

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 (VC) First School
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	10.22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Jan 2023
Date on which it will be reviewed	July 2023
Statement authorised by	J Wass
Pupil premium lead	J Wass
Governor / Trustee lead	A Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30935
Recovery premium funding allocation this academic year	£4640
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	

Part A: Pupil premium strategy plan

Statement of intent

At St Michael's CE (VC) First School we have high aspirations for all of the pupils within our school to achieve, irrespective of their background or the challenges they face. We wish to ensure that they make good progress and achieve high attainment across all subject areas and are able to access a broad and balanced curriculum where any barriers to learning are addressed and removed.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Through the use of Pupil Premium funding we strive to reduce any gaps in attainment and allow children to perform at least in line with their peers.

Alongside their academic progress, as a school, we place high value on supporting children's mental health and wellbeing. As such support is in place to allow all children including those identified as disadvantage to access support to help them be ready to learn and support them through any challenges they may be facing.

We believe that all children within the school should have access to the same school experiences and be able to access all aspects of school life regardless of background therefore our pupil premium funding is used to support this aim.

Challenges

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

Challenge number	Detail of challenge
1	Data analysis shows that children identified as disadvantaged attain lower across the school in the areas of reading, writing and mathematics
2	Analysis shows that phonological development of children is lower and children do not make the same level of progress as their peers.
3	Pupils have limited life experience (also further impacted by Covid19 and restrictions the school has faced) that impact's on their academic progress especially in terms of language and writing development.

4	Across the school we are seeing a continued increase in the number of children requiring support from our nurture provision and HOPE project support. Many of the children identified as disadvantaged are also on the SEN register or have additional emotional needs. Covid19 has had a significant impact on this aspect placing additional demands on the school and provision in this area.
5	Observations have shown that children identified as disadvantaged have lower oral language development and are missing key aspects of vocabulary that impact on academic progress. This is evident on entry to school and as children move through the key stages.

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
<i>The gap between disadvantaged and non-disadvantaged children in reading, writing and mathematics attainment is narrowed.</i>	Assessment data shows that the gap between disadvantaged and non-disadvantaged pupils attainment is narrowing.
<i>Attainment in Reading, writing and mathematics for identified children is at least in-line with national levels.</i>	Disadvantaged pupils attain at least in-line with national disadvantaged pupils at the end of EYFS, Y1 phonics assessment, end of KS1 (R,W and M) and Y4 multiplication assessment.
Y2 children undertaking national phonics assessment (21/22) attain expected levels	Disadvantaged pupils achieve in line with cohort and data shows they are at least in-line with national data for disadvantaged pupils.
Children attain expected levels in the Y1 phonological assessment.	Disadvantaged pupils achieve in line with cohort and data shows they are at least in-line with national data for disadvantaged pupils.
Swift emotional support and access to intervention support such as HOPE allows for quick addressing of emotional and social needs allowing children to be more ready to access learning.	Children are emotionally supported to allow them to make the desired academic progress. Children respond well following support and are visually more settled and equipped for learning within school.

Reading progress of children identified as disadvantaged is accelerated to allow them to close the attainment gap and develop the necessary skills to aid their learning in all areas.	Accelerated progress is seen in the targeted children and they are moving closer in-line with their peer group.
Clear planning for children to have the opportunity to experience a wide variety of opportunities including visits/ visitors into school and outdoor learning experiences.	Children's life opportunities are widened – children have the opportunity to experience new things and are not limited by life experiences.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of a the new synthetics phonics approach recommended by the DfEE – Little Wandle Staff training and support for members of staff new to the year group (support from English lead)	Recommendations and good practice reported in the governments document – The reading Framework published July 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.littlewandlelettersandsounds.org.uk/why-join/	1 and 2

