monitoring showed that this was at least good.
Provide a range of alternative lunchtime activities which are targeted at disadvantaged children's interests in order to reduce sensory overload in the second half of the lunchtime	<ul style="list-style-type: none"> Monitoring shows that there are fewer incidents at lunchtime. Feedback from lunchtime staff shows this to be the case. This has had limited impact as staff remained in year group bubbles. However, short lunch break benefited children.
Provide a range of enriched curriculum interventions which enable targeted children to develop resilience and independence (e.g. Lego Express, Forest School)	<ul style="list-style-type: none"> Forest School sessions have been beneficial to all children. Feedback from teachers shows that vulnerable children in particular, developed confidence in speaking and being active members of the sessions. Other activities have been restricted due to year group bubbles.
Prioritise disadvantaged children for Malachi Counselling and Lichfield Mentoring	<ul style="list-style-type: none"> 7 disadvantaged pupils received mentoring or Malachi counselling. All of these children successfully reintegrated back into school, following Lockdown.
Enable all staff to participate in attachment and trauma training	<ul style="list-style-type: none"> 6 members of staff have completed training for attachment and trauma. Improved and enhanced strategies to support children in the classroom when they are feeling overwhelmed. Reduction in incidents at lunchtime as a result of strategies.

Internal school data for the end of Key Stage 2

NOTE: Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard in reading, writing and maths	33%	81%
% achieving expected standard in reading	83%	92%
% achieving expected standard in writing	33%	83%
% achieving expected standard in maths	100%	92%
% achieving greater depth standard in reading, writing and maths	17%	17%
% achieving greater depth standard in reading	17%	44%
% achieving greater depth standard in writing 17%	17%	21%
% achieving greater depth standard in maths	33%	33%

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
Reading Plus	Reading Solutions UK
Malachi Counselling	Malachi

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	