

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	25
Proportion (%) of pupil premium eligible pupils	12.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2028
Date this statement was published	Jan 2025
Date on which it will be reviewed	July 2025
Latest Review	Jan 2026
Statement authorised by	J Wass
Pupil premium lead	J Wass
Governor / Trustee lead	A Rees

Funding overview

Detail	Amount
Pupil premium funding allocation academic year (24/25)	£35520
Pupil premium funding allocation academic year (24/25)	£37875
Recovery premium funding allocation this academic year	
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 generally 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 can have limited life experience 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. A number of the children identified as disadvantaged are also on the SEN register or have additional emotional needs.
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
The gap between disadvantaged and non-disadvantaged children in reading, writing and mathematics attainment is narrowed.	Assessment data shows that the gap between disadvantaged and non-disadvantaged pupils attainment is narrowing.
Attainment in Reading, writing and mathematics for identified children is at least in-line with national levels.	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.
Children are reading at least at Age Related Expectation and foster a love of reading	Reading assessments show children are attaining ARE and observations in school show they are keen readers
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.
Y2 children undertaking national phonics assessment 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.
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	Accelerated progress is seen in the targeted children and they are moving closer in-line with their peer group.

necessary skills to aid their learning in all areas.	
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 (25/26)

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of new synthetic approach recommended by the DfEE – Little Wandle</p> <p>Purchase of resources to ensure consistency in approach and display across the school.</p> <p>Purchase of new books to support older readers not at expected</p>	<p>Recommendations and good practice reported in the governments document – The reading Framework published July 2021</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.littlewandlelettersandsounds.org.uk/why-join/</p>	1 and 2

standards (phonologically sound texts)		
Purchase of reading assessment scheme to accurately track reading age scores for identified pupils		

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

Budgeted cost: £26355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Wellcomm Language Screening, staff training and staff resource time in EYFS (and other children in school as required)</i></p> <p><i>Implementation of Wellcomm intervention and monitoring of impact</i></p> <p><i>(Updated Sept 2025)</i></p>	<p>Strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral</p>	1 and 5
<p><i>Y1 Phonics intervention to allow any gaps and children not making expected progress to access early intervention</i></p> <p><i>Early intervention for children who do not grasp a concept to ensure a gap does not develop</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>	1 and 2

	<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><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>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>	1 and 2
<p><i>1-1 targeted reading intervention through EPATT</i></p> <p><i>(Updated Sept 2025)</i></p>	<p>Previous evidence of impact within school – acceleration in pupils reading age to reduce the gap between themselves and their peers.</p>	1&5
<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

<i>Internal small group intervention and 1-1 precision teaching</i>	Previous evidence of impact in schools internal data	1
<i>Training for parents – difficult to reach parents contacted on an individual basis to help them support their child in their learning.</i> <i>Initial support for parents to support their children in reading at home (Spring Term 25) – support and training provided by Key Stage lead.</i>	EEF - Working with Parents to Support Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
<i>Continued access to online intervention and learning packages</i>	Wordshark, TT Rockstar and Numbots https://www.wordshark.co.uk/ https://trockstars.com/ https://play.numbots.com/#/intro	1

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

Budgeted cost: £10 000

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

	<p>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>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.</p>	
<p><i>Payment for school visits/ residential visits</i></p> <p><i>Support with school uniform/ PE kits etc</i></p>	<p>Opportunity to attend outdoor residential learning experience</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Opportunities to attend all school visits and develop a broader cultural capital</p> <p>Ensure appropriate uniform/ PE kits allow full participation in school life</p>	3
<p><i>Staff training Spark to your success</i></p> <p><i>(Updated Dec 2025)</i></p>	<p>Commissioned support through Send and Inclusion Hub – staff CPD for 3 members of staff, Headteacher, SENCO and Nurture TA</p> <p>https://sparktoyoursuccess.co.uk/</p>	4
<p><i>Training member of staff as ELSA</i></p>	<p>https://www.elsa-support.co.uk/what-is-elsa-intervention/</p>	4

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 2023 to 2024 and 2024 to 2025 academic year

Early Years

2023/24

All pupils	75.68%
PP	50%

2024/25

All pupils	75%
PP	50%

Phonics Year 1

2023/24

Met Expected standard	Percentage
All Pupils	86.5%
PP	100%

2024/25

Met Expected standard	Percentage
All Pupils	83.8%
PP	57%

HOPE/ Nurture

A number of pupil premium regularly accessed HOPE provision during the academic year. This had significant impact on their wellbeing. Support included supporting pupils with anxiety, low self-esteem, trauma and specific transition work

Additional Information

Additional and new staff in school completed training in the implementation of Little Wandle. The success of Little Wandle was reflected in both monitoring and end of year assessments. Resources to support e.g. new phonological reading books for the reading scheme have shown a high level of impact.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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
Little Wandle	Wandle Learning Trust

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.