

St Michael's Pupil Premium Strategy Statement for 2024 to 2025

This statement details our school's use of Pupil Premium the 2024 to 2025 academic year. This funding will enable us to significantly 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	412
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Mrs Ellie Ballinger
Pupil premium lead	Mrs Andrea Hobson
Governor / Trustee lead	Mrs Anne Quiggan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,260
Recovery premium funding allocation this academic year	£0
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	£37,260

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 in all core subjects from the end of Early Years to end of Key Stage 1. This is also the case from end of Key Stage 1 to end of Key Stage 2.
2	Children's attainment in phonics is beginning to transfer to end of Key Stage 1 writing attainment. Implementation of Get Write, which is part of the RWI strategy, will support children in writing and show further impact on Key Stage 1 and across Key Stage 2 writing outcomes.
3	Decreasing attainment in reading from the end of Early Years to the end of Year 6. Implementation of a whole class approach to the teaching of reading across the school ensures that the teaching of reading is using latest evidence research and is beginning to show impact.
4	Children have low self-esteem. Classes will not be streamed during teaching and intervention groups during school time will be put into place as a review of the direction of Teaching Assistants is underway and the use of adaptive teaching is in place.

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.

Be specific on the intended outcomes!

Intended outcome	Success criteria
<ul style="list-style-type: none"> Attainment trajectory for disadvantaged children follows a path of improvement from their starting points. 	<ul style="list-style-type: none"> Staff monitor and track the progress of disadvantaged children in their class, particularly in core subjects. Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make good progress compared to prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.
<ul style="list-style-type: none"> The Read, Write, Inc. system of phonics is impacting in Reception, Years 1 and 2. Children who are falling behind in whole class sessions are prioritised for the direct instruction reading intervention. Key Stage 1 reading outcomes are closely matched to the children's phonics attainment at the end of Year 1. 	<ul style="list-style-type: none"> Staff trained in RWI and phonic lessons are consistently of a high standard. Regular assessments identify intervention at the earliest opportunity to ensure gaps are addressed. Whole class reading in year 2 ensures that reading attainment is consistent with the phonic attainment.
<ul style="list-style-type: none"> Disadvantaged children's attainment is narrowed through whole class teaching. Increased number of disadvantaged pupils are working at the expected standard or above across the school in phonics, reading, writing and maths. 	<ul style="list-style-type: none"> Teaching is consistently strong and teachers target lower attaining children. Accelerated Reader has been embedded across Key Stage 2, enabling disadvantaged children equal access to online reading. Pupils read regularly at school and at home and this is monitored through Reading Diaries. They complete home learning and, where this is inconsistent, children are provided with opportunities in school to do so. Children falling behind are targeted through precision teaching (EP) reading, writing and maths intervention groups.
<ul style="list-style-type: none"> Children's low self esteem is improving with whole class, mixed ability teaching. 	<ul style="list-style-type: none"> Evidence based research on the use of teaching support within the classroom has been used to redirect the use of teaching assistants within the school.

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: £15,420

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 and 2
Whole class, mixed ability teaching is a priority and focus for all children	High quality teaching and support and smaller class sizes where appropriate is embedded and there are improved outcomes for all children.	1-4
Use mastery teaching approaches for the daily teaching of Phonics and Number in Reception, Years 1 and 2 and also Maths across the school	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Mastery Learning as +5 months	3 and 4

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

Budgeted cost: £5,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify children falling behind for precision teaching EP Reading intervention	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Individualised Instruction as +4 months	2 and 3
Children making slow progress have daily access using their own iPads to access online resources (spelling shed, TTRS and accelerated reader)	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Individualised Instruction as +4 months	2 and 3
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
Forest School sessions for Year 1 pupils	The EEF Teaching and Learning Toolkit (2021) identifies the impact of Social and Emotional Learning as +4 months	4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise children for support from Malachi Counselling	Children received one to one counselling in order to address mental health concerns and to support some children both at home and school.	4
Prioritise funding for children to attend trips and residential for vulnerable children	Vulnerable children/families to be supported to enable their children to attend trips, experiencing wider opportunities which may not otherwise be available.	4

Total budgeted cost: £37,852

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 2021 to 2022 academic year.

Desired Outcomes	Impact
Embed the use of RWI 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, 80% (4 of 5) of disadvantaged children achieved the expected standard in Maths. • In Reading, 60% of disadvantaged children achieved the expected standard and in writing 60% (3 of 5) achieved the expected standard. • In year 2, 66% (2 of 3) of disadvantaged children achieved the expected standard in Maths, reading and writing.
Develop a whole school, consistent approach to promoting pupils' well-being and mental health as an early adopter school for the RSE curriculum and the implementation of My Happy Mind	<ul style="list-style-type: none"> • This has been introduced and taught, using the PSHE Association planning. • Use of a subscription for Jigsaw in addition to improvement of staff confidence in delivering RSE. • My Happy Mind introduced
Provide a range of enriched curriculum interventions which enable targeted children to develop resilience and independence (e.g. 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.
Prioritise disadvantaged children for Malachi Counselling	<ul style="list-style-type: none"> • 5 disadvantaged pupils received mentoring or Malachi counselling.
Prioritise funding for vulnerable families to provide wider opportunities	<ul style="list-style-type: none"> • Disadvantaged children are provided with opportunities otherwise not available

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
Accelerated Reader	Renaissance
Malachi Counselling	Malachi
Read Write Inc	Ruth Miskin
My Happy Mind	NHS