<p>Purchase of resources to ensure consistency in approach and display across the school.</p> <p>Continued renewal of the big cat online phonics books</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Y1 Phonics intervention to allow any gaps and children not making expected progress to access early intervention</i></p>	<p>Phonological development has been identified as vital to allow children to continue to make expected progress across all areas of learning and allow them to fully access the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF Document - Improving Literacy in Key Stage 1</p> <p>Eight recommendations to support the literacy of 5–7 year-olds</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1 and 2</p>
<p><i>Y2 phonics intervention to allow children to make progress to attain nationally expected phonics level (during retaking of phonics assessment)</i></p>	<p>Phonological development has been identified as vital to allow children to continue to make expected progress across all areas of learning and allow them to fully access the curriculum.</p>	<p>1 and 2</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF Document - Improving Literacy in Key Stage 1 Eight recommendations to support the literacy of 5–7 year-olds</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p><i>Additional classroom support during English and Maths lessons to allow greater 1-1 and small group support with the classroom. This ensures that children have full access to the classroom teacher input but greater support to access the learning.</i></p> <p><i>Classroom support to be used to allow quick intervention and support children’s learning within a classroom context.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p><i>NELI – implementation of programme</i></p> <p><i>Pupil screening</i></p> <p><i>Targeting of identified children</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>https://www.nuffieldfoundation.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	5
<p><i>Internal small group intervention and 1-1 precision teaching</i></p>	<p>Previous evidence of impact in schools internal data</p>	1

<p><i>Training for parents – difficult to reach parents contacted on an individual basis to help them support their child in their learning.</i></p> <p><i>Initial support for parents to support their children in reading at home (Spring Term) – support and training provided by Key Stage lead.</i></p>	<p>EEF - Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p><i>Continued access to online intervention and learning packages</i></p>	<p>Wordshark, TT Rockstar and Numbots https://www.wordshark.co.uk/ https://trockstars.com/ https://play.numbots.com/#/intro</p>	<p>1</p>

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued provision of the HOPE project across the school building on previous good practice.</i></p> <p><i>Provision of teaching assistant hours to maintain this provision within the school.</i></p>	<p>Mental Health Support for Schools – Social and Emotional development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The HOPE Project https://www.burdenbasket.co.uk/hope-support-for-schools/</p> <p>The HOPE Project has been developed over the last five years and helps create positive outcomes for children that have an emotional need for support. The HOPE Project trains school staff to understand the mental health needs of young people and helps develop their support skills. It complements a whole school approach to positive health and psychological wellbeing.</p>	<p>4</p>

	HOPE Project schools offer a safe space in an environment in which the child feels comfortable. This has additional benefits such as the adults' familiarity with the child/family which helps create a trusting relationship.	
<i>Payment for school visits/ residential visits</i> <i>Support with school uniform/ PE kits etc</i>	Opportunity to attend outdoor residential learning experience https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3

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.

NELLI

One child identified as pupil premium undertook NELLI intervention they made good progress in all aspects of the assessment, in-line with or exceeding their peers.

Year 1 Phonics

3 out of 5 children who were identified as pupil premium passed their Y1 statutory phonics assessment – the other 2 children made considerable progress across the year. All of these children had received additional phonics interventions during the course of the school year.

KS1 Statutory assessment

A gap between attainment of children identified as pupil premium and non pupil premium still exists, this continues to remain a focus of the school for the next academic year.

HOPE/ Nurture

7 children identified as pupil premium regularly accessed HOPE provision during the academic year. This had significant impact on their wellbeing.

Additional Information

All staff in school completed training in the implementation of Little Wandle and a trial period was established to enable a quick and smooth roll out in Autumn Term 2022. Impact of its success remains under monitoring by the school. Resources to support e.g. phonological reading books are being purchased over time to build up the resource base. Access to online phonological books allows for children to access these at home.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

The plan remains ongoing

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
TT Rockstar	
Numbots	
NELI	Nuffield

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The schools environment continues to be developed to allow greater opportunities for learning outside the classroom. Quiet areas for nurture/ HOPE provision have been created to allow children the space to relax and develop their mental wellbeing, this remains a focus of the school.